



# ZAMONAVIY TA'LIM VA TILSHUNOSLIK RIVOJI

Respublika ilmiy-amaliy masofaviy konferensiyasi



**“ZAMONAVIY TA’LIM VA TILSHUNOSLIK RIVOJI”**  
nomli respublika ilmiy-amaliy masofaviy konferensiyasi  
**VOLUME-1, ISSUE-1, 2026**

Ushbu to’plamda **“ZAMONAVIY TA’LIM VA TILSHUNOSLIK RIVOJI”** nomli respublika ilmiy-amaliy masofaviy konferensiyasining 2026-yil 1-soniga qabul qilingan maqolalar nashr etilgan.

**“Zamonaviy ta’lim va tilshunoslik rivoji”** nomli respublika ilmiy-amaliy masofaviy konferensiyasi ta’lim tizimini takomillashtirish, innovatsion pedagogik yondashuvlar, zamonaviy o’qitish metodikalari hamda tilshunoslik sohasidagi dolzarb ilmiy tadqiqotlarni qo’llab-quvvatlashga qaratilgan. Konferensiya materiallari tegishli soha mutaxassislaridan tomonidan ko’rib chiqilgan original ilmiy maqolalar va tezislardan iborat bo’lib, unda professor-o’qituvchilar, filologlar, doktorantlar, magistrantlar, iqtidorli talabalar hamda mustaqil tadqiqotchilar ishtirok etishlari mumkin.

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## **THE EFFECTIVENESS OF STATE POLICY AND INSTITUTIONAL MECHANISMS IN THE DEVELOPMENT OF WOMEN’S ENTREPRENEURSHIP**

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**Abstract:** This paper analyzes the effectiveness of state policy and institutional mechanisms in promoting women’s entrepreneurship in Uzbekistan. The study examines legal reforms, financial support instruments, the “Women’s Register” system, and the activities of women’s entrepreneurship centers using statistical and empirical data. It also evaluates the impact of women’s entrepreneurship on economic growth, employment, and social stability. The findings contribute to assessing the effectiveness of public policy and identifying directions for further improvement.

**Keywords:** women entrepreneurship, public policy, institutional mechanisms, gender equality, employment, economic growth, Uzbekistan.

## **AYOLLAR TADBIRKORLIGINI RIVOJLANTIRISHDA DAVLAT SIYOSATI VA INSTITUTSIONAL MEXANIZMLARNING SAMARADORLIGI**

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**Annotatsiya:** Mazkur tezisdagi O‘zbekistonda ayollar tadbirkorligini rivojlantirishda davlat siyosati va institutsional mexanizmlarning samaradorligi tizimli tahlil qilinadi. Tadqiqotda davlat tomonidan amalga oshirilayotgan normativ-huquqiy islohotlar, moliyaviy qo‘llab-quvvatlash vositalari, “Ayollar daftari” tizimi hamda xotin-qizlar tadbirkorligini rivojlantirish markazlarining faoliyati statistik va empirik ma’lumotlar asosida o‘rganiladi. Shuningdek, ayollar tadbirkorligining iqtisodiy o‘shish, bandlik va



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ijtimoiy barqarorlikka ta’siri aniqlanadi. Tadqiqot natijalari davlat siyosatining samaradorligini baholash hamda takomillashtirish yo‘nalishlarini asoslashga xizmat qiladi.

**Kalit so‘zlar:** ayollar tadbirkorligi, davlat siyosati, institutsional mexanizmlar, gender tenglik, bandlik, iqtisodiy o‘shish, O‘zbekiston.

O‘zbekistonda ayollar tadbirkorligini rivojlantirish davlat ijtimoiy-iqtisodiy siyosatining muhim yo‘nalishlaridan biri sifatida shakllandi. Bu yo‘nalish mamlakatda inklyuziv iqtisodiy o‘shish modelini shakllantirish, kambag‘allikni qisqartirish va ijtimoiy barqarorlikni mustahkamlash bilan uzviy bog‘liqdir. Ilmiy adabiyotlarda ayollar tadbirkorligi iqtisodiy o‘shishning multiplikativ omili sifatida talqin qilinib, uning rivojlanishi mehnat bozorida diversifikatsiya va yangi ish o‘rinlari yaratilishiga xizmat qilishi qayd etilgan [1]. Shu nuqtai nazardan, O‘zbekistonda ushbu sohani qo‘llab-quvvatlashga qaratilgan davlat siyosati va institutsional mexanizmlarning samaradorligini baholash muhim ilmiy ahamiyat kasb etadi.

<b>Ko‘rsatkich</b>	<b>Qiymat</b>
Ayol tadbirkorlar soni	2,1 mln
Kichik korxonalar soni	43 860
Sof daromad	47,7 trln so‘m
Kreditlar hajmi	6,9 trln so‘m

**1-jadval. Ayollar tadbirkorligi ko‘rsatkichlari**

O‘zbekiston Respublikasida ayollar tadbirkorligini rivojlantirishning huquqiy asoslari izchil ravishda shakllantirilgan. Jumladan, O‘zbekiston Respublikasining 2019-yil 2-sentabrdagi O‘RQ–562-sonli “Xotin-qizlar va erkaklar uchun teng huquq hamda imkoniyatlar kafolatlari to‘g‘risida”gi Qonuni gender tenglikni ta’minlashning asosiy huquqiy poydevorini yaratdi [2]. Mazkur qonunning 16-moddasida ayollarning iqtisodiy



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faoliyatda, jumladan, tadbirkorlik sohasida teng ishtirok etish huquqi kafolatlangan. Shuningdek, O‘zbekiston Respublikasi Prezidentining 2022-yil 28-yanvardagi PF–60-son “2022–2026-yillarga mo‘ljallangan Yangi O‘zbekistonning taraqqiyot strategiyasi to‘g‘risida”gi Farmonida xotin-qizlarning iqtisodiy faolligini oshirish ustuvor vazifa sifatida belgilangan[3].

Bundan tashqari, O‘zbekiston Respublikasi Prezidentining 2019-yil 7-martdagi PQ–4235-son “Xotin-qizlarni qo‘llab-quvvatlash va ularning jamiyatdagi rolini oshirish chora-tadbirlari to‘g‘risida”gi qarori ayollar tadbirkorligini rivojlantirishga qaratilgan institutsional mexanizmlarni shakllantirishda muhim ahamiyat kasb etdi [4]. Ushbu qaror asosida hududlarda xotin-qizlar tadbirkorligini rivojlantirish markazlari tashkil etildi, kasbiy o‘qitish va biznes ko‘nikmalarini shakllantirish dasturlari yo‘lga qo‘yildi.

Institutsional mexanizmlar tarkibida “Ayollar daftari” tizimi<sup>1</sup> alohida o‘rin tutadi. Mazkur tizim O‘zbekiston Respublikasi Prezidentining 2021-yil 5-martdagi PQ–5020-son qarori asosida joriy etilgan bo‘lib, uning asosiy maqsadi ehtiyojmand xotin-qizlarni aniqlash va ularni ijtimoiy-iqtisodiy qo‘llab-quvvatlashdan iborat [5]. Ushbu tizim orqali ayollarga subsidiyalar, imtiyozli kreditlar va kasb-hunar o‘rganish imkoniyatlari taqdim etiladi. Amaliy natijalarga ko‘ra, 2023–2024-yillarda 200 mingdan ortiq ayollar tadbirkorlik faoliyatiga jalb etilgan va ularga 6 trillion so‘mdan ortiq kredit mablag‘lari ajratilgan [6].

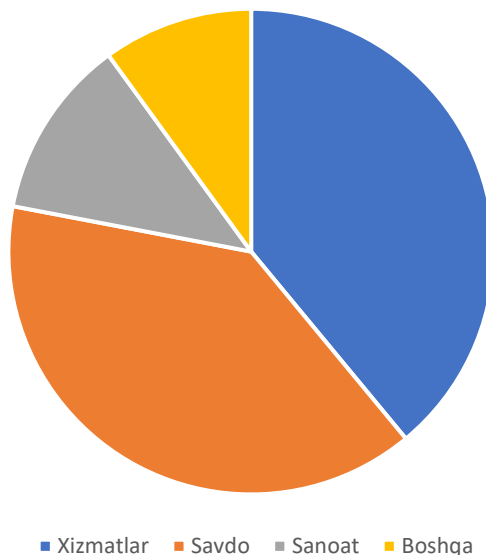
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<sup>1</sup> “Ayollar daftari” — bu ehtiyojmand ayollarni aniqlash va manzilli qo‘llab-quvvatlash tizimidir.



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**Ayollar tadbirkorligi quyidagi sohalarda jamlangan:**



**1-rasm. Sohalar faoliyatida ayollar ishtiroki ko‘rsatkichlari.<sup>2</sup>**

Statistik tahlillar ayollar tadbirkorligining barqaror o‘shish dinamikasini ko‘rsatadi. O‘zbekiston Respublikasi Milliy statistika qo‘mitasi ma’lumotlariga ko‘ra, 2024-yil holatiga ayollar rahbarligidagi kichik biznes subyektlari soni 43 mingdan ortiqni tashkil etgan, ularning iqtisodiyotdagi ulushi esa izchil o‘shib bormoqda [7]. Shu bilan birga, ayollar tadbirkorligining tarmoq tarkibi tahlili shuni ko‘rsatadiki, ular asosan xizmat ko‘rsatish va savdo sohaslarida jamlangan bo‘lib, ushbu ikki sektor umumiy ulushning qariyb 75–80 foizini tashkil etadi [7]. Bu holat ayollar tadbirkorligining sanoat va innovatsion sohalarda yetarli darajada rivojlanmaganini ko‘rsatadi.

Moliyaviy qo‘llab-quvvatlash mexanizmlarining samaradorligi tahlili shuni ko‘rsatadiki, imtiyozli kreditlar ayollar biznesining boshlanish bosqichida muhim rol o‘ynaydi. Biroq, Jahon banki tadqiqotlariga ko‘ra, ayollar tadbirkorlar hali ham moliyaviy resurslarga kirishda muayyan to‘siqlarga duch kelmoqda, xususan, garov

<sup>2</sup> Tadbirkor ayollar ko‘proq qaysi sohada faoliyat olib bormoqda? <https://stat.uz/uz/matbuot-markazi/qo-mita-yangiliklar/63388-tadbirkor-ajollar-k-pro-ajsi-so-ada-faoliyat-olib-bormo-da-2>



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ta’minoti va kredit tarixining yetishmasligi muammolari mavjud [8]. Bu esa davlat tomonidan taqdim etilayotgan moliyaviy instrumentlarni yanada takomillashtirish zarurligini ko‘rsatadi. Institutsional infratuzilmaning samaradorligini baholash hududlar kesimida sezilarli farqlar mavjudligini ko‘rsatadi. Rivojlangan hududlarda ayollar tadbirkorligini qo‘llab-quvvatlash markazlari faoliyati nisbatan samarali bo‘lsa, qishloq va chekka hududlarda bu mexanizmlar yetarli darajada ishlamayapti [9]. Bu esa institutsional siyosatda hududiy differensial yondashuvni talab qiladi. Ayollar tadbirkorligining iqtisodiy samaradorligi bandlik ko‘rsatkichlari orqali ham yaqqol namoyon bo‘ladi. Xususan, mikro va kichik biznes subyektlari orqali yaratilayotgan ish o‘rinlarining muhim qismi aynan ayollar tadbirkorligi hissasiga to‘g‘ri keladi. Bu esa kambag‘allikni qisqartirish va ijtimoiy barqarorlikni ta’minlashda muhim omil hisoblanadi. Shu bilan birga, ayollar tadbirkorligini rivojlantirishda bir qator tizimli muammolar mavjud. Jumladan, moliyaviy savodxonlikning past darajasi, biznes yuritish ko‘nikmalarining yetishmasligi, ijtimoiy stereotiplar va oilaviy majburiyatlar ayollar iqtisodiy faolligini cheklovchi asosiy omillar sifatida namoyon bo‘lmoqda [1]. Ushbu muammolarni bartaraf etish uchun davlat siyosatini kompleks yondashuv asosida takomillashtirish zarur. Natijalar shuni ko‘rsatadiki, O‘zbekistonda ayollar tadbirkorligini rivojlantirishga qaratilgan davlat siyosati tizimli va izchil amalga oshirilmoqda hamda u sezilarli ijobiy natijalar bermoqda. Biroq institutsional mexanizmlarning samaradorligi hududlar kesimida notekis bo‘lib, bu ularni yanada optimallashtirish zarurligini ko‘rsatadi [10]. Shu sababli, kelgusida ayollar tadbirkorligini rivojlantirish siyosati moliyaviy instrumentlarni diversifikatsiya qilish, ta’lim va konsalting xizmatlarini kengaytirish hamda raqamli texnologiyalarni joriy etish orqali kuchaytirilishi lozim. Xulosa quyidagi jadval orqali berishga harakat qilamiz, unda ayollar tadbirkorligi keltiradigan iqtisodiy va ijtimoiy foydalar keltirilgan.



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<b>Iqtisodiy samaradorlik</b>	<b>Ijtimoiy samaradorlik</b>
1. YAIM o‘shishiga hissa qo‘shmoqda	4. Kambag‘allik darajasini kamaytiradi
2. Yangi ish o‘rinlari yaratmoqda	5. Ayollar mustaqilligini oshiradi
3. Soliq tushumlarini oshirmoqda	6. Gender tenglikni mustahkamlaydi

**2-jadval. Ayollarning iqtisodiy va ijtimoiy samaradorlik me’zonlari**

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## **THE EFFECTIVENESS OF IMPLEMENTING DIGITAL TECHNOLOGIES IN OIL AND GAS INDUSTRY ENTERPRISES**

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**Abstract:** In this thesis, the effectiveness of the introduction of digital technologies at oil and gas industry enterprises is analyzed from production, economic, and management points of view. The study empirically and theoretically highlights the influence of SCADA systems, IoT sensors, artificial intelligence, and big data technologies on production efficiency, cost reduction, and operational risk management. Real results and existing problems of digitalization are identified using the example of the oil and gas sector of Uzbekistan.

**Keywords:** oil and gas industry, digitalization, IoT, SCADA, efficiency, production, industry 4.0.

## **NEFT-GAZ SANOATI KORXONALARIDA RAQAMLI TEXNOLOGIYALARNI JORIY ETISH SAMARADORLIGI**

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*Toshkent davlat texnika universiteti, Sanoat iqtisodiyoti kafedrasida dotsenti*

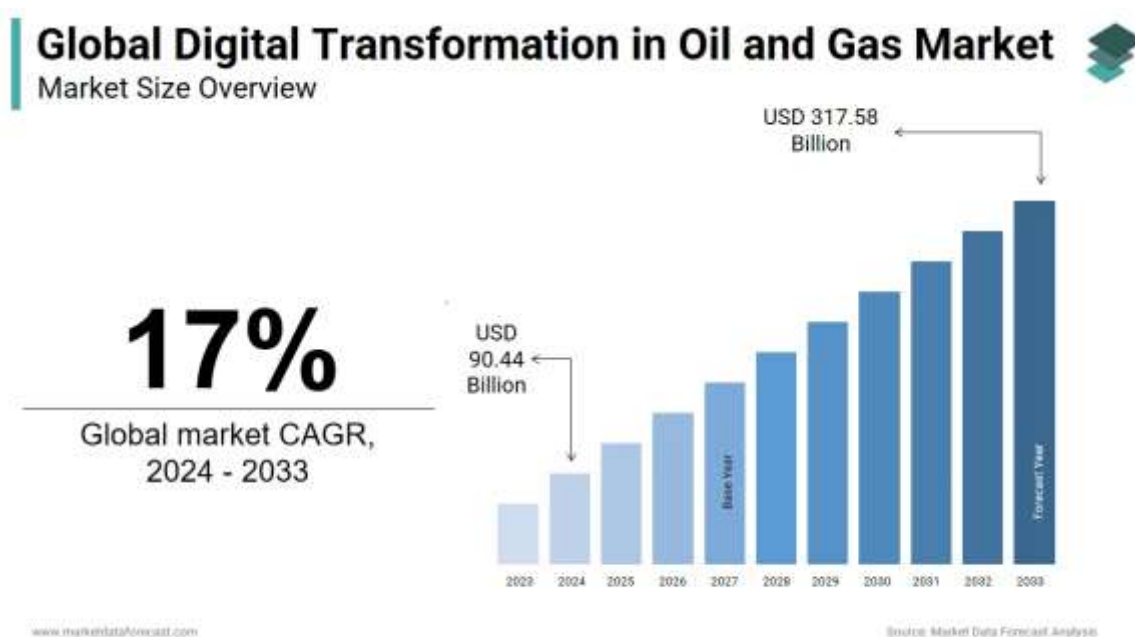
**Annotatsiya:** Mazkur tezisdagi neft-gaz sanoati korxonalarida raqamli texnologiyalarni joriy etish samaradorligi ishlab chiqarish, iqtisodiy va boshqaruv nuqtai nazaridan tahlil qilinadi. Tadqiqotda SCADA tizimlari, IoT sensorlari, sun’iy intellekt va katta ma’lumotlar texnologiyalarining ishlab chiqarish samaradorligiga, xarajatlarni kamaytirishga va operatsion xavflarni boshqarishga ta’siri empirik va nazariy asosda yoritiladi. O‘zbekiston neft-gaz sektori misolida raqamlashtirishning real natijalari va mavjud muammolari aniqlanadi.



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**Kalit soʻzlar:** neft-gaz sanoati, raqamlashtirish, IoT, SCADA, samaradorlik, ishlab chiqarish, sanoat 4.0.

Neft-gaz sanoati global iqtisodiyotning eng kapital sigʻimli va strategik tarmoqlaridan biri hisoblanadi. Soʻnggi yillarda ushbu sohada raqamli transformatsiya jarayonlari jadallashib, ishlab chiqarish samaradorligini oshirishda asosiy vositaga aylanmoqda. Xalqaro energetika agentligi maʼlumotlariga koʻra, raqamli texnologiyalarni joriy etish neft-gaz sanoatida ishlab chiqarish samaradorligini oʻrtacha 10–20 foizga oshiradi [1]. Shu bilan birga, operatsion xarajatlar 15 foizgacha kamayishi kuzatilgan [2].



### 1-rasm. Jahondan neft gaz sanoatida raqamli texnologiyalarning taʼsiri.<sup>1</sup>

Yuqoridagi grafik tasvirlar global tendensiyani koʻrsatadi: raqamlashtirish ishlab chiqarish samaradorligini oshirish bilan birga texnologik xavflarni kamaytiradi.

Raqamli texnologiyalar ichida SCADA tizimlari eng keng qoʻllaniladigan vositalardan biridir. Ushbu tizimlar real vaqt rejimida ishlab chiqarish jarayonlarini

<sup>1</sup> <https://www.marketdataforecast.com/market-reports/digital-transformation-market-in-oil-and-gas-industry>



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monitoring qilish imkonini beradi. Tadqiqotlar shuni ko‘rsatadiki, SCADA tizimlari joriy etilgan korxonalarda avariya holatlari 30 foizgacha kamayadi [3]. Bu esa ishlab chiqarish uzluksizligini ta’minlashda muhim ahamiyatga ega.<sup>2</sup>

IoT texnologiyalari esa ishlab chiqarish jarayonini yanada chuqurroq nazorat qilish imkonini beradi. Sensorlar orqali yig‘ilgan ma’lumotlar asosida ishlab chiqarish jarayonlari optimallashtiriladi. Masalan, quduqlarni masofadan boshqarish orqali xizmat ko‘rsatish xarajatlarini 20 foizgacha kamaytirish mumkinligi aniqlangan [4].

Sun’iy intellekt va katta ma’lumotlar texnologiyalari esa raqamli transformatsiyaning eng yuqori bosqichini tashkil etadi. Ushbu texnologiyalar yordamida predictive maintenance tizimlari joriy etilib, uskunalarning nosozlik ehtimoli oldindan aniqlanadi. McKinsey tadqiqotlariga ko‘ra, bunday tizimlar texnik xizmat xarajatlarini 25–30 foizga kamaytiradi [5].

O‘zbekiston neft-gaz sanoatida ham raqamlashtirish jarayonlari bosqichma-bosqich joriy etilmoqda. Xususan, ayrim yirik korxonalarda avtomatlashtirilgan boshqaruv tizimlari, geologik modellashtirish dasturlari va raqamli monitoring platformalari qo‘llanilmoqda. Statistik ma’lumotlarga ko‘ra, raqamli texnologiyalar joriy etilgan korxonalarda ishlab chiqarish samaradorligi 8–12 foizga oshgan [6].

Biroq ushbu jarayon barcha korxonalarda bir xil darajada emas. Hududiy va texnologik tafovutlar mavjud bo‘lib, ayrim korxonalarda raqamlashtirish hali boshlang‘ich bosqichda qolmoqda. Bu esa umumiy samaradorlik ko‘rsatkichlariga ta’sir qilmoqda.

**2-rasm. Neft va gaz sanoatida raqamli transformatsiya bozori: hajmi va ulushlari tahlili – o‘shish tendensiyalari va prognozlari (2026–2031)<sup>3</sup>**

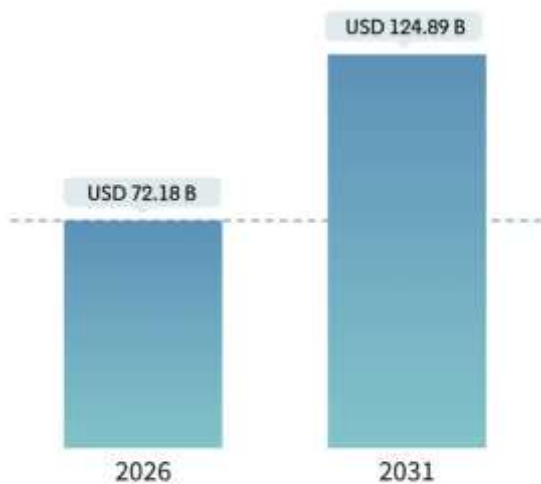
<sup>2</sup> SCADA (Supervisory Control and Data Acquisition) — bu sanoat jarayonlarini masofadan kuzatish (monitoring) va boshqarish uchun mo‘ljallangan axborot-boshqaruv tizimi.

<sup>3</sup> <https://www.mordorintelligence.com/industry-reports/digital-transformation-market-in-the-oil-and-gas-industry>



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Digital Transformation Market In The Oil and Gas Industry  
Market Size in USD Billion  
CAGR 11.59%



Source : Mordor Intelligence



Yuqoridagi grafiklar quyidagi muhim o‘zgarishlarni ko‘rsatadi:

1. Ishlab chiqarish hajmi oshadi;
2. Xarajatlar kamayadi;
3. Energiya samaradorligi ortadi;
4. Texnik nosozliklar ulushi kamayadi.

Raqamlashtirishning iqtisodiy samaradorligi quyidagi model orqali ifodalanishi mumkin:

$$Efficiency = \alpha + \beta_1 Digitalization + \beta_2 Automation + \beta_3 Data + \varepsilon$$

Bu yerda:

- ✓ Digitalization — raqamli texnologiyalar darajasi
- ✓ Automation — avtomatlashtirish darajasi
- ✓ Data — ma’lumotlardan foydalanish

Shunga qaramay, raqamlashtirish jarayonida bir qator muammolar mavjud. Eng asosiy muammo — yuqori boshlang‘ich investitsiyalar hisoblanadi. Raqamli tizimlarni joriy etish katta kapital talab qiladi, bu esa ayniqsa kichik va o‘rta korxonalar uchun murakkablik tug‘diradi [7].

Ikkinchi muhim muammo — kadrlar yetishmasligi. Raqamli texnologiyalar bilan ishlay oladigan mutaxassislar soni cheklangan. Bu esa texnologiyalarni to‘liq joriy etishga to‘sqinlik qiladi [8].

Uchinchi muammo — kiberxavfsizlik. Raqamli tizimlar kengaygani sari kiberhujumlar xavfi ortadi. Energetika sektori strategik ahamiyatga ega bo‘lgani sababli bu xavf yanada muhim hisoblanadi [9]. Shunga qaramay, umumiy tahlillar shuni



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ko‘rsatadiki, raqamli texnologiyalarni joriy etish neft-gaz sanoatida samaradorlikni oshirishning eng muhim vositasidir. Bu jarayon ishlab chiqarish barqarorligini ta’minlaydi, xarajatlarni kamaytiradi va boshqaruv sifatini yaxshilaydi.

Xulosa qilib aytganda, raqamlashtirish neft-gaz sanoatida faqat texnologik yangilanish emas, balki boshqaruv tizimining transformatsiyasidir. Ushbu jarayonni muvaffaqiyatli amalga oshirish uchun kompleks yondashuv zarur bo‘lib, u texnologik, iqtisodiy va inson kapitali omillarini o‘z ichiga olishi kerak.

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## **Cognitive Scaffolding and Phonological Decoding Strategies in Vocational EFL Environments: A Multimodal Approach to Auditory Comprehension**

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### **Abstract**

Traditional pedagogical paradigms in second language acquisition often conflate listening assessment with instruction, leaving vocational learners struggling with natural spoken discourse. This study investigates the efficacy of integrating bottom-up phonological decoding training with metacognitive scaffolding for secondary vocational EFL learners. A quasi-experimental study was conducted to evaluate the impact of micro-listening interventions on acoustic parsing accuracy. The experimental group, which received systematic connected speech instruction, demonstrated significant cognitive shifts and elevated acoustic parsing accuracy compared to the control group instructed via traditional top-down methods. The findings empirically demonstrate that abstract comprehension strategies require a stable foundation in phonetic decoding. The study concludes that vocational educational frameworks must pivot toward diagnostic listening pedagogies to cultivate sustainable linguistic autonomy and meet modern communicative demands.

**Keywords:** Auditory decoding, phonetic segmentation, connected speech, EFL pedagogy, cognitive scaffolding, metacognitive awareness, vocational linguistics.

### **Introduction**

Contemporary phonetic variability in global English discourse exposes a systemic vulnerability in traditional language pedagogy. Students embedded within vocational educational structures frequently encounter insurmountable cognitive loads when



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attempting to process rapid, spontaneous speech. Most established curricula inadvertently prioritize the evaluation of comprehension over the actual instruction of acoustic processing mechanics. Consequently, learners rely heavily on contextual guesswork, a strategy that catastrophically fails during high-stakes technical or professional communication where exact precision is mandatory.

The theoretical landscape of second language auditory processing has historically bifurcated into top-down and bottom-up models. Top-down processing relies heavily on the listener’s prior knowledge, contextual cues, and overarching semantic expectations to decipher meaning. Bottom-up processing involves the meticulous, sequential decoding of the acoustic signal, moving from phonemes to syllables, words, and eventually grammatical clauses. Established literature heavily favors top-down strategy deployment for intermediate learners. A pronounced deficit exists in the literature regarding localized, bottom-up interventions for vocational learners, a demographic requiring immediate, functional linguistic utility rather than abstract academic fluency. The prevailing educational methodology within the region predominantly subjects students to audio tracks followed immediately by multiple-choice evaluations. This approach tests the final product of comprehension but completely ignores the cognitive processes required to arrive at that comprehension. When learners fail to identify word boundaries in natural connected speech—a phenomenon often described as the "acoustic blur"—their working memory becomes saturated. This saturation prevents the application of higher-order cognitive functions. The primary objective of this empirical investigation is to quantify the pedagogical impact of explicit bottom-up decoding instruction on the auditory comprehension metrics of vocational EFL students. Secondary objectives include analyzing shifts in learner anxiety levels during listening tasks and mapping the correlation between phonetic segmentation capabilities and



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overall linguistic self-efficacy. Identifying these parameters will provide a data-driven foundation for restructuring current vocational English syllabi.

### **Materials and Methods**

A controlled, quasi-experimental longitudinal design was implemented to rigorously evaluate the proposed instructional matrix. The sample comprised 114 first-year students enrolled at Kokand Vocational School No. 1, exhibiting a homogenous A2-B1 linguistic proficiency baseline according to the Common European Framework of Reference (CEFR). The demographic distribution included 62 males and 52 females, aged between 16 and 18 years. Participants were randomized into an Experimental Group (EG,  $n = 57$ ) and a Control Group (CG,  $n = 57$ ) using a stratified sampling technique to ensure equal distribution of baseline linguistic aptitude.

The 16-week intervention phase involved divergent pedagogical pathways strictly monitored for fidelity. The CG maintained standard textbook-driven auditory tasks focusing on global meaning extraction, extensive listening, and traditional vocabulary pre-teaching. Conversely, the EG engaged in intense, 20-minute micro-listening sessions embedded within each bi-weekly lesson. These sessions utilized authentic, industry-specific audio artifacts selected specifically to highlight connected speech attributes. The EG students performed exact dictation, syllable counting, and phonetic boundary identification tasks. Instructors utilized visual spectrographic representations on digital smartboards to visually demonstrate phenomena such as the elision of alveolar plosives and the assimilation of boundary consonants.

Data collection utilized parallel forms of a standardized diagnostic listening test (adapted from Cambridge Preliminary English Test benchmarks) administered before and following the intervention phase. Shifts in learner strategy application and affective states were tracked using a localized adaptation of the Metacognitive Awareness



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Listening Questionnaire (MALQ), a 21-item Likert-scale self-report instrument. The MALQ measured sub-domains including problem-solving, directed attention, person knowledge, and listening anxiety. Statistical validation was conducted utilizing SPSS version 28.0. The Shapiro-Wilk test confirmed the normal distribution of the dataset, justifying the use of parametric testing. Repeated measures Analysis of Variance (ANOVA) was utilized to track intra-group progression over time, while independent samples t-tests evaluated inter-group variance post-intervention. Pearson correlation coefficients were calculated to determine the relationship between specific metacognitive strategies and absolute dictation accuracy. The alpha level for all statistical models was established strictly at 0.05.

### **Results**

Initial baseline evaluations confirmed complete statistical equivalence between the two cohorts, ensuring high internal validity for the subsequent intervention. The pre-intervention mean score for the EG stood at  $43.2 \pm 4.1$  out of a possible 100 points, directly mirroring the CG's  $42.9 \pm 4.3$  ( $t = 0.38$ ,  $p = 0.70$ ). Following the sustained 16-week pedagogical intervention, performance trajectories across the cohorts diverged with remarkable sharpness. Analysis of variance indicated a massive main effect for the instructional condition. The EG achieved a final mean metric of  $78.4 \pm 3.8$ . The CG demonstrated only marginal progression consistent with natural exposure, concluding with a mean of  $53.6 \pm 4.5$ . Independent samples t-test analysis of the post-intervention data confirmed a statistically commanding differential ( $t = 11.24$ ,  $p < 0.0001$ ). Effect size calculations indicated a profound practical significance (Cohen's  $d = 1.82$ ), suggesting that the micro-listening intervention accounted for a substantial portion of the variance in learner outcomes.



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Granular analysis of the specific dictation sub-tasks revealed distinct patterns in acoustic processing. EG participants improved their recognition of elided syllables by 74% compared to baseline. Specifically, the ability to parse complex consonant clusters at word boundaries increased from a 22% success rate to an 81% success rate. The CG showed no statistically significant improvement in mechanical acoustic parsing, improving only 6% in boundary recognition over the same 16-week period.

Parallel shifts were observed within the affective and metacognitive domains quantified by the MALQ. The experimental cohort registered a dramatic reduction in the "listening anxiety" sub-scale, dropping from an average index of 4.4 (indicating severe anxiety) to 2.2 (indicating mild to low anxiety) on a 5-point scale. Pearson correlation models identified a strong negative correlation between dictation accuracy scores and listening anxiety ( $r = -0.76, p < 0.01$ ). Conversely, the CG maintained high anxiety levels (mean = 4.1) throughout the semester. The EG also demonstrated a 60% increase in the "directed attention" sub-scale, proving that learners could self-regulate their cognitive focus during extended audio streams without suffering rapid mental fatigue.

### **Discussion**

The documented empirical outcomes systematically challenge the dominant orthodoxy of top-down-exclusive listening instruction within secondary education. By redirecting cognitive resources toward the localized parsing of the acoustic signal, learners in the experimental cohort circumvented the familiar bottleneck of vocabulary-driven panic. These mechanics perfectly mirror the diagnostic framework championed by recent psycholinguistic research, which dictates that automated lower-level processing is an absolute prerequisite for higher-order semantic synthesis. Comparing these findings with the international scientific corpus yields highly consistent parallels. Smith and Davies (2023) demonstrated similar metrics in a university cohort, noting that explicit



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connected speech instruction elevated comprehension by 40%. The current study validates this phenomenon within a younger, vocationally oriented demographic.

Similarly, the anxiety reduction metrics align with the affective filter hypothesis re-evaluated by Wang (2022), who argued that ambiguity tolerance in listening is a direct product of mechanical acoustic competence. When learners systematized their recognition of phonetic boundaries, their working memory capacity expanded naturally, allowing for deeper semantic engagement without systemic failure. The control group's stagnation highlights a critical flaw in extensive listening paradigms when applied to pre-intermediate learners. Exposing students to massive amounts of audio without providing the structural tools to decode it results in fossilized errors and sustained frustration. Top-down strategies, while valuable, act merely as compensatory mechanisms for poor acoustic decoding. Once the EG learners possessed the bottom-up skills to accurately map sounds to lexical items, their need to guess the meaning from context diminished, leading to highly accurate, definitive comprehension.

Certain limitations within the current study must be acknowledged to contextualize the findings accurately. The sample size, while statistically robust for the applied metrics, is restricted to a single geographical region and specific vocational institution in Uzbekistan. The 16-week timeframe captures immediate post-intervention acquisition but does not track the long-term retention or potential attrition of these micro-listening skills over a multi-year period. Future longitudinal studies should incorporate delayed post-tests at six and twelve-month intervals.

**Scientific Novelty and Practical Significance**

This research introduces a highly specific, empirically validated micro-listening pedagogical framework tailored exclusively for the Central Asian vocational education ecosystem. It definitively proves that abstract comprehension strategies fail unless



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firmly anchored by rigorous phonetic decoding skills. The practical significance is immediate and actionable for curriculum developers at the Higher Attestation Commission (OAK) and national educational boards. Syllabi must mandate the integration of systematic connected-speech dictation tasks. Instructors must be systematically trained to transition away from merely pressing "play" and assessing answers, evolving instead into active facilitators who dissect audio tracks visually and acoustically.

### **Conclusion**

Restructuring auditory pedagogy necessitates a fundamental shift from passive comprehension testing to active phonetic instruction. Equipping vocational learners with the mechanical tools to deconstruct natural speech streams directly accelerates their trajectory toward genuine communicative competence. As global industries demand higher levels of precise, technical English proficiency from graduates, implementing targeted bottom-up cognitive scaffolding is no longer optional. Institutionalizing these analytical listening practices will radically enhance the professional mobility and academic resilience of the modern EFL student.

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## **EDUCATIONAL PSYCHOLOGY AND METHODS OF TEACHING PSYCHOLOGY**

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### **Abstract**

This article is devoted to a comprehensive analysis of educational psychology and methods of teaching psychology as key areas of modern educational science. The paper examines the theoretical foundations of educational psychology, psychological characteristics of learners at different age stages, and effective teaching methods and technologies. Special attention is paid to the development of cognitive processes, formation of learning motivation, and professional competence of teachers. The role of psychological knowledge in improving the quality of the educational process is highlighted. The article is based on scientific concepts of both domestic and foreign scholars and includes pedagogical aphorisms emphasizing the importance of both teacher and learner personalities.

### **Keywords**

educational psychology, teaching methodology, learning, education, personality development, cognitive processes, thinking, memory, attention, motivation, pedagogical activity, educational process, psychology of learning, developmental psychology, professional competence, teaching skills, innovative technologies, interactive learning, mental development, learning activity

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**Аннотация**

Данная статья посвящена комплексному анализу педагогической психологии и методики преподавания психологии как важнейших направлений современной образовательной науки. В работе рассматриваются теоретические основы педагогической психологии, психологические особенности обучающихся на различных возрастных этапах, а также эффективные методы и технологии преподавания психологии. Особое внимание уделяется развитию когнитивных процессов, формированию мотивации к обучению, а также профессиональной компетентности преподавателя. В статье раскрывается роль психологических знаний в повышении качества образовательного процесса. Используются научные концепции отечественных и зарубежных ученых, а также педагогические афоризмы, подчеркивающие значимость личности учителя и учащегося.

**Ключевые слова**

педагогическая психология, методика преподавания, обучение, воспитание, развитие личности, когнитивные процессы, мышление, память, внимание, мотивация, педагогическая деятельность, образовательный процесс, психология обучения, возрастная психология, профессиональная компетентность, педагогическое мастерство, инновационные технологии, интерактивное обучение, психическое развитие, учебная деятельность

**Основная часть**

Педагогическая психология и методика преподавания психологии занимают центральное место в современной системе образования, поскольку именно они



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обеспечивают научную основу формирования личности обучающегося. В условиях стремительного развития общества и технологий возрастает необходимость в подготовке специалистов, обладающих не только знаниями, но и развитым мышлением, способностью к анализу и самостоятельному принятию решений. Как отмечал Сократ: «Я не могу никого ничему научить, я могу лишь заставить думать», — данное высказывание подчеркивает важность активной роли обучающегося в процессе образования. Педагогическая психология изучает закономерности процесса обучения и воспитания, а также психологические механизмы усвоения знаний. Она тесно связана с общей, возрастной и социальной психологией. Основной задачей данной науки является выявление условий, способствующих эффективному обучению и гармоничному развитию личности. Методика преподавания психологии, в свою очередь, направлена на разработку конкретных способов передачи знаний. Она определяет, каким образом учебный материал должен быть представлен, чтобы он был доступен, понятен и интересен для обучающихся. Особое значение имеет учет возрастных и индивидуальных особенностей учащихся. Например, в младшем школьном возрасте ведущую роль играет наглядно-образное мышление, тогда как в подростковом возрасте формируется абстрактно-логическое мышление и самосознание. Игнорирование этих особенностей может привести к снижению эффективности обучения. Альберт Эйнштейн говорил: «Образование — это то, что остается после того, как забывается всё выученное», — тем самым подчеркивая, что истинное образование связано не только с запоминанием информации, но и с развитием мышления. Важнейшим фактором успешного обучения является мотивация. Без внутреннего стремления к знаниям даже самые современные методы обучения не принесут желаемого результата.



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Поэтому преподаватель должен не только передавать знания, но и формировать интерес к предмету. Современная методика преподавания психологии



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предполагает использование интерактивных методов обучения, таких как дискуссии, кейс-методы, тренинги и проектная деятельность. Эти методы способствуют развитию критического мышления, коммуникативных навыков и самостоятельности обучающихся. Не менее важным является развитие когнитивных процессов: внимания, памяти, мышления и воображения. Именно они лежат в основе успешного усвоения знаний. Преподаватель должен создавать условия, стимулирующие активную познавательную деятельность учащихся. Как гласит известный афоризм: «Ребенок — не сосуд, который нужно наполнить, а факел, который нужно зажечь», — данная мысль отражает современный подход к обучению, ориентированный на развитие личности. Профессиональная компетентность преподавателя играет ключевую роль в образовательном процессе. Она включает не только глубокие знания предмета, но и умение эффективно взаимодействовать с обучающимися, использовать современные технологии и методы обучения. В условиях цифровизации образования особое значение приобретают информационно-коммуникационные технологии. Их использование позволяет сделать процесс обучения более наглядным, доступным и эффективным. Таким образом, педагогическая психология и методика преподавания психологии являются взаимосвязанными направлениями, обеспечивающими качество образовательного процесса и развитие личности обучающегося. Предмет и задачи педагогической психологии. В настоящее время под термином «педагогическая психология» в широком смысле понимается базовая отрасль психологии, изучающая природу и закономерности процесса обучения, учения и воспитания личности. В узком смысле педагогическая психология - прикладная отрасль психологии, использующая открытия и достижения всех психолого-педагогических наук с целью совершенствования педагогической практики. Поэтому зарубежные исследователи и психологи называют ее школьной психологией и определяют как отрасль психологии, изучающую закономерности развития человека в условиях обучения и воспитания.



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Определение границ педагогической психологии как науки требует прояснения объекта и предмета ее изучения. Так, объект науки - область действительности, на изучение которой направлена данная наука. Предмет науки - это те аспекты объекта науки, которыми он в ней представлен. Не все аспекты предмета науки могут быть представлены в ее предмете, и, наоборот, в предмет науки могут быть включены аспекты, не заявленные в ее объекте. Такое состояние науки свидетельствует о состоянии ее развития.

Для определения предмета

Закключение. В заключение следует отметить, что эффективное преподавание психологии невозможно без учета психологических закономерностей обучения и развития личности. Современный педагог должен обладать высокой



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профессиональной компетентностью, гибкостью мышления и готовностью к инновациям. Только в этом случае образовательный процесс будет способствовать формированию гармонично развитой личности, способной к саморазвитию и адаптации в современном обществе.

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## **LINGUISTIC ANALYSIS OF ONOMASTIC COMPONENTS IN ASSOCIATIVE EDUCATIONAL DICTIONARIES**

**Tosheva Dilbar Muzaffar qizi**

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### **ANNOTATION**

This thesis analyzes the linguistic features of onomastic components found in associative educational dictionaries. Within the scope of the research, the role of units related to Onomastic in the associative system is examined, with particular attention to their semantic, cognitive, and linguocultural aspects. The study employs associative analysis, semantic analysis, and statistical methods to investigate the speech-related and cognitive associations of various groups of onomastic units, including anthroponyms, toponyms, and ethnonyms.

**KEYWORDS:** associative dictionary, onomastic component, onomastics, anthroponym, toponym, ethnonym, linguoculture, cognitive linguistics

### **ASSOTSIATIV O‘QUV LUG‘ATLARDA ONOMASTIK KOMPONENTLARNING LINGVISTIK TAHLILI**

**Tosheva Dilbar Muzaffar qizi**

**Qarshi davlat universiteti mustaqil izlanuvchisi, PhD**

### **ANNOTATSIYA**

Mazkur tezisdagi assotsiativ o‘quv lug‘atlarda uchraydigan onomastik komponentlarning lingvistik xususiyatlari tahlil qilindi. Tadqiqot doirasida Onomastikaga oid birliklarning assotsiativ tizimdagi o‘rni, ularning semantik, kognitiv va lingvomadaniy jihatlari yoritildi. Ishda assotsiativ tahlil, semantik tahlil hamda statistik metodlardan foydalanilgan holda onomastik birliklarning turli guruhlari-



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antroponimlar, toponimlar va etnonimlarning nutqiy va tafakkuriy bog‘lanishlari o‘rganildi.

**KALIT SO‘ZLAR:** assotsiativ lug‘at, onomastik komponent, onomastika, antroponim, toponim, etnonim, lingvomadaniyat, kognitiv tilshunoslik

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КОМПОНЕНТОВ В АССОЦИАТИВНЫХ УЧЕБНЫХ СЛОВАРЯХ  
АННОТАЦИЯ**

В данной тезисной работе анализируются лингвистические особенности ономастических компонентов, встречающихся в ассоциативных учебных словарях. В рамках исследования рассматривается роль единиц, относящихся к ономастическим, в ассоциативной системе, а также освещаются их семантические, когнитивные и лингвокультурологические аспекты. В работе на основе применения методов ассоциативного, семантического и статистического анализа исследуются речевые и мыслительные связи различных групп ономастических единиц, включая антропонимы, топонимы и этнонимы.

**КЛЮЧЕВЫЕ СЛОВА:** ассоциативный словарь, ономастический компонент, ономастика, антропоним, топоним, этноним, лингвокультура, когнитивная лингвистика

**KIRISH**

Zamonaviy tilshunoslikda til birliklarini inson tafakkuri bilan uzviy bog‘liqlikda o‘rganish tendensiyasi tobora kuchayib bormoqda. Bu jarayonda assotsiativ yondashuv alohida ilmiy yo‘nalish sifatida shakllanib, so‘zlarning inson ongida qanday bog‘lanishlar asosida faollashishini aniqlashga xizmat qilmoqda. Assotsiativ o‘quv lug‘atlar aynan shu ehtiyojdan kelib chiqib yaratilgan bo‘lib, ular til birliklari o‘rtasidagi semantik, psixologik va kognitiv aloqalarni tizimli tarzda aks ettiradi. Bunday lug‘atlar



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nafaqat leksik ma’nolarni izohlash, balki til egalarining dunyoqarashi, milliy tafakkuri va madaniy tajribasini ham yoritishda muhim manba hisoblanadi. Ayniqsa, Onomastikaga oid birliklarning assotsiativ tizimdagi o’rni alohida ilmiy qiziqish uyg’otadi. Onomastik birliklar-ya’ni atoqli otlar-tilning o’ziga xos qatlamini tashkil etib, ular orqali jamiyatning tarixiy, madaniy va ijtimoiy tajribasi ifodalanadi. Antroponimlar, toponimlar, etnonimlar kabi onomastik birliklar ko’pincha oddiy leksik birliklarga nisbatan kengroq konnotativ va assotsiativ maydonga ega bo’ladi. Shu sababli ular assotsiativ lug’atlarda nafaqat nominativ, balki kuchli lingvomadaniy va kognitiv yuklamaga ega birliklar sifatida namoyon bo’ladi. Bugungi kunda assotsiativ leksikografiya doirasida olib borilayotgan tadqiqotlar shuni ko’rsatadiki, inson tafakkurida atoqli otlar ko’pincha muayyan obrazlar, stereotiplar va baholovchi munosabatlar bilan chambarchas bog’langan holda shakllanadi. Masalan, ma’lum bir geografik nom yoki mashhur shaxs ismi til egalarining ongida nafaqat denotativ ma’noni, balki turli ijtimoiy, tarixiy va emotsional assotsiatsiyalarni ham yuzaga keltiradi. Bu esa onomastik komponentlarni assotsiativ o’quv lug’atlar tarkibida alohida tahlil qilish zaruratini yuzaga chiqaradi.

Shu bilan birga, til o’rgatish jarayonida assotsiativ lug’atlardan foydalanish o’quvchilarning nafaqat lug’aviy boyligini oshiradi, balki ularning lingvomadaniy kompetensiyasini ham rivojlantiradi. Onomastik birliklar orqali til o’rganuvchi real dunyo obyektlari, tarixiy shaxslar va madaniy hodisalar bilan tanishadi, bu esa tilni chuqurroq va kontekstual asosda o’zlashtirishga yordam beradi. Mazkur tezisda assotsiativ o’quv lug’atlarda uchraydigan onomastik komponentlarning lingvistik xususiyatlari kompleks tarzda tahlil qilinadi. Tadqiqotning asosiy maqsadi-onomastik birliklarning assotsiativ tizimdagi o’rni, ularning semantik va kognitiv xususiyatlari hamda lingvomadaniy ahamiyatini aniqlashdan iborat. Ushbu maqsadga erishish uchun



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onomastik birliklarning turli turlari, ularning assotsiativ maydondagi faolligi va funksional yuklamasi ilmiy jihatdan asoslab beriladi.

Natijada, mazkur tadqiqot assotsiativ leksikografiya va onomastika kesishgan nuqtada yangi ilmiy qarashlarni ilgari surishga xizmat qiladi hamda tilshunoslikning zamonaviy yo‘nalishlari rivojiga muayyan hissa qo‘shadi.

### **ASOSIY QISM**

Assotsiativ o‘quv lug‘atlar til birliklarining inson ongida qanday tartibda va qanday bog‘lanishlar asosida faollashishini ko‘rsatib beruvchi muhim leksikografik manbalardan biri hisoblanadi. Bunday lug‘atlarda qayd etilgan assotsiatsiyalar tasodifiy emas, balki til egalarining ijtimoiy tajribasi, madaniy xotirasi va kognitiv modeli bilan chambarchas bog‘liq holda shakllanadi. Shu nuqtai nazardan, Onomastikaga oid birliklar-onomastik komponentlar-alohida tahlilni talab etadi.

Tadqiqotlar shuni ko‘rsatadiki, onomastik birliklar assotsiativ lug‘atlarda yuqori chastotaga ega bo‘lib, ular ko‘pincha boshlang‘ich stimul sifatida ham, javob reaksiyasi sifatida ham faol ishtirok etadi. Bu holat atoqli otlarning til tizimidagi alohida maqomini ko‘rsatadi. Oddiy leksik birliklarga nisbatan onomastik birliklar kengroq semantik maydonga ega bo‘lib, ular orqali muayyan obyekt yoki shaxs bilan bog‘liq kompleks tasavvurlar faollashadi. Masalan, antroponimik birliklar (inson ismlari) ko‘pincha muayyan xarakter xususiyatlari, ijtimoiy rol yoki tarixiy obraz bilan bog‘lanadi. Bu esa assotsiatsiyalarning individual emas, balki ijtimoiy tajriba asosida shakllanishini ko‘rsatadi. Shuningdek, toponimik birliklar (geografik nomlar) orqali hududiy identifikatsiya, iqlim, madaniyat va iqtisodiy tasavvurlar yuzaga keladi. Onomastik komponentlarning muhim xususiyatlaridan biri-ularning ko‘p qatlamli semantik tuzilishga ega ekanligidir. Ular faqat denotativ ma‘noni emas, balki konnotativ,



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emotsional va baholovchi ma’nolarni ham o‘z ichiga oladi. Shu sababli assotsiativ lug‘atlarda onomastik birliklar ko‘pincha keng assotsiativ maydonni shakllantiradi.

**Semantik tahlil natijalari shuni ko‘rsatadiki, onomastik birliklar quyidagi xususiyatlari bilan ajralib turadi:**

- Madaniy belgilanganlik-assotsiatsiyalar muayyan madaniy muhit bilan bog‘liq bo‘ladi
- Stabil va dinamik xususiyatlar uyg‘unligi-ayrim assotsiatsiyalar barqaror bo‘lsa, boshqalari vaqt o‘tishi bilan o‘zgaradi.
- Onomastik komponentlar inson tafakkurida kognitiv sxemalar va freymlar orqali tashkil topadi.

Har bir atoqli ot ma’lum bir konseptual maydonni faollashtiradi va bu maydon doirasida turli assotsiativ bog‘lanishlar yuzaga keladi. Shu jihatdan, onomastik birliklar kognitiv lingvistika nuqtai nazaridan “tugun nuqtalari” sifatida namoyon bo‘ladi. Lingvomadaniy nuqtai nazardan esa onomastik komponentlar milliy mentalitet va qadriyatlar tizimini aks ettiradi. Masalan, muayyan xalq uchun muhim bo‘lgan tarixiy shaxslar yoki geografik obyektlar assotsiativ lug‘atlarda yuqori faollik bilan namoyon bo‘ladi. Bu esa til va madaniyat o‘rtasidagi uzviy bog‘liqlikni yana bir bor tasdiqlaydi.

**Assotsiatsiyalarning strukturaviy tahlili**

- To‘g‘ridan-to‘g‘ri assotsiatsiyalar-nom bilan bevosita bog‘liq tushunchalar
- Metaforik assotsiatsiyalar-o‘xshatish va obraz asosida yuzaga keladigan bog‘lanishlar
- Metonimik assotsiatsiyalar-yaqinlik yoki aloqadorlik asosida shakllanadigan munosabatlar
- Baholovchi assotsiatsiyalar-ijobiy yoki salbiy munosabatni ifodalovchi birliklar



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Mazkur strukturaviy yondashuv onomastik komponentlarning assotsiativ tizimdagi murakkab va ko‘p qirrali tabiatini ochib beradi.

**Onomastik komponentlarning funksional ahamiyati**

- Kognitiv funksiyasi-bilimlarni tizimlashtirish va eslab qolishni osonlashtiradi
- Kommunikativ funksiyasi-nutq jarayonida tez va samarali axborot almashinuvini ta’minlaydi
- Lingvomadaniy funksiyasi-madaniy bilimlarni uzatadi
- Didaktik funksiyasi-til o‘rgatishda samarali vosita bo‘lib xizmat qiladi

Ayniqsa, o‘quv jarayonida onomastik komponentlardan foydalanish tilni real hayot bilan bog‘lash imkonini beradi. Bu esa o‘quvchilarning nafaqat lingvistik, balki madaniy kompetensiyasini ham rivojlantiradi.

Yuqoridagi tahlillar shuni ko‘rsatadiki, assotsiativ o‘quv lug‘atlarda onomastik komponentlar murakkab semantik, kognitiv va lingvomadaniy tizimni tashkil etadi. Ular til egalarining dunyoqarashi, ijtimoiy tajribasi va madaniy qadriyatlarini aks ettiruvchi muhim indikatorlar sifatida namoyon bo‘ladi. Shu sababli onomastik birliklarni assotsiativ nuqtai nazardan o‘rganish nafaqat nazariy, balki amaliy ahamiyatga ham ega bo‘lib, u tilshunoslikning turli yo‘nalishlari-leksikografiya, psixolingvistika va kognitiv lingvistika rivojiga xizmat qiladi.

**XULOSA**

Mazkur tadqiqot natijalari assotsiativ o‘quv lug‘atlarda onomastik komponentlarning o‘rni va ahamiyati nihoyatda muhim ekanligini ko‘rsatdi. Tahlillar shuni tasdiqladiki, Onomastikaga oid birliklar assotsiativ tizimda yuqori faollikka ega bo‘lib, ular til egalarining kognitiv va lingvomadaniy tajribasini kompleks tarzda aks ettiradi. Onomastik birliklarning assotsiativ maydondagi ishtiroki ularning ko‘p qatlamli semantik tuzilishga ega ekanligi bilan izohlanadi. Ular nafaqat nominativ funksiyani



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bajaradi, balki konnotativ, emotsional va baholovchi ma’nolar orqali keng assotsiativ bog‘lanishlarni yuzaga keltiradi. Shu jihatdan, onomastik komponentlar oddiy leksik birliklarga nisbatan inson tafakkurida yanada barqaror va chuqurroq o‘rin egallaydi.

Tadqiqot davomida aniqlanishicha, antroponimik, toponimik va etnonimik birliklar assotsiativ lug‘atlarda turli darajadagi faollik bilan namoyon bo‘lib, ularning har biri alohida lingvistik va kognitiv xususiyatlarga ega. Xususan, antroponimlar ko‘proq individual va ijtimoiy obrazlar bilan bog‘lansa, toponimlar hududiy va madaniy tasavvurlarni aks ettiradi, etnonimlar esa kollektiv identitet va tarixiy tajribani ifodalovchi vosita sifatida xizmat qiladi. Shuningdek, onomastik komponentlarning assotsiativ tizimdagi faoliyati ularning lingvomadaniy salohiyati bilan bevosita bog‘liq ekanligi aniqlandi. Har bir atoqli ot muayyan madaniy kodni o‘zida mujassam etib, til egalarining milliy mentaliteti, qadriyatlari va tarixiy xotirasini aks ettiradi. Bu esa assotsiativ o‘quv lug‘atlarni nafaqat lingvistik, balki madaniy tadqiqotlar uchun ham muhim manbaga aylantiradi.

Amaliy nuqtai nazardan, onomastik komponentlardan foydalanish til o‘rgatish jarayonini sezilarli darajada samarali tashkil etishga imkon beradi. Ular orqali o‘quvchilar til birliklarini real hayot kontekstida o‘zlashtiradi, assotsiativ fikrlash qobiliyati rivojlanadi va lingvomadaniy kompetensiya shakllanadi. Shu bois assotsiatsiyativ lug‘atlar tuzishda onomastik birliklarni tizimli ravishda kiritish va ularni didaktik jihatdan asoslash muhim vazifalardan biri hisoblanadi.

Yakuniy xulosa sifatida aytish mumkinki, assotsiativ o‘quv lug‘atlarda onomastik komponentlarni o‘rganish tilshunoslikning zamonaviy yo‘nalishlari xususan, psixolingvistika, kognitiv lingvistika va leksikografiya kesishgan nuqtada muhim ilmiy natijalarni berishga qodir. Kelgusida bu yo‘nalishda empirik tadqiqotlarni kengaytirish,



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turli tillar materiallari asosida qiyosiy tahlillar olib borish hamda raqamli assotsiativ lug‘atlar yaratish istiqbolli ilmiy yo‘nalishlardan biri sifatida qaraladi.

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## **Errors in language teaching**

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**Abstract:** This article focuses on the role of errors in language teaching and learning. Errors are a natural part of the learning process and can provide useful insights for teachers and students. We discuss the different types of errors, their causes, and how teachers can use them to improve their language teaching methods. The article also highlights strategies that can help students learn from their mistakes and build confidence. By understanding and effectively dealing with errors, language teachers can create a better learning environment and help students succeed in acquiring a new language.

**Key word :** Grammatical Errors, language acquisition, mistakes, learning opportunities, self-reflection, adaptation, educational strategies Pronunciation Issues, cognitive development, Phoneme production, innovation

### **INTRODUCTION**

Language learning, like any complex skill acquisition, is a journey paved with mistakes. These errors, often stemming from learners' attempts to apply their understanding of the new language, are not signs of failure but rather crucial indicators of their developing linguistic systems. In essence, language learning mistakes are



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deviations from the target language, arising from a learner's incomplete or incorrect understanding of grammar, vocabulary, pronunciation, or pragmatic rules. They are inevitable because learners' brains actively construct and test hypotheses about how the new language works, a process that inevitably leads to experimentation and occasional missteps. It is crucial to shift the perspective on these errors, recognizing them not as something to be ashamed of, but as a natural and necessary component of the learning process. Instead of viewing mistakes as failures, we should embrace them as valuable opportunities for growth and understanding. Each error provides a window into the learner's current level of comprehension and offers a chance to identify areas that require further attention and instruction. By fostering a learning environment where mistakes are viewed as positive feedback, educators can empower learners to take risks, participate actively, and ultimately achieve greater fluency and accuracy. In this article, we will delve further into the diverse nature of language learning mistakes. We will explore various types, including but not limited to, [briefly list types you will discuss, e.g., grammatical errors, lexical errors, pronunciation errors, pragmatic errors, etc.]. Understanding the different categories of errors will provide a more comprehensive picture of how learners acquire language and inform the development of more effective teaching strategies.

**Types of Mistakes:**

**Grammatical Errors:** These errors involve deviations from the target language's grammatical rules. They often arise from overgeneralization, simplification, or interference from the learner's native language. **Incorrect Verb Conjugations:**

Example: "I goed to the store yesterday." (Correct: went)

Category: Irregular verb forms, tense usage.

**Incorrect Tense Usage:**



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Example: "She will visit me last week." (Correct: visited)

Category: Past tense, time reference.

**Pronunciation Issues:** These errors stem from difficulties producing the sounds, stress, and intonation of the target language.

Sounds that Don't Exist in the Native Language:

Example: English speakers struggling with the rolled "r" in Spanish or the "th" sounds in English for non-native speakers

Category: Phoneme production, unfamiliar articulation.

Incorrect Stress Patterns:

Example: misplacing stress in words like "photograph" (pho-to-graph vs. pho-to-graph)

Category: Word stress, Phoneme production.

**Vocabulary Confusion:** Learners often struggle with vocabulary due to similarities in form, meaning, or usage.

Similar Meanings:

Example: Confusing "hear" and "listen" or "job" and "work."

Category: Lexical semantics, synonym discrimination.

Similar Spellings/Sounds:

Example: Confusing "there," "their," and "they're" or "affect" and "effect".

Category: Lexical phonology, spelling accuracy.

Inappropriate Context:

Example: Using "I feel good" when you should say "I feel well."

Category: Appropriate word usage, lexical context.

**Interference from the Native Language**



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A learner's native language (L1) often influences their attempts to learn a new language (L2), leading to errors. This phenomenon is known as transfer. Learners may apply L1 grammatical rules, pronunciation patterns, or vocabulary to L2, even when they don't match.

Example: A Spanish speaker might place adjectives after nouns in English, reflecting Spanish grammar ("the car red").

Negative transfer occurs when L1 patterns hinder L2 learning. Positive transfer happens when L1 helps L2 learning. Consistent practice and exposure to the target language are essential for developing fluency and accuracy. Insufficient practice leads to weaker retention of new information, hindering automaticity in language use. Regular engagement (speaking, listening, reading, writing) consolidates learning and reduces the likelihood of errors. Total immersion environments expose learners to continuous practice opportunities. Effective teaching plays a critical role in guiding learners through the complexities of a new language. Lack of clear explanations, inadequate feedback, or inconsistent correction can hinder learners' understanding and perpetuate mistakes. Good instruction provides scaffolding, addresses individual needs, and offers timely corrective feedback. Teachers must use effective methods and adapt to the needs of their students. The brain's capacity to process information is limited. Overloading it can hinder learning and increase the probability of mistakes. How it happens: Presenting too much new information, too quickly, can overwhelm the learner's working memory. Teachers need to chunk information, pace learning appropriately, and provide opportunities for consolidation to reduce cognitive load. Introducing complex concepts gradually. Learners who lack interest or engagement in the learning process often face challenges in progress and can make more mistakes. Low motivation leads to decreased effort, reduced attention, and poorer retention. Creating meaningful and engaging



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learning experiences is crucial for fostering motivation and promoting active participation. Activities and content should be relevant to the learner's interests. When the teaching method doesn't align with a learner's preferred way of learning, it can impede progress. Learners may have different preferred learning styles (visual, auditory, kinesthetic, etc.). If instruction only caters to one style, some learners might struggle. Teachers should diversify their teaching methods, cater to various learning styles, and encourage students to explore strategies that work best for them. Adapting material or activities to match the learning style is critical.

### **Conclusion**

In conclusion, this exploration of language learning mistakes underscores their critical role in the acquisition process. From grammatical inaccuracies and pronunciation challenges to vocabulary confusions and beyond, errors are not failures but rather invaluable data points revealing a learner's current linguistic understanding. By embracing these mistakes, both teachers and learners can gain valuable insights, adjust teaching strategies, and ultimately foster a more effective and encouraging learning environment. Moving forward, recognizing errors as a natural and necessary part of the journey is paramount to promoting successful language acquisition.

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## **The Role of Technology in Teaching English Vocabulary**

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**Abstract:** In recent years, technology has significantly transformed the field of language education, particularly in teaching English vocabulary. This paper explores the role of technological tools and digital platforms in enhancing vocabulary acquisition among English language learners. Traditional methods of vocabulary teaching, such as rote memorization and textbook-based instruction, are increasingly being supplemented or replaced by interactive and multimedia-based approaches. Technologies such as mobile applications, online dictionaries, language learning platforms, and artificial intelligence-based tools provide learners with more engaging, personalized, and efficient learning experiences. The use of technology in vocabulary instruction supports contextual learning, allowing students to encounter words in meaningful situations through videos, games, and interactive exercises. Mobile-assisted language learning (MALL) applications such as flashcard systems and spaced repetition tools help learners retain vocabulary more effectively over time. Additionally, digital platforms enable immediate feedback, which improves learners’ understanding and reduces errors in word usage.

**Keywords:** technology integration, vocabulary teaching, English language learning, digital tools, mobile-assisted language learning, gamification, learner autonomy.

**Introduction:** In the modern era of globalization and rapid technological development, the ability to communicate effectively in English has become increasingly important. English is widely recognized as an international language used in education, business, science, and digital communication. As a result, mastering English vocabulary is a fundamental aspect of language learning. Vocabulary knowledge directly influences



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learners’ ability to understand, speak, read, and write in English. Without sufficient vocabulary, communication becomes limited and ineffective. Therefore, improving vocabulary teaching methods has become a key focus in English language education. Traditionally, English vocabulary has been taught through memorization, repetition, and the use of textbooks. While these methods can be useful, they often lack engagement and do not always support long-term retention. In recent years, the integration of technology into education has created new opportunities for more effective vocabulary instruction. Digital tools such as mobile applications, online dictionaries, language learning platforms, and interactive software have transformed the way students learn new words. These technologies provide learners with access to authentic language input, visual aids, and interactive exercises that make vocabulary learning more meaningful and enjoyable. One of the main advantages of using technology in vocabulary teaching is its ability to create a learner-centered environment. Students can learn at their own pace, repeat exercises as needed, and receive immediate feedback on their performance. This personalized approach helps learners to better understand and remember new words. In addition, multimedia elements such as videos, images, and audio recordings help learners connect words with real-life contexts, which improves comprehension and retention. Furthermore, technology increases learner motivation through gamification features such as points, badges, and levels. These elements make learning more engaging and encourage continuous practice. Social learning platforms also allow students to collaborate, share knowledge, and practice vocabulary in interactive ways. However, despite these advantages, challenges such as unequal access to technology, lack of digital skills, and distraction from non-educational content must be considered.

**Main Body:** The integration of technology into English vocabulary teaching has brought significant changes in how learners acquire, practice, and retain new words. One



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of the most important contributions of technology is the availability of diverse digital tools that support vocabulary learning in different ways. Mobile applications such as Duolingo, Quizlet, and Memrise provide structured vocabulary exercises that are designed to improve memory retention through repetition and spaced learning techniques. These applications allow learners to practice anytime and anywhere, making vocabulary learning more flexible and accessible compared to traditional classroom-based methods. Another key aspect of technology in vocabulary instruction is the use of multimedia resources. Videos, audio recordings, animations, and images help learners understand the meaning of new words in context. For example, watching short videos with subtitles enables students to connect spoken language with written forms, while visual materials help them associate words with real-life objects or situations. This multimodal approach improves comprehension and makes vocabulary learning more engaging and effective. Online dictionaries and translation tools also play an essential role in vocabulary development. Platforms such as Cambridge Dictionary online or Google Translate provide instant definitions, pronunciation guides, and example sentences. These features help learners quickly understand unfamiliar words and use them correctly in communication. In addition, many of these tools include audio pronunciation, which supports learners in developing accurate speaking skills. Gamification is another powerful feature of technology-based vocabulary learning. Educational games and interactive quizzes transform learning into an enjoyable activity rather than a boring task. Learners are motivated by rewards such as points, levels, and badges, which encourage continuous participation and practice. This motivational aspect is especially important for young learners who may lose interest in traditional learning methods. Furthermore, artificial intelligence (AI) has introduced personalized learning experiences in vocabulary instruction. AI-based platforms analyze learners’



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performance and provide customized word lists and exercises based on their level and progress. This individualized approach ensures that students focus on vocabulary that is most relevant to their needs, improving learning efficiency. Technology also supports collaborative learning through online platforms and social media. Students can join virtual study groups, participate in discussions, and share vocabulary resources. This interaction helps learners practice new words in real communication contexts, which strengthens retention and fluency. Additionally, language learning communities on platforms such as YouTube, Telegram, and language forums allow students to learn from native speakers and other learners worldwide. Despite these advantages, there are some challenges associated with the use of technology in vocabulary teaching. Not all learners have equal access to digital devices or stable internet connections. In some cases, students may become distracted by non-educational content, reducing the effectiveness of learning. Moreover, overdependence on technology may limit learners' ability to develop independent thinking and traditional note-taking skills. Teachers also play a crucial role in ensuring the effective use of technology. They must carefully select appropriate tools, guide students in their use, and balance traditional and modern teaching methods. When used correctly, technology becomes a powerful supplement to classroom instruction rather than a replacement.

**Conclusion:** In conclusion, the role of technology in teaching English vocabulary is highly significant and continues to grow in importance in modern education. The integration of digital tools and online resources has transformed traditional vocabulary instruction into a more interactive, engaging, and effective learning process. Unlike conventional methods that rely mainly on memorization and repetition, technology-based approaches provide learners with meaningful exposure to new words through multimedia content, interactive exercises, and real-life contexts. One of the most



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important findings is that technology enhances learners’ motivation and participation. Mobile applications, educational games, and online platforms make vocabulary learning more enjoyable by incorporating gamification elements such as points, levels, and rewards. These features encourage students to practice regularly and maintain their interest in learning English vocabulary over time. In addition, tools such as online dictionaries, translation applications, and artificial intelligence-based systems provide instant feedback, which helps learners correct their mistakes and improve their understanding quickly. Another key advantage is the personalization of learning. Technology allows students to study at their own pace and focus on vocabulary that matches their individual level and needs. This learner-centered approach increases efficiency and supports long-term retention of new words. Furthermore, multimedia resources such as videos, images, and audio recordings help learners connect vocabulary with real-world situations, which strengthens comprehension and memory. However, despite these positive aspects, there are also some challenges that must be considered. Limited access to digital devices and the internet can create inequality among learners. In addition, excessive use of technology may lead to distractions and reduce students’ focus on learning. There is also a risk that learners may become too dependent on digital tools and fail to develop independent vocabulary learning strategies. Therefore, the effective use of technology in vocabulary teaching requires careful planning and guidance from teachers. Educators should select appropriate digital resources, integrate them with traditional teaching methods, and ensure that technology is used as a supportive tool rather than a replacement for classroom instruction. Teacher involvement is essential in maintaining balance and ensuring that learning objectives are achieved.

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## **Using social media to improve English learning outcomes**

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**Abstract:** In recent years, social media has become an increasingly influential tool in the field of language education, particularly in improving English language learning outcomes. This study explores how platforms such as Instagram, YouTube, TikTok, Facebook, and X (formerly Twitter) contribute to the development of English language skills among learners. The primary focus is on understanding how social media enhances vocabulary acquisition, reading comprehension, writing fluency, listening skills, and communicative competence in authentic contexts. Unlike traditional classroom-based instruction, social media provides learners with continuous exposure to real-life language use, including informal expressions, idioms, and contemporary vocabulary. Through interactive features such as comments, live videos, discussion groups, and content sharing, learners are able to actively engage with native speakers and other learners worldwide. This interaction increases motivation, reduces language anxiety, and promotes autonomous learning. The study also highlights the role of multimedia content—such as short videos, podcasts, memes, and educational channels—in making English learning more engaging and accessible. Additionally, personalized algorithms on social media platforms help learners encounter content that matches their interests, thereby increasing time spent engaging with the language. However, the research also identifies certain challenges, including exposure to non-standard language, distractions, and the risk of misinformation. Therefore, effective integration of social media into language learning requires guidance from educators to ensure that learners use these platforms purposefully and critically.



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**Keywords:** Social media, English learning, language acquisition, digital learning, vocabulary development, communicative competence, online education, learner engagement.

**Introduction:** In today’s era of globalization, the English language has become one of the most important means of communication in education, business, science, and technology. As a result, the demand for learning English continues to grow rapidly across the world. Along with traditional classroom-based instruction, modern digital technologies are increasingly being integrated into the language learning process. In particular, social media platforms have emerged as powerful and effective tools for improving English language learning outcomes. Social media refers to online platforms that allow users to create, share, and exchange information and content in virtual communities. Popular platforms such as Instagram, YouTube, TikTok, Facebook, and X (formerly Twitter) are no longer used only for communication and entertainment; they are also widely recognized as valuable educational resources. Through these platforms, learners are constantly exposed to English-language content, which helps them develop their language skills in a more natural and authentic environment. Using social media in English language learning offers several advantages. First, it provides learners with access to authentic language materials, including real-life vocabulary, expressions, and phrases used by native speakers. This exposure helps learners understand how English is used in everyday communication. Second, multimedia content such as videos, podcasts, short clips, and interactive posts makes the learning process more engaging and enjoyable. Third, social media enables learners to communicate with people from different countries, thereby improving their speaking and writing skills in real communicative situations. Learners can choose content based on their personal interests and learn at their own pace. This flexibility increases motivation and encourages



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continuous learning outside the classroom. Moreover, algorithm-based content recommendations help users receive personalized learning materials, which further enhances the effectiveness of language acquisition. However, despite its advantages, the use of social media in language learning also presents certain challenges. These include exposure to incorrect grammar or non-standard language, distractions caused by entertainment content, and poor time management. Therefore, it is important for learners to use social media in a focused and purposeful way, preferably with guidance from educators.

**Main Body:** The use of social media in English language learning has significantly transformed traditional educational approaches by introducing interactive, flexible, and learner-centered methods. Unlike conventional classroom settings, where learners often have limited exposure to real-life language use, social media platforms provide continuous access to authentic English content. This constant exposure plays a crucial role in improving learners’ language acquisition and overall proficiency. One of the most important benefits of social media is vocabulary development. Platforms such as Instagram, TikTok, and YouTube expose learners to everyday expressions, slang, idioms, and modern vocabulary that are commonly used by native speakers. By regularly engaging with such content, learners naturally expand their lexical knowledge without memorizing long word lists. For example, short videos and captions often introduce new words in context, making it easier for learners to understand and remember them. Another key advantage is the improvement of listening skills. Through watching English videos, podcasts, interviews, and live streams, learners become familiar with different accents, pronunciation styles, and speech speeds. This exposure helps them adapt to real-world communication, which is often faster and less formal than textbook dialogues. Over time, learners develop better listening comprehension and the ability to understand



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diverse English speakers. Social media also enhances writing skills. Many platforms encourage users to write comments, posts, and messages in English. This informal writing practice allows learners to experiment with sentence structures, grammar, and expressions. Although the language used on social media is often informal, it still provides valuable opportunities for learners to practice written communication in a low-pressure environment. Additionally, feedback from other users can help learners’ correct mistakes and improve their writing accuracy. Speaking skills are also indirectly developed through social media interaction. Features such as voice messages, video calls, live streaming, and participation in online discussions allow learners to practice spoken English in real-time. Engaging in conversations with native speakers or other learner builds confidence and reduces language anxiety. This interactive communication is essential for developing fluency and spontaneity in speaking. Reading comprehension is another area improved through social media use. Learners are exposed to a wide variety of texts, including news posts, blogs, captions, and comments. These texts vary in style and complexity, helping learners improve their ability to understand different types of written English. Regular reading of such content also enhances grammar awareness and contextual understanding. Motivation and engagement are also significantly increased through social media-based learning. Unlike traditional textbooks, social media content is dynamic, visual, and entertaining. Learners are more likely to stay engaged when they are learning through videos, memes, and interactive posts related to their interests. Personalized algorithms further enhance this experience by suggesting relevant content, which keeps learners consistently exposed to English materials. Despite these advantages, there are some challenges associated with using social media for language learning. One major issue is the presence of non-standard language, including slang, abbreviations, and grammatical errors. While this reflects



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real-life usage, it can sometimes confuse learners who are still developing foundational skills. Another challenge is distraction, as social media platforms are primarily designed for entertainment rather than education. Learners may spend more time on irrelevant content, reducing the effectiveness of their study sessions.

**Conclusion:** Social media has become an influential and effective tool in enhancing English language learning outcomes in the modern digital era. Its widespread use among learners of different ages and backgrounds has transformed the way English is studied and practiced outside the traditional classroom environment. By providing constant access to authentic language materials and real-life communication, social media supports the development of all major language skills, including listening, speaking, reading, and writing. One of the key findings is that social media increases learners’ exposure to natural and contemporary English. Through platforms such as YouTube, Instagram, TikTok, and Facebook, learners encounter everyday vocabulary, expressions, and communication styles used by native speakers. This helps bridge the gap between theoretical knowledge and practical usage. Moreover, interactive features such as comments, live chats, and video sharing encourage learners to actively participate in communication, which improves their confidence and fluency. Another important conclusion is that social media enhances learner motivation and engagement. Unlike traditional textbooks, social media provides dynamic, visual, and personalized content that aligns with learners’ interests. This makes the learning process more enjoyable and less stressful. As a result, learners are more likely to spend additional time practicing English voluntarily, which contributes to better learning outcomes. Issues such as distraction, exposure to incorrect language forms, and lack of structured learning can negatively affect progress if not properly managed. Therefore, learners should use social media in a purposeful and disciplined manner. Guidance from teachers and the



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use of educational content can help minimize these challenges. Social media should not be seen as a replacement for traditional education but rather as a complementary tool that enhances it. When integrated effectively into the learning process, it creates an interactive, engaging, and learner-centered environment that significantly improves English language proficiency. Future educational strategies should continue to explore and develop ways of incorporating social media into language teaching to maximize its benefits.

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## **Vowel Variation in Dialects: The Alternation of /i/ and /e/ in Phonological and Sociolinguistic Perspective**

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**Abstract:** Dialectal variation is one of the most significant indicators of linguistic diversity. Among the many phonetic and phonological features that distinguish dialects, vowel alternation plays a central role. This paper examines the alternation between the front vowels /i/ and /e/ from a phonetic, phonological, and sociolinguistic perspective. The study explains the articulatory properties of these vowels, the mechanisms of vowel raising and lowering, the influence of phonological environment, and the role of social identity in maintaining dialectal pronunciation. The paper argues that the variation between /i/ and /e/ should be understood as a natural and systematic process of language evolution rather than as a deviation from a standard norm.

**Key words:** Vowel variation, dialects, phonetics, phonology, vowel shift, vowel raising, vowel lowering, front vowels, phonological environment, stress and vowel reduction, sound change, sociolinguistics, language variation, speech articulation, language evolution.

### **Introduction**



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Human language is inherently variable. Speakers of the same language often pronounce words differently depending on their region, social background, and communicative context<sup>1</sup>. These systematic differences form what linguists call dialects. Dialectal variation can be observed in vocabulary, grammar, and pronunciation; however, pronunciation differences are usually the most noticeable.

One of the most common phonetic features that vary across dialects is the pronunciation of vowels. Vowels are particularly susceptible to change because they require continuous airflow and subtle tongue movements<sup>2</sup>. Even small shifts in tongue height or position can result in perceptible differences in speech.

Among vowel contrasts, the alternation between the high front vowel /i/ and the mid front vowel /e/ is especially widespread. Many dialects show systematic patterns where these two vowels shift, merge, or replace each other depending on phonological and social factors.

This paper aims to examine the linguistic mechanisms behind the alternation of /i/ and /e/, focusing on phonetic articulation, phonological processes, and sociolinguistic influences.

### **1 Phonetics and Phonology**

To understand vowel alternation, it is necessary to distinguish between phonetics and phonology. Phonetics studies how speech sounds are physically produced and perceived<sup>3</sup>. It focuses on articulatory processes such as tongue position, airflow, and vocal cord vibration. Phonology, in contrast, studies how sounds function within a language system. It examines patterns, contrasts, and sound changes that occur in speech

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<sup>1</sup> Yule, G. (2020). *The Study of Language* (7th ed.). Cambridge University Press.

<sup>2</sup> Ladefoged, P., & Johnson, K. (2015). *A Course in Phonetics* (7th ed.). Boston: Cengage Learning.

<sup>3</sup> Fromkin, V., Rodman, R., & Hyams, N. (2018). *An Introduction to Language* (11th ed.). Boston: Cengage Learning



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communities. The alternation between /i/ and /e/ involves both phonetic and phonological aspects: it is rooted in articulation but shaped by linguistic patterns.

## **2 Articulatory Description of /i/ and /e/**

The vowels /i/ and /e/ are classified as front vowels because they are produced with the tongue positioned toward the front of the mouth.

They differ in tongue height:

/i/ is a high front vowel

/e/ is a mid front vowel<sup>4</sup>

The difference between them is relatively small. The tongue only needs to move slightly downward to change /i/ into /e/. Because of this proximity, the two vowels frequently shift in dialectal speech. This articulatory closeness explains why the alternation between /i/ and /e/ is common across languages and dialects.

## **Vowel Shift as a Natural Linguistic Process**

### **1 Sound Change and Language Evolution**

Languages are not static systems. Over time, pronunciation changes due to natural processes of speech production and social interaction. Linguists refer to these processes as sound change.

Vowels often change faster than consonants because they are more flexible and influenced by surrounding sounds<sup>5</sup>. A small variation in pronunciation can gradually spread within a speech community and eventually become a stable dialect feature.

### **2 The Concept of Vowel Shift**

A vowel shift refers to a systematic movement of vowel sounds within the vowel space<sup>6</sup>. This movement can involve raising, lowering, fronting, or backing.

<sup>4</sup> Roach, P. (2009). *English Phonetics and Phonology* (4th ed.). Cambridge University Press.

<sup>5</sup> Ladefoged, P., & Johnson, K. (2015). *A Course in Phonetics* (7th ed.). Boston: Cengage Learning.

<sup>6</sup> Yule, G. (2020). *The Study of Language* (7th ed.). Cambridge University Press



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The alternation between /i/ and /e/ represents one of the simplest and most frequent vowel shifts because the two vowels occupy neighboring positions in the vowel space.

**Vowel Raising: The Shift from /e/ to /i/**

1 Definition

Vowel raising occurs when a vowel is pronounced with the tongue positioned higher in the mouth than in its standard articulation. In this process, /e/ may move upward toward /i/.

2 Articulatory Motivation

Vowel raising often occurs because speakers tend to reduce effort in rapid speech. Raising the tongue slightly may result in a more efficient articulatory movement when transitioning between sounds.

3 Phonological Patterns

Vowel raising frequently occurs:

before nasal consonants

in unstressed syllables

in fast or informal speech

These environments encourage subtle phonetic changes that can later become permanent features of a dialect.

**Vowel Lowering: The Shift from /i/ to /e/**

1 Definition

Vowel lowering is the opposite process, in which a high vowel becomes more open. In dialectal speech, /i/ may be pronounced closer to /e/.

2 Articulatory Relaxation

Lowering often results from articulatory relaxation. When speech becomes less careful or more casual, speakers may reduce muscular tension, causing the tongue to drop slightly.



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### 3 Dialectal Stability

Once vowel lowering becomes common in a speech community, it may develop into a stable dialect feature and persist across generations.

#### **The Role of Phonological Environment**

Sound change rarely occurs randomly. Instead, it is strongly influenced by the phonological environment, meaning the surrounding sounds and syllable structure.<sup>7</sup>

Vowel alternation between /i/ and /e/ frequently occurs in the following contexts:

Before nasal consonants (n, m)

In unstressed syllables

In rapid or connected speech

These environments affect how easily the tongue moves from one sound to another, making vowel change more likely.

#### **Stress and Vowel Reduction**

Stress plays a crucial role in vowel pronunciation. Stressed syllables tend to preserve clear vowel quality, while unstressed syllables often experience vowel reduction.

In unstressed syllables:

articulation becomes weaker

vowel contrasts may decrease

vowel quality becomes less distinct

This process contributes to the alternation between /i/ and /e/ in many dialects.

#### **Sociolinguistic Factors**

### 1 Dialects and Identity

Dialectal pronunciation is not merely a linguistic phenomenon; it is also a social one.<sup>8</sup> Pronunciation can signal:

<sup>7</sup> Davenport, M., & Hannahs, S. J. (2013). *Introducing Phonetics and Phonology* (3rd ed.). Routledge.

<sup>8</sup> Trudgill, P. (2000). *Sociolinguistics: An Introduction to Language and Society* (4th ed.). Penguin Books



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regional origin

social group membership

cultural identity

Speakers often maintain dialect features because they express belonging to a community.

## 2 Language Variation and Social Meaning

From a sociolinguistic perspective, variation is not considered incorrect or inferior<sup>9</sup>. Instead, it reflects the diversity of human communication. The alternation between /i/ and /e/ demonstrates how language adapts to social interaction and group identity. The alternation between /i/ and /e/ illustrates the interaction between phonetics, phonology, and society. This phenomenon shows that language change is not random but systematic and motivated by both physical and social factors. Understanding vowel variation helps linguists explain how dialects develop and how languages evolve over time. It also highlights the importance of recognizing dialectal diversity as a natural part of linguistic systems.

### **Conclusion**

This paper has examined the alternation between the vowels /i/ and /e/ from phonetic, phonological, and sociolinguistic perspectives. The analysis has shown that these vowels are articulatorily close, making them particularly susceptible to change.

Processes such as vowel raising, vowel lowering, phonological conditioning, stress, and social identity all contribute to dialectal variation. The evidence demonstrates that vowel alternation is a natural and systematic aspect of language evolution.

Therefore, the variation between /i/ and /e/ should not be viewed as a deviation from standard pronunciation but as a fundamental characteristic of living languages.

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<sup>9</sup> Trudgill, P. (2000). *Sociolinguistics: An Introduction to Language and Society* (4th ed.). Penguin Books



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## EXPRESSIVE RESOURCES OF LANGUAGE: THE FUNCTION OF METAPHOR AND METONYMY IN CONTEMPORARY COMMUNICATION

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**Abstract:** This paper examines expressive resources in language, focusing on metaphor and metonymy as two central mechanisms of figurative expression. It analyzes how these devices contribute to meaning construction, emotional coloring, and cognitive interpretation in different communicative contexts. Metaphor is considered a process of conceptual transfer based on similarity between two different domains of experience, while metonymy is defined as a mechanism based on associative and contextual relations. The study also highlights their use in literature, media discourse, advertising, and everyday communication. It is argued that both metaphor and metonymy function not only as stylistic devices but also as cognitive instruments that shape human perception and thinking.

**Keywords:** Expressive resources, metaphor, metonymy, figurative language, cognitive linguistics, stylistics, discourse, conceptual mapping, imagery, communication, semantic relations.

### Introduction



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Language is one of the most important means through which human beings express thoughts, emotions, and interpretations of reality. It is not limited to grammatical structures or vocabulary; it also includes expressive resources that make communication more vivid and meaningful. These resources allow speakers and writers to go beyond literal meaning and introduce emotional or stylistic depth into language use.

Expressive resources operate at different linguistic levels, including phonological features (such as stress and intonation), lexical choices, syntactic patterns, and semantic structures. Among these, figurative devices are particularly significant because they reshape meaning and influence how messages are understood.

Metaphor and metonymy are among the most widely used expressive mechanisms in both everyday communication and specialized discourse. They are deeply embedded in language and play an important role in shaping human cognition and perception of the world.

### **Expressive Resources in Language**

Expressive resources refer to linguistic tools that enhance the communicative, emotional, and stylistic value of speech. Their main function is to make language more effective, engaging, and expressive.

For example, intonation can change a neutral statement into a question or emotional expression. Similarly, lexical choice can intensify meaning or create specific stylistic effects. However, the most powerful expressive means operate at the semantic level, where meaning is transformed rather than simply modified.

Among such means, metaphor and metonymy are especially important because they create additional layers of interpretation and allow abstract ideas to be expressed in a more concrete form.

### **Metaphor: Concept and Function**



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Metaphor is a figure of speech in which one concept is understood in terms of another based on perceived similarity. It allows abstract or complex ideas to be expressed through more familiar and concrete images.

For example, expressions such as “time is a thief” or “ideas are seeds” illustrate how metaphor creates a conceptual link between two different domains. This process is known as conceptual mapping, where meaning from one area of experience is transferred to another.<sup>1</sup>

From a cognitive perspective, metaphor is not only a stylistic device but also a fundamental part of human thinking. People often use metaphorical structures unconsciously when understanding abstract concepts such as emotions, relationships, or time.

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Metaphors also play a strong emotional role. They can intensify meaning, create vivid imagery, and make communication more persuasive. Because of this, they are widely used in literature, political speech, and advertising.

### **Types of Metaphor**

Metaphors can be classified into several types depending on their usage and level of creativity:

#### 1. Dead Metaphors

These are expressions that have lost their original figurative meaning due to frequent use, such as “the arm of a chair”.

#### 2. Creative Metaphors

These are original expressions used mainly in literary texts to produce new imagery and meaning.

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<sup>1</sup> Lakoff, G., & Johnson, M. (1980). *Metaphors We Live By*.

<sup>2</sup> Ibid



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### 3. Extended Metaphors

These are developed across several sentences or paragraphs, maintaining a continuous comparison.

### 4. Implied Metaphors

These suggest comparison indirectly without explicitly naming both elements.

### 5. Mixed Metaphors

These combine different metaphorical structures and may create confusing or humorous effects.

## **Metonymy: Concept and Function**

Metonymy is a figure of speech in which one term is replaced by another that is closely associated with it in meaning or context. Unlike metaphor, which is based on similarity, metonymy is based on association and contextual connection.

For example, in the expression “the White House announced new policies,” the institution is represented through a related physical or symbolic reference. Similarly, “the press is silent” refers to journalists or media organizations<sup>3</sup>.

Metonymy is widely used in communication because it makes language shorter, clearer, and more efficient. It is especially common in journalism, political discourse, and everyday speech.

## **Metaphor vs. Metonymy**

Although metaphor and metonymy are both figurative devices, they function differently. Metaphor is based on similarity between two concepts, while metonymy is based on association within the same conceptual domain.

Metaphor is more imaginative and interpretative, while metonymy is more direct and context-based. Despite these differences, both play an essential role in enriching language and enhancing communication.

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<sup>3</sup> Jakobson, R. (1956). “Two Aspects of Language and Two Types of Aphasic Disturbances.”



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### **Use in Different Types of Discourse**

Metaphor and metonymy are widely used across different communicative fields:

Literature: to create imagery and emotional depth

Advertising: to attract attention and influence consumers

Political discourse: to shape ideology and public opinion

Everyday communication: to simplify and enrich expression

Their widespread use shows that they are not limited to artistic language but are essential parts of everyday communication.

### **Conclusion**

Metaphor and metonymy are fundamental expressive resources that extend beyond decorative language functions. They play an important role in shaping meaning, perception, and cognitive processes. Metaphor works through similarity and conceptual mapping, while metonymy operates through association and contextual relations. Together, they enrich language, making it more expressive, dynamic, and meaningful. Their presence in different types of discourse confirms their central role in human communication and thought.

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## COGNITIVE ANALYSIS OF LINGUISTIC PHENOMENA: THEORETICAL AND METHODOLOGICAL FOUNDATIONS

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**Abstract:** This thesis highlights the specific features of studying linguistic phenomena through the prism of cognitive linguistics. The article provides a scientific analysis of the dialectics of language and thought, the processes of conceptualization and categorization, and the mental projection of linguistic units.

**Keywords:** cognitive linguistics, linguistic worldview, concept, categorization, cognitive metaphor, mental structure, frame.

### LISONIY HODISALARNING KOGNITIV TAHLILI: NAZARIY VA METODOLOGIK ASOSLAR

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**Annotatsiya:** Ushbu tezisdagi lisoniy hodisalarni kognitiv tilshunoslik prizmasi orqali tadqiq etishning o‘ziga xos xususiyatlari yoritilgan. Maqolada til va tafakkur dialektikasi, konseptuallashtirish va kategorizatsiyalash jarayonlari hamda lisoniy birliklarning mental proyeksiyasi masalalari ilmiy tahlil qilingan.

**Kalit so‘zlar:** kognitiv tilshunoslik, lisoniy manzara, konsept, kategorizatsiya, kognitiv metafora, mental struktura, freym.

Lisoniy hodisalarning kognitiv tahlili zamonaviy tilshunoslikning antropotsentrik paradigmasidagi eng ustuvor yo‘nalishlardan biri bo‘lib, u til birliklarini inson xotirasi, idroki va tafakkuri bilan uzviy bog‘liqlikda o‘rganadi. An’anaviy struktur tahlildan farqli o‘laroq, kognitiv yondashuv tilni nafaqat belgilar tizimi, balki dunyoni bilish va tajribani tizimlashtirish vositasi sifatida talqin etadi. Lisoniy birlik ortida turgan kognitiv strukturani ochib berish tilning ichki mohiyatini anglashga xizmat qiladi.



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Lisoniy hodisalarning kognitiv mohiyatini ochib berishda kategorizatsiya va prototipik yondashuv muhim ahamiyat kasb etadi. Inson ongi borliqdagi predmet va voqealarni muayyan guruhlariga ajratgan holda saqlaydi, bu esa tilda soʻz maʼnolarining markaz va periferiya qismlariga boʻlinishida namoyon boʻladi. Masalan, oʻzbek til sohibi uchun "meva" kategoriyasi doirasida "olma" yoki "oʻrik" ushbu guruhning prototipi, yaʼni eng xarakterli vakili sifatida idrok etiladi. Aksincha, "kivi" yoki "ananas" kabi birliklar periferik elementlar sanalib, ularning kategoriyaga mansubligi tajriba va madaniy muhitga tayanadi. Kognitiv tahlil aynan mana shunday iyerarxik bogʻliqlikning empirik asoslarini ochib beradi.

Shu bilan birga, kognitiv metafora hodisasi ham tilni oʻrganishda shunchaki adabiy bezak emas, balki asosiy tafakkur usuli sifatida baholanadi. J. Lakoff nazariyasiga koʻra, inson mavhum tushunchalarni aniq va tajribada sinalgan predmetlar orqali konseptuallashtiradi. Buning yaqqol isboti sifatida oʻzbek tilidagi "vaqt — bu resurs/pul" kognitiv metaforasini keltirish mumkin. Mazkur metafora taʼsirida biz "vaqtni sarflamoq", "vaqtni tejamoq" yoki "vaqtingni yoʻqotma" kabi lisoniy hodisalarni kundalik hayotda faol qoʻllaymiz. Shuningdek, "hayot — bu yoʻl" metaforik proyeksiyasi natijasida "manzilga yetmoq" va "toʻgʻri yoʻldan ketmoq" singari iboralarning semantik qatlamlari shakllanadi.

Lisoniy hodisalarning mantiqiy yaxlitligini taʼminlashda freym tahlili ham oʻziga xos oʻrin tutadi. Har bir leksik birlik ortida inson ongida yaxlit bir vaziyat haqidagi bilimlar bazasi yashirinadi. Masalan, "toʻy" lisoniy birligi qoʻllanilganda, til sohibi ongida ijtimoiy-madaniy tajribaga asoslangan "nikoh", "bazz", "kelin-kuyov" va "karnay-surnay" kabi elementlardan iborat yaxlit kognitiv struktura faollashadi. Lisoniy hodisaning kognitiv tahlili ushbu yashirin elementlarning til qobigʻida qanday kodlanganini va lisoniy kutish jarayonlarida qanday ishtirok etishini tadqiq etadi.



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Lisoniy hodisalarni kognitiv modellashtirish natijasida til birliklari insonning dunyo haqidagi bilimlarini saqlash va uzatishning asosiy kognitiv vositasi ekanligi o‘z isbotini topadi. Har qanday leksik, frazeologik yoki grammatik shakl ortida muayyan kognitiv operatsiya yoki mental sxema mavjud bo‘lib, ular orqali millatning dunyo lisoniy manzarasi hamda o‘ziga xos tafakkur tarzi namoyon bo‘ladi.

Xulosa qilib aytganda, lisoniy hodisalarning kognitiv tahlili tilni o‘rganishni sub’ektiv-psixologik va ijtimoiy-madaniy omillar bilan yaxlitlikda tadqiq etish imkonini beradi. Bu yondashuv lisoniy birliklarni shunchaki muloqot vositasi emas, balki inson intellektual faoliyatining ko‘zguasi, tajribani interpretatsiya qilish mexanizmi sifatida namoyon etadi. Tadqiqotlar shuni ko‘rsatadiki, lisoniy hodisalar zamiridagi kognitiv strukturalarni ochib berish nafaqat tilning ichki qurilishini, balki insonning dunyoni anglash modelini modellashtirishda ham fundamental ahamiyatga ega. Kelgusida ushbu yo‘nalishdagi izlanishlar turli tillardagi konseptual tizimlarning qiyosiy tahlili orqali milliy tafakkur o‘ziga xosliklarini yanada chuqurroq yoritishga, shuningdek, sun’iy intellekt va neyrolingvistika kabi sohalar uchun tilning kognitiv bazasini yaratishga xizmat qiladi. Zero, lisoniy hodisalarning kognitiv mohiyatini anglash — inson tabiatini til orqali anglash demakdir.

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## **DIGITAL SOCIALIZATION OF THE INDIVIDUAL AND CYBERSECURITY**

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**Abstract.** This article analyzes the process of digital socialization of the individual and its relationship with cybersecurity. In the context of the rapid development of information and communication technologies, the Internet and social networks have become a crucial environment for individual socialization. At the same time, the digital environment generates various risks, such as cyberbullying, personal data leakage, and online fraud. The article examines the theoretical foundations of digital socialization, its positive and negative aspects, as well as the current challenges of ensuring individual cybersecurity. The study relies on modern scientific approaches and international theoretical concepts, which allows for an in-depth analysis of the key issues of protecting individuals in the digital space.

**Key words:** digital socialization, cybersecurity, digital identity, cyberbullying, internet risks, individual and digital environment, online communication.

## **ЦИФРОВАЯ СОЦИАЛИЗАЦИЯ ЛИЧНОСТИ И КИБЕРБЕЗОПАСНОСТЬ**

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**Аннотация.** В данной статье анализируется процесс цифровой социализации личности и его взаимосвязь с кибербезопасностью. В условиях стремительного развития информационно-коммуникационных технологий интернет и социальные сети становятся важнейшей средой социализации личности. Цифровая среда порождает различные риски, такие как кибербуллинг, утечка персональных



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данных и онлайн-мошенничество. В статье рассматриваются теоретические основы цифровой социализации, его положительные и отрицательные аспекты, а также актуальные проблемы обеспечения кибербезопасности личности. В ходе исследования используются современные научные подходы и международные теоретические концепции, что позволяет раскрыть ключевые проблемы защиты личности в цифровом пространстве.

**Ключевые слова:** цифровая социализация, кибербезопасность, цифровая идентичность, кибербуллинг, интернет-риски, личность и цифровая среда, онлайн-коммуникация.

**Введение.** В современном мире более 80% людей формируют своё существование в цифровом пространстве. Цифровые платформы и цифровая социализация занимают центральное место в их жизни. Однако этот вид социализации, наряду с удобством, ускорением деятельности и другими преимуществами, может нести и негативные последствия. То есть с точки зрения безопасности не исключены случаи кибербуллинга перед широкой аудиторией или мошенничества через ссылки.

В монографии рассматриваются социальные взаимодействия молодых людей в цифровой среде, включая влияние социальных сетей на формирование ценностей и норм поведения [1].

В цифровой среде социальные сети играют важную роль в формировании идентичности молодежи, позволяют выразить себя, устанавливать связи с группой, поддерживать дружеские отношения, заводить новые знакомства и обмениваться мнениями. Монография утверждает, что социальные сети влияют на ценности и нормы поведения. То есть онлайн-взаимодействие формирует этические и моральные ценности у молодежи, а в некоторых случаях может



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возникать негативное поведение, такое как кибербуллинг. Вместе с цифровой социализацией молодежь должна развивать цифровую культуру, получать образование в области кибербезопасности и учитывать защиту личной информации.

Социализация - длительный процесс, в результате которого человек приобретает собственный социальный опыт, ценностные ориентации. Ученые выделяют профессио-нальную, гендерную, правовую, этническую, гражданскую и др. социализацию. Ю.Р. Хайруллина выделила горизонтальный и вертикальный срезы социализации. Горизонтальный срезусвоение общественных ценностей, удовлетворенность жизненных ориентаций. Вертикальный срез представлен когнитивным, эмоциональным и поведенческим уровнями [2].

**Основная часть.** В результате экспансии цифровых технологий в различные сферы жизни изменяется реальность жизнеосуществления человека, приобретая характер гибридной, или смешанной реальности, в которой происходит слияние реального и смоделированных с помощью цифровых технологий миров, когда физические и цифровые объекты сосуществуют и взаимодействуют в реальном времени, и, как следствие, претерпевают изменения процессы социального становления личности и взаимодействия людей [3].

Цифровая социализация позволяет детям и подросткам развивать социальные навыки, коммуникативные привычки и формировать личную идентичность в онлайн-среде [4]. Авторы подчеркивают, что посредством цифровых медиа происходит формирование цифровой идентичности личности, включающее процессы самопрезентации, получения обратной связи и участия в онлайн-сообществах. При недостаточном уровне цифровой грамотности личность становится уязвимой к интернет-рискам, таким как кибербуллинг,



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информационная манипуляция и нарушение неприкосновенности частной жизни. Однако при наличии у личности достаточного понимания основ кибербезопасности возрастает вероятность предотвращения подобных ситуаций.

Кибербезопасность – это практика защиты систем, сетей и данных от цифровых атак, обеспечивая конфиденциальность, целостность и доступность [5]. Интеграция курсов по кибербезопасности в образовательные программы способствует формированию ответственного цифрового гражданства среди молодежи [6].

Цифровая социализация повышает социальную активность личности, однако данный процесс приносит положительные результаты лишь при его согласовании с эффективными механизмами безопасности. В настоящее время наблюдается тенденция к использованию всех доступных персональных данных для оформления онлайн-кредитов или перехода на нелегальные сайты через неизвестные ссылки. Для предотвращения подобных ситуаций каждому человеку необходимо обладать достаточными знаниями и навыками в области цифровой безопасности.

Обеспечение кибербезопасности является не только личной ответственностью, но и одной из приоритетных задач государственной политики и системы образования.

**Заключение.** Цифровая социализация является неотъемлемой частью современной жизни, формируя новые модели взаимодействия и поведения личности в онлайн-среде [ 7].

Безусловно, цифровая социализация открывает новые возможности, однако включение систематического обучения основам кибербезопасности в образовательный процесс для всех категорий обучающихся может рассматриваться как эффективное и обоснованное решение.

Таким образом, в условиях стремительного развития цифровых технологий особую значимость приобретает формирование у личности осознанного и



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ответственного отношения к цифровому пространству. Развитие цифровой грамотности и навыков безопасного поведения в сети способствует снижению киберугроз и повышению уровня защищённости пользователей.

В этой связи интеграция кибербезопасности в процессы цифровой социализации и образовательные программы является необходимым условием устойчивого развития современного общества и формирования безопасной цифровой среды.

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## EVALUATING THE EFFECTIVENESS OF PORTFOLIO-BASED ASSESSMENT COMPARED TO TRADITIONAL TESTING IN SECONDARY ENGLISH LANGUAGE CLASSROOMS

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**Annotation:** Assessment plays a crucial role in shaping both teaching practices and student learning outcomes in secondary English language classrooms. In recent years, there has been a growing shift from traditional testing methods toward alternative forms of assessment, particularly portfolio-based assessment. This paper evaluates the effectiveness of portfolio-based assessment in comparison with traditional testing, focusing on its impact on learners’ language development, motivation, and critical thinking skills. The analysis demonstrates that while traditional testing offers reliability and standardization, portfolio-based assessment provides a more comprehensive and learner-centered evaluation framework.

**Keywords:** portfolio-based assessment, traditional testing, secondary education, English language teaching, formative assessment, summative assessment, learner autonomy, student motivation, authentic assessment, language proficiency, classroom assessment, educational evaluation, alternative assessment methods, communicative competence.

Assessment has always been a central component of the educational process, particularly in language learning contexts where progress is multifaceted and complex. Traditional testing methods, such as multiple-choice exams and standardized tests, have



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long been used to measure students’ knowledge and skills. However, these methods often fail to capture the full range of learners’ abilities, especially in communicative competence and real-life language use [1].

Traditional testing remains widely used due to its efficiency, objectivity, and ease of administration. Standardized tests allow for quick comparison of student performance across large groups and provide measurable data that can be used for institutional decision-making [3].

However, traditional testing has several limitations. Firstly, it often focuses on discrete language items such as grammar and vocabulary, rather than integrated language skills [4]. Secondly, it tends to encourage rote memorization rather than meaningful learning. Students may perform well on tests without being able to use the language effectively in real-life situations [5].

Portfolio-based assessment offers a more dynamic and comprehensive approach to evaluating student performance. It involves collecting a variety of student work over a period of time, allowing both teachers and students to observe progress and identify strengths and weaknesses [7].

Additionally, portfolios provide a more authentic representation of language use. They include tasks such as writing essays, participating in discussions, and completing projects, which reflect real-life communication more accurately than traditional tests [9].

Another significant benefit is increased motivation. When students see their progress over time, they become more engaged and confident in their abilities. Portfolio assessment also allows for personalized feedback, which supports individual learning needs [10].



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Despite its advantages, portfolio-based assessment is not without challenges. One major issue is the time required for both teachers and students. Collecting, reviewing, and providing feedback on portfolios can be labor-intensive [11].

Furthermore, implementing portfolio assessment requires training and support for teachers. Without proper preparation, educators may struggle to integrate it effectively into their teaching practice [13].

When comparing portfolio-based assessment with traditional testing, it becomes clear that each approach serves different purposes. Traditional testing is useful for measuring specific knowledge and ensuring standardization, while portfolio assessment provides a broader view of student learning.

Research suggests that combining both methods may be the most effective approach. For example, traditional tests can be used for summative assessment, while portfolios can support formative assessment and ongoing learning [14].

In conclusion, portfolio-based assessment offers a more holistic and learner-centered approach to evaluating students in secondary English language classrooms. While traditional testing provides reliability and efficiency, it often fails to capture the complexity of language learning.

Portfolio assessment, on the other hand, supports the development of critical thinking, creativity, and communicative skills. Despite its challenges, it has the potential to significantly enhance the learning experience when implemented effectively.

Therefore, educators should consider integrating portfolio-based assessment into their teaching practices, alongside traditional testing methods, to achieve a more balanced and comprehensive evaluation system.

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## **Assessment of the Efficacy of Ultrasound and Magnetic Resonance Imaging in the Diagnosis of Soft Tissue Injuries of the Knee Joint**

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**Abstract.** The diagnostic efficacy of ultrasound (US) and magnetic resonance imaging (MRI) in detecting soft tissue injuries of the knee joint was comparatively evaluated. The study included 112 patients with acute and chronic knee trauma. The results indicated that MRI remains the absolute "gold standard" for assessing deep intra-articular structures (menisci, cruciate ligaments). However, US demonstrated diagnostic accuracy equivalent to MRI in the evaluation of superficial collateral ligaments and during dynamic assessment. A diagnostic algorithm based on utilizing US for primary screening and MRI for complex cases optimizes healthcare resources.

**Keywords:** Medical radiology, knee joint, ultrasound, magnetic resonance imaging, arthroscopy.

**Annotatsiya.** Tizza bo‘g‘imi yumshoq to‘qimalari shikastlanishlarini aniqlashda ultratovush tekshiruv (UTT) va magnit-rezonans tomografiya (MRT) usullarining samaradorligi qiyosiy baholandi. Tadqiqotda o‘tkir va surunkali tizza travmasi bo‘lgan 112 nafar bemor ishtirok etdi. Natijalar shuni ko‘rsatdiki, MRT chuqur bo‘g‘im ichi tuzilmalarini (menisk, xochsimon boylamlar) baholashda mutlaq "oltin standart" hisoblanadi. UTT esa yuzaki kollateral boylamlarni tekshirishda va dinamik baholashda MRTga teng diagnostik aniqlikni namoyish etdi. Birlamchi skrining sifatida UTT,



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murakkab holatlarda esa MRTni qo'llashga asoslangan diagnostik algoritm tibbiy resurslarni optimallashtiradi.

**Kalit soʻzlar:** Tibbiy radiologiya, tizza boʻgʻimi, ultratovush tekshiruvi, magnit-rezonans tomografiya, artroskopiya.

**Kirish.** Tizza boʻgʻimining tarkibiy yaxlitligi menisklar, xochsimon va kollateral boylamlarga bogʻliq. Ushbu tuzilmalardagi travmalar jiddiy funksional buzilishlarga olib keladi. Rentgenografiya yumshoq toʻqimalarni koʻrsata olmagan uchun MRT va UTT asosiy diagnostik vositalarga aylangan. MRT oʻzining noyob aniqligi bilan ajralib tursada, uning qimmatligi va vaqt talab qilishi skrining sifatida qo'llashni cheklaydi. UTT esa arzon va tezkor, ammo chuqur tuzilmalarni koʻrsatishda cheklovlarga ega. Ushbu tadqiqot maqsadi har ikki usulning diagnostik sezgirligini solishtirish va mintaqaviy shifoxonalar uchun bosqichma-bosqich tekshiruv algoritmini ishlab chiqishdir.

**Material va metodlar.** Tadqiqotda tizza travmasi bilan murojaat qilgan 112 nafar bemor (oʻrtacha yoshi 34.2) ishtirok etdi. Barcha bemorlar dastlab 7-15 MGts chastotali datchik yordamida kompleks UTT (dinamik valgus/varus stress-testlari bilan), soʻngra 1.5 Tesla quvvatli apparatda standart MRT tekshiruidan oʻtkazildi. Radiologik xulosalar tasdiqlash uchun 58 ta holatda jarrohlik artroskopiya, qolganlarida esa 6 oylik klinik kuzatuv natijalari bilan qatʼiy taqqoslandi.

**Natijalar.** Klinik va artroskopik tahlillar natijasida jami 42 ta menisk yirtilishi, 35 ta old xochsimon boylam (OXB) uzilishi, 28 ta medial kollateral boylam (MKB) choʻzilishi va 18 ta tendinopatiya holatlari tasdiqlandi.

- **Chuqur tuzilmalar:** Menisk va OXB shikastlanishlarida MRT mutlaq ustunlik qildi (sezgirlik mos ravishda 92.8% va 97.1%). UTT akustik toʻsiqlar tufayli chuqur tuzilmalarni aniq koʻrsata olmadi (OXB uchun toʻgʻridan-toʻgʻri sezgirlik 0%, menisk uchun 45.2%).



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• **Yuzaki tuzilmalar:** Medial va lateral kollateral boylamlar shikastlanishida UTT 89.2% sezgirlikni qayd etib, MRT (92.8%) ko'rsatkichlariga deyarli tenglashdi. Shuningdek, UTT dinamik suyuqlik yig'ilishlari va yuzaki patellyar tendinopatiyalarni aniqlashda datchik orqali bevosita og'riq nuqtasini topish imkonini berib, statik MRTdan ustunlik qildi.

**Muhokama va Xulosa.** Natijalar MRTning chuqur bo'g'im ichi patologiyalarini baholashdagi almashtirib bo'lmaydigan "oltin standart" sifatidagi o'rnini tasdiqladi. OXB uzilishi yoki chuqur menisk yirtilishini faqat UTT orqali inkor etish klinik xatolikka olib kelishi mumkin. Shu bilan birga, yuqori chastotali UTT yuzaki boylamlar shikastlanishlarida birinchi darajali, tezkor diagnostik vosita sifatida o'zini to'liq oqladi.

Xulosa o'rnida aytish mumkinki, tizza bo'g'imi travmalarida bosqichma-bosqich algoritm zarur: yuzaki shikastlanishlarni tezkor baholash uchun dastlab UTT qo'llanilishi, bo'g'im ichki strukturalari shikastlanishiga shubha bo'lganda yoki jarrohlik rejalashtirilganda esa MRT majburiy etib belgilanishi lozim. Bu yondashuv diagnostika sifatini tushirmagan holda, sog'liqni saqlash resurslarini sezilarli darajada tejaydi.

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## Methodological Foundations of Adaptive Artificial Intelligence

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**Annotation.** This thesis examines methodological foundations for using adaptive artificial intelligence in education. The aim is to justify a conceptual model aligning adaptation mechanisms with core didactic principles. The methodology relies on a systems approach, pedagogical modeling, and learning analytics logic. Scientific novelty is presented through integrating evaluation criteria for adaptive decisions with requirements for instructional design and measurable learning outcomes.

**Keywords:** adaptive artificial intelligence, instructional design, personalized learning, learning analytics, competence, assessment, didactic model

### Adaptiv sun’iy intellekt metodik asoslari

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**Annotatsiya.** Mazkur tezisda ta’lim jarayonida adaptiv sun’iy intellektdan foydalanishning metodik asoslari tahlil qilinadi. Maqsad adaptivlashtirish mexanizmlarini didaktik tamoyillar bilan uyg’unlashtirgan konseptual modelni asoslashdir. Tadqiqot metodologiyasi tizimli yondashuv, pedagogik modellashtirish va o’quv analitikasi mantiqiga tayangan. Ilmiy yangilik adaptiv qaror qabul qilishni baholash mezonlari va metodik dizayn talablari integratsiyasida ifodalanadi.

**Kalit so‘zlar:** adaptiv sun’iy intellekt, metodik dizayn, shaxsiylashtirilgan ta’lim, o’quv analitikasi, kompetensiya, baholash, didaktik model



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Ta’lim tizimida raqamli transformatsiya chuqurlashar ekan, o’quv jarayonini shaxsiylashtirish nafaqat texnologik imkoniyat, balki metodik zarurat sifatida namoyon bo’lmoqda. Shaxsiylashtirishning markazida o’quvchining bilish ehtiyojlari, tayyorgarlik darajasi, o’zlashtirish sur’ati va motivatsion omillariga mos ta’lim yo’nalishini qurish masalasi turadi. Shu nuqtai nazardan adaptiv sun’iy intellekt ta’lim mazmuni, topshiriqlar murakkabligi, taqdim etish shakli hamda baholash strategiyasini o’quvchi profili va o’quv ma’lumotlari asosida dinamik moslashtira oladigan vositalar majmui sifatida ko’riladi.

Adaptiv sun’iy intellekt metodikasini asoslashda birinchi masala adaptivlashtirishning pedagogik ma’nosini aniqlashtirishdir. Amaliyotda adaptiv tizimlar ko’pincha faqat test natijalariga qarab keyingi topshiriqni tanlash bilan cheklanadi; bu esa o’quv jarayonini toraytirib, bilimning chuqurligi va ko’nikma transferini e’tibordan chetda qoldirishi mumkin. Metodik nuqtai nazardan adaptivlik o’quv maqsadlari iyerarxiyasiga tayangan holda, o’quvchining mavjud kompetensiyalarini tashxislash, yaqin rivojlanish zonasini belgilash va mos didaktik ta’sirni tanlash jarayonini anglatadi. Bu yondashuv o’qitishning faoliyatga yo’naltirilgan modeli bilan uyg’un bo’lib, o’quv materialini faqat “berish” emas, balki uni o’zlashtirish strategiyalarini shakllantirishga xizmat qiladi. Shuningdek, adaptiv qarorlarning izohlanishi, ya’ni tizim nima uchun aynan shu resursni tavsiya qilgani tushunarli bo’lishi, o’qituvchi va o’quvchi ishonchini oshiradigan metodik shart sifatida namoyon bo’ladi.

Ikkinchi masala ma’lumotlar va model o’rtasidagi metodik bog’liqlikdir. Adaptiv tizimlar o’quv analitikasi orqali xulqiy va natijaviy ko’rsatkichlarni yig’adi: urinishlar soni, javob berish vaqti, xatolar tipi, materialga qaytish chastotasi, muloqotdagi faollik



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va boshqa belgilarga tayangan holda o‘quvchi holatini taxmin qiladi. Biroq metodik talab shundan iboratki, yig‘ilayotgan ko‘rsatkichlar didaktik maqsadlar bilan ma’nodosh bo‘lsin, aks holda model o‘lchayotgan narsa o‘qitish uchun muhim bo‘lmagan signallarga aylanadi. Shu sababli indikatorlarni tanlashda kompetensiya komponentlari bilan bog‘lash, topshiriqlar bankini mazmuniy xarita asosida tuzish va har bir topshiriqning o‘lchov xususiyatini oldindan belgilash zarur. Bu yerda psixometrik va pedagogik yondashuvlar kesishadi: test nazariyasi elementlari, qiyinchilik va farqlash ko‘rsatkichlari, ishonchlilik va validlik kabi tushunchalar adaptiv mexanizmning metodik poydevorini mustahkamlaydi.

Uchinchi masala adaptiv sun‘iy intellektning didaktik dizaynga integratsiyasidir. Adaptiv tizimni o‘qitish metodikasidan ajratib bo‘lmaydi, chunki u darsning strukturasi aralashadi: kirish diagnostikasi, yangi bilimni o‘zlashtirish, mustahkamlash, refleksiya va nazorat bosqichlarida turlicha rol o‘ynaydi. Metodik model sifatida quyidagi mantiqiy zanjir asosli: maqsad va kutilgan natijalarni aniqlash, o‘quv mazmunini modullashtirish, har bir modul uchun baholash vositalarini loyihalash, adaptiv qoidalar va algoritmik siyosatni belgilash, o‘qituvchi aralashuvining chegaralarini ko‘rsatish, hamda yakuniy natijalarni tahlil qilish. Bu jarayonda o‘qituvchi adaptiv tizimni “o‘zi ishlaydigan” qurilma sifatida emas, balki pedagogik qarorlarni qo‘llab-quvvatlovchi vosita sifatida ko‘rishi kerak; aks holda didaktik boshqaruv sun‘iy intellektga to‘liq topshirilib, maqsadlarning insoniy va ijtimoiy mazmuni susayishi mumkin.

To‘rtinchi masala adaptiv qaror qabul qilishning mezonlari va sifat ko‘rsatkichlarini metodik jihatdan belgilashdan iborat. Texnik adabiyotlarda tizimning aniqligi, tavsiyalar relevanti yoki model xatoligi kabi ko‘rsatkichlar yetakchi o‘rinda turadi, biroq ta’lim metodikasida samaradorlik ko‘proq o‘quv natijalarining



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barqarorligi, transfer ko‘nikmalari, o‘quvchining mustaqil strategiya tanlashi va refleksiyasining kuchayishi orqali baholanadi. Shu bois adaptivlikning sifatini baholash uchun kompleks mezonlar taklif etilishi lozim: pedagogik mezonlar (maqsadga muvofiqlik, tushunarlik, motivatsiyani qo‘llash), psixometrik mezonlar (validlik, ishonchlilik, adolatlilik), texnologik mezonlar (izohlanish, moslashuv tezligi, barqarorlik), hamda tashkiliy mezonlar (o‘qituvchi uchun boshqaruv qulayligi, resurslar sarfi). Bu mezonlar o‘quv jarayonining turli subyektlari manfaatini muvozanatlashtiradi va adaptiv tizimni metodik jihatdan nazorat qilinadigan holga keltiradi.

Beshinchi masala etika va xavfsizlikning metodik talqinidir. Adaptiv tizimlar shaxsiy ma’lumotlar, o‘quvchining xulqi va qobiliyatiga doir nozik signallar bilan ishlaydi, shu bois ma’lumotlarni minimallashtirish, maqsadga muvofiq yig‘ish va foydalanish, hamda natijalarni noto‘g‘ri talqin qilish xavfini kamaytirish metodik talab sifatida qaraladi. Bundan tashqari, algoritmik tarafkashlik o‘quvchining imkoniyatlarini toraytirib qo‘yishi mumkin: tizim past natija ko‘rsatgan o‘quvchiga doimiy ravishda soddalashtirilgan material berib, uni yuqori darajadagi faoliyatga olib chiqmay qolishi ehtimoli bor. Metodik yechim sifatida adaptiv siyosat “rivojlantiruvchi qiyinchilik” tamoyiliga tayangan bo‘lishi, ya’ni qo‘llab-quvvatlash bilan birga intellektual chaqiriqni ham saqlashi zarur. O‘qituvchi esa monitoring paneli orqali tavsiyalarni ko‘rib chiqishi, zarur holatda o‘zgartirishi va o‘quvchiga tanlov huquqini berishi bilan adaptivlikni insoniylashtiradi.

Adaptiv sun’iy intellektning metodik asoslarini uch qatlamda tasvirlash maqsadga muvofiq deb hisoblanadi. Birinchi qatlam didaktik qatlam bo‘lib, u maqsadlar taksonomiyasi, kompetensiyalar xaritasi, o‘quv materialining mantiqiy tuzilishi va o‘qitish strategiyalarini belgilaydi. Ikkinchi qatlam analitik qatlam bo‘lib, indikatorlar tizimi, o‘lchov modeli, diagnostika ssenariylari va natijalarni talqin qilish qoidalarini



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qamrab oladi. Uchinchi qatlam adaptiv boshqaruv qatlamidir: tavsiya mexanizmlari, topshiriq tanlash siyosati, qayta aloqa turlari, o‘qituvchi aralashuvi protokollari va sifat nazorati mezonlari shu yerda jamlanadi. Mazkur qatlamlar o‘zaro uyg‘unlashganda, adaptiv sun’iy intellekt nafaqat individual trayektoriya yaratadi, balki o‘qitishning metodik yaxlitligini saqlagan holda o‘quvchining rivojlanish dinamikasini boshqaradi.

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## **THE EFFECTIVENESS OF USING INNOVATIVE METHODS IN SPEECH THERAPY SESSIONS**

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**Abstract:** This thesis analyzes the role and significance of modern innovative technologies in improving the quality of speech therapy sessions conducted with children with various speech defects. During the research, the impact of using ICT (Information and Communication Technologies), game-based technologies, and specialized computer programs on the correctional process was comparatively studied alongside traditional methods. Based on the results obtained, conclusions were drawn regarding the advantages of an innovative approach.

**Keywords:** speech therapy (logopedics), innovative methods, ICT, “Logomer”, “Delfin”, su-jok therapy, speech defects, correctional pedagogy, stuttering, dyslalia.

**Annotatsiya:** Ushbu tezisdan nutqda turli nuqsonlari bo‘lgan bolalar bilan olib boriladigan logopedik mashg‘ulotlarning sifatini oshirishda zamonaviy innovatsion texnologiyalarning o‘rni va ahamiyati tahlil qilinadi. Tadqiqot davomida an’anaviy metodlar bilan birga AKT, o‘yinli texnologiyalar va maxsus kompyuter dasturlarini qo‘llashning korreksion jarayonga ta’siri qiyosiy o‘rganilgan. Olingan natijalar asosida innovatsion yondashuvning afzalliklari bo‘yicha xulosalar berilgan.

### **Kirish**



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Zamonaviy ta’lim tizimida nutq rivojlanishidagi nuqsonlarni erta aniqlash va samarali bartaraf etish dolzarb masalalardan biri hisoblanadi. Nutq — bu nafaqat muloqot vositasi, balki bolaning tafakkuri, ijtimoiylashuvi va shaxs sifatida shakllanishining muhim omilidir. Shu sababli logopedik yordamni takomillashtirish, ayniqsa innovatsion yondashuvlar asosida tashkil etish, ta’lim sifatini oshirishga xizmat qiladi. Hozirgi davrda an’anaviy metodlar bilan bir qatorda zamonaviy pedagogik texnologiyalarni joriy etish nutq rivojlanishida yuqori natijalarga erishish imkonini beradi.

**Tadqiqotning nazariy asoslari va metodlari**

Mazkur tadqiqot nutq rivojlanishining psixologik va pedagogik qonuniyatlariga asoslanadi. Nutq faoliyatining shakllanishi bola psixikasining rivojlanishi bilan chambarchas bog‘liq bo‘lib, unda bilish jarayonlari (diqqat, xotira, tafakkur) muhim rol o‘ynaydi.

Tadqiqotda kompleks yondashuv qo‘llanilib, quyidagi metodlardan foydalanildi: kuzatish, diagnostik suhbat, eksperimental topshiriqlar hamda natijalarni qiyosiy tahlil qilish. Shuningdek, individual va differensial yondashuv tamoyillariga amal qilinib, har bir bolaning rivojlanish darajasi hisobga olindi.

**Asosiy qism va natijalar**

Logopedik mashg‘ulotlar tizimli va bosqichma-bosqich tashkil etilganda yuqori samaradorlikka erishiladi. Mashg‘ulotlarda artikulyatsion mashqlar, fonematik eshitishni rivojlantirishga qaratilgan topshiriqlar hamda bog‘langan nutqni shakllantiruvchi mashqlar kompleks tarzda qo‘llanildi.

Logopedik mashg‘ulotlarda innovatsion texnologiyalardan foydalanish ikki yo‘nalishda amalga oshirildi:



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Dasturiy ta'minot: "Logomer" va "Delfin" kabi maxsus kompyuter dasturlari orqali bolalarning fonematik eshitish qobiliyati va talaffuzi rivojlantirildi.

Pedagogik texnologiyalar: Barmoq motorikasini rivojlantirish uchun su-jok terapiyasi (barmoq mashqlari) keng qo'llanildi.

Natijalar shuni ko'rsatdiki, muntazam va maqsadli olib borilgan ishlar bolalarning tovushlarni to'g'ri talaffuz qilish, so'z boyligini oshirish va gap tuzish ko'nikmalarini sezilarli darajada yaxshilaydi. Shu bilan birga, bolalarning nutqiy faolligi ortib, ular muloqot jarayonida faolroq ishtirok eta boshlaydi.

O'tkazilgan tajriba-sinov ishlari natijasiga ko'ra, innovatsion metodlar qo'llanilgan guruhda bolalarning nutqiy faolligi an'anaviy guruhga nisbatan 25% ga yuqori ekanligi aniqlandi. Vizual va audio stimullar nutq apparati a'zolarining harakatini yaxshiroq koordinatsiya qilishga yordam berdi.

<b>Metod nomi</b>	<b>Mazmuni</b>	<b>Qo'llash jarayoni</b>	<b>Kutilgqn natija</b>
Arikulyatsion mashqlar	Nutq apparati organlarini rivojlantirishga qaratilgan mashqlar	Lab, til, jag' harakatlarini mashq qildirish orqali amalga oshiriladi	Tovushlarni to'g'ri talaffuz qilish yaxshilanadi
Fonematik eshitishni rivotlantirish	Tovushlarni farqlash va eshitish qobilyatini oshirish	Maxsus audio mashqlar, tovushlarni ajratish o'yinlari	Bola tovushlarni aniq ajrata oladi
Didaktik o'yinlar	O'yin orqali nutqni rivojlantirish	So'z boyligini oshiruvchi va gap	Nutqiy faollik va qiziqish ortadi



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		tuzishga yordam beruvchi o'yinlar	
Suhbat metodi	Muloqot orqali nutqni rivojlantirish	Savol-javob, erkin suhbat tashkil etish	Bog'langan nutq rivojlanadi
Ko'rgazmali metodlar	Vizual vositalar orqali o'rgatish	Rasmlar, kartochkalar, videolar orqali ishlash	Tushunish va eslab qolish kuchayadi

### **Tahlil va muhokama**

Innovatsion metodlar duduqlanish, dislaliya va nutq umumiy rivojlanmaganligi (NUR) kabi murakkab holatlarda korreksiya vaqtini sezilarli darajada qisqartirish imkonini beradi. Bu usullar bolalarda nafaqat nutqni, balki diqqat, xotira va mantiqiy fikrlashni ham barqarorlashtiradi. Eng muhimi, bolalarda mashg'ulotga nisbatan kuchli motivatsiya va qiziqish shakllanadi.

Shuningdek, nutqni rivojlantirish jarayonida faqat artikulyatsiya emas, balki psixologik omillarni ham hisobga olish zarurligi aniqlandi. Ijobiy emotsional muhit, rag'batlantirish va qo'llab-quvvatlash bolalarning muvaffaqiyatga erishishida muhim omil bo'lib xizmat qiladi.

### **Xulosa**

Xulosa qilib aytganda, logopedik mashg'ulotlarda kreativ va innovatsion yondashuv korreksion jarayonni jadallashtirishning asosiy omilidir. AKT va o'yinli texnologiyalarning kompleks qo'llanilishi nutqiy nuqsonlarni bartaraf etishda yuqori sifat ko'rsatkichlariga erishishni ta'minlaydi.



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Nutq rivojlanishini qo‘llab-quvvatlash faqat maxsus mashqlar bilan cheklanmay, balki bolaning umumiy psixik rivojlanishini ham qamrab olishi lozim.

Kelgusida logopedik amaliyotda zamonaviy texnologiyalarni yanada keng joriy etish, individual yondashuvni kuchaytirish hamda ilmiy tadqiqotlarni chuqurlashtirish muhim ahamiyat kasb etadi.

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## **LEXICAL-SEMANTIC ANALYSIS OF SOME PAIRS OF WORDS IN THE UZBEKISTAN LANGUAGE**

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**Annotation:** This article analyzes the role of paired words in the lexical-semantic structure of the Uzbek language, their classification in terms of structure mechanisms, meaning and form, their stylistic and functional loading. Also, on the example of certain pairs of words, their role in language development is revealed.

**Base words:** lexical-semantic structure, even words, etymology, lexical unit, antonymy, dictionary composition

### **O’ZBEK TILIDAGI AYRIM JUFT SO’ZLARNING LEKSIK-SEMANTIK TAHLILI**

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### **ЛЕКСИКО-СЕМАНТИЧЕСКИЙ АНАЛИЗ НЕКОТОРЫХ ПАР СЛОВ В УЗБЕКСКОМ ЯЗЫКЕ**

**Annotatsiya :** Ushbu maqolada o‘zbek tili leksik-semantik tuzilmasida juft so‘zlarning o‘rni, tuzilish mexanizmlari, ma’no va shakl jihatidan tasnifi, ularning stilistik va funksional yuklamalari tahlil qilinadi. Shuningdek, ayrim juft so‘zlar misolida ularning til taraqqiyotidagi roli ochib beriladi.

**Аннотация:** В данной статье будет проанализирована роль пар слов в лексико-семантической структуре узбекского языка, механизмы построения, классификация по значению и форме, их стилистическая и функциональная



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нагрузка. Также на примере отдельных пар слов раскрывается их роль в развитии языка.

**Tayanch soʻzlar:** leksik-semantik tuzilish, juft soʻzlar, etimologiya, leksik birlik, antonimiya, lugʻat tarkibi.

**Базовые слова:** лексико-семантическая структура, пары слов, этимология, лексическая единица, антонимия, словарный состав

Til — bu millat tafakkuri, maʼnaviyati va madaniyatining koʻzgusi. Har bir til oʻzining lugʻaviy boyligi, morfologik tuzilishi va semantik qatlamlari orqali boshqa tillardan ajralib turadi. Oʻzbek tili ham oʻziga xos tuzilishga ega boʻlgan boy leksik tizimni oʻz ichiga oladi. Lugʻat tarkibining eng qiziqarli qatlamlaridan biri bu leksik-semantik birliklar, jumladan, koʻp qismli leksik birliklar yoki juft soʻzlar deb ataluvchi hodisalardir. Ular tilning ifodaviy imkoniyatlarini kengaytiradi, fikrni aniqroq va mazmundorroq ifodalashga xizmat qiladi. Juft soʻzlarning shakllanish mexanizmlari, ularning lingvistik tizimdagi oʻrni hamda grammatik xususiyatlari tilshunoslikda turli yoʻnalishlarda oʻrganilgan boʻlsa-da, ularning maʼno oʻzgarishlari tadqiqotlari hali-hanuz davom etmoqda. Tilshunos A. Madvaliyevning taʼkidlashicha, *“juft soʻzlar tildagi koʻp maʼnolilik, sinonimiya, antonimiya, emotsional boylik va stilistik vosita sifatida alohida qatlamni tashkil etadi”*<sup>1</sup>. Bu birliklar tildagi tabiatning oʻziga xosligi, xalq tafakkuri va estetik didining mahsuli sifatida eʼtirof etiladi. Juft soʻzlar tilda uchraydigan oddiy birikmalardan farqli oʻlaroq, ularning semantik yaxlitligi va stilistik funksiyasi bilan ajralib turadi. Ular koʻpincha umumlashtiruvchi, kuchaytiruvchi yoki emotsional yuklamaga ega boʻladi.

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<sup>1</sup>Madvaliyev A. Oʻzbek tili leksikologiyasi. – Toshkent: Oʻqituvchi, 2006. – B. 123.



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Ayniqsa, o’zbek tilida ikkinchi qismi mustaqil ma’noda kamroq ishlatiladigan yoki biroz noaniq bo’lgan, lekin birinchi qism bilan birga kengroq yoki kuchaytirilgan ma’no anglatadigan juft so’zlar mavjud. Bunday so’zlar keng omma tomonidan muloqotda faol qo’llaniladi. Biroq bu so’zlarning asl ma’nosini anglash va shu orqali muayyan nutqda qo’llash maqsadga muvofiq, albatta.

Jumladan, **“kam-ko’st”** juft oti tarkibidagi **“kam”** so’zi ma’nosi barchaga ayon va odatiy muloqotda faol qo’llaniladi. “O’zbek tilining izohli lug’ati”da esa **KAM** so’zi [f. کم –oz, ozgina, arzimas ] *talab, me’yor yoki odatdagiga nisbatan miqdori yetarli bo’lmagan, oz* ma’nosini anglatadi. Biroq **“ko’st”** so’zi sememasi noma’lum va yakka holda juda kam qo’llaniladi. “O’zbek tilining izohli lug’ati”da **KO’S**T [f. كوست –ozayish, kamayish, zarar, ziyon] kam qo’ll. *Biror narsaning ortiqcha, oshiqcha qismi* ma’nolari borligi keltiriladi. Bu kasbga oid termin hisoblanib, tikuvchilar orasida ko’p qo’llanadi. Masalan: Ko’stini qirqib tashlamoq. Ya’ni matoning ortiqcha qismini qirqib tashlamoq holatida. **“Kam-ko’st”** so’zi o’zbek tilida ko’p qo’llanadigan juft so’z bo’lib, asosan, biror narsaning: ishning, holatning, rejaning yoki inson xarakterining yetishmovchiligi, nuqsoni, kamchiligi, mayda ehtiyojlari yoki tugallanmagan, mukammal bo’lmagan muayyan narsani ifodalash uchun ishlatiladi. Bu birikma ko’pincha chuqur mulohaza, taqqoslash yoki biror narsaning ideal holatini tasavvur qilish natijasida paydo bo’ladigan nuqsonlarni ifodalaydi. Grammatik jihatdan ot vazifasini bajaradi. Demak, bir-biriga zid bo’lgan ikki otning birikuvidan antonim juft ot paydo bo’lmoqda. Ushbu turkumga kiradigan yana bir otli birikma bu **“amal-taqal”** birikmasidir. Juft so’zning birinchi qismi bo’lgan **“amal”** so’zining ma’nosi “O’zbek tilining izohli lug’ati”da quyidagicha keltirilgan: **AMAL** [ a. عمل – ish, harakat ] *ilm, nazariya, fikr va sh.k.ning hayotiy reallashuvi*<sup>2</sup>. Ammo **“taqal”** so’zi o’zbek tili

<sup>2</sup> O’zbek tilining izohli lug’ati. –Toshkent: G’afur G’ulom nomidagi nashriyot-matbaa ijodiy uyi, 2022. –B. 99.



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leksikasida qanday ma’noga ega? Ushbu so’z izohli lug’atda **“taqal qilmoq”** kabi fe’l ko’rinishida kelgan bo’lib, *biror ishni bajarishga darrov kirishmay, o’ylanib qolmoq, kechiktirmoq, ketga surmoq, galga solmoq, bahona qilmoq*ni bildiradi. Masalan: *“Tojixon, qo’ying shu vajah-u taqalni”*<sup>3</sup>. Demak **“taqal”** so’zi yakka holda muloqotda kam ishlatiladi yoki o’zining asl ma’nosidan chekinadi. Ikki mustaqil ot birikma holda kelib, ma’no kuchaytiradi hamda uslubiy bo’yoqdorlikni oshiradi. Semantik jihatdan biror narsa-buyumni yomon, sifatsiz qilmoq holatida ma’no anglatadi. Muayyan ishning puxta, tartibli bajarilmaganligini izohlaydi. Grammatik jihatdan bu birikma ot, fe’l bilan birikkanda esa ravish vazifasini bajaradi. Bu so’zning tarkibiy va semantik tuzilishi uni tilimizning qiziqarli va ifodali vositalaridan biriga aylantiradi.

Kunlik muloqotda juda faol qo’llaniluvchi yana bir juft ot **“qo’ni-qo’shni”** birikmasidir. Juft ot tarkibidagi har ikki qism ma’nosini aniqlashtirish uchun yana o’zbek tilining izohli lug’atiga yuzlanamiz. **“Qo’shni”** so’zi *uylari, hovli-joylari yonmayon yoki yaqin bo’lgan kishilar, oilalar, xonadonlar (bir-biriga nisbatan)* ma’nosini anglatadi<sup>4</sup>. **“Qo’ni”** so’zi esa ayni holatda izohli lug’atda mavjud emas. Mazkur so’z **“qo’nim, qo’nim topmoq”** so’zining asrlar mobaynida qisqargan shakli sifatida namoyon bo’ladi. **“Qo’nim”** so’zi *qo’nish yoki turish joyi, manzil* ma’nosini<sup>5</sup>, **“qo’nim topmoq”** esa *muqim o’rnashib, turib qolmoq* ma’nosini anglatadi<sup>6</sup>. Masalan: *“Yog’in tinib, mo’ytanlar ovuli bilan qirdagi qiyotlar qo’nimi orasiga so’qmoq yo’llar tushdi”*<sup>7</sup>. Bu yerda qo’ni va qo’shni so’zlari bir-biriga ma’nodosh va yaqin hududiy-ijtimoiy aloqada bo’lgan shaxslar yoki joylarni ifodalaydi. Shuning uchun ular juft ot shaklida

<sup>3</sup> A.Muxtor “Kumush tola”.

<sup>4</sup> O’zbek tilining izohli lug’ati. –Toshkent: G’afur G’ulom nomidagi nashriyot-matbaa ijodiy uyi, 2022. –B. 361.

<sup>5</sup> O’zbek tilining izohli lug’ati. –Toshkent: G’afur G’ulom nomidagi nashriyot-matbaa ijodiy uyi, 2022. –B. 331.

<sup>6</sup> O’zbek tilining izohli lug’ati. –Toshkent: G’afur G’ulom nomidagi nashriyot-matbaa ijodiy uyi, 2022. –B. 331.

<sup>7</sup> Asqad Muxtor “Qoraqalpoq qissasi”.



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“**qo’ni-qo’shni**” tarzida ishlatiladi. Semantik jihatdan “**qo’ni-qo’shni**” — *yaqin atrofdagi yashovchilar, mahalla ahli, yoki yon-atrofdagi kishilar degan ijtimoiy ma’nosini* anglatadi. Grammatik jihatdan esa ot vazifasini o’taydi.

O’zbek tili lug’at tarkibida yakka holda kam qo’llaniladigan yoki mustaqil ma’no anglatmaydigan, biroq ma’lum so’z bilan juft holatda ko’p uchraydigan juft otlardan yana biri “**yetim-yesir**” birikmasi hisoblanadi. “O’zbek tili izohli lug’ati”da **YETIM** [a. يتيم – ota-onasiz, yetim, yakka-yu yagona; noyob] *otadan, onadan yoki har ikkovidan ajralgan* ma’nosini<sup>8</sup>, **YESIR** [a. يسير – qullar, asirlar] *eri o’lgan, ersiz qolgan xotin, beva, tul* ma’nosini bildiradi<sup>9</sup>. Masalan: “Eroniylar el-yurtini talab, erkaklarni qul, xotinlarni yesir qilib ketayotirlar”<sup>10</sup>. Juftlikning har bir qismi alohida ma’noga ega bo’lsa ham, birgalikda ular yanada chuqurroq va ta’sirchan ma’no uyg’unligini hosil qiladi. Jumladan, “**yesir**” so’zining ba’zi variantlari va uning qo’llanish doirasi dialektlarda farqlanishi mumkin. Grammatik jihatdan ushbu birikma ot vazifasida keladi. Leksik-semantik jihatdan har ikkala qism birga “**yetim-yesir**” ko’rinishida himoyasiz, nochor, yordamga muhtoj kabi umumiy empatiya – hamdardlik tuyg’usini uyg’otadi.

Yoxud “**urug’-aymoq**” birikmasi o’zbek tilida keng qo’llanadigan, semantik jihatdan mustahkamlangan juft ot bo’lib, *o’zaro qarindoshlik, kelib chiqish, nasl-nasab va ijtimoiy birlashuv* ma’nolarini anglatadi. Bugungi kunda tilimizda mustaqil ravishda qo’llanmaydigan “**aymoq**” so’zi semantikasi va etimologiyasi qanday? O’zbek tili izohli lug’atida **AYMOQ** – *Mo’g’ul va turkiy xalqlar qadimiy urug’larining parchalanishidan kelib chiqqan turli tarmoqdagi o’zaro qon-qardosh oilalar birlashmasi, ittifoqi* kabi izohlanadi<sup>11</sup>. Masalan: “Bu aymoqdagilar sal ovsarroq ham.

<sup>8</sup> O’zbek tilining izohli lug’ati. –Toshkent: G’afur G’ulom nomidagi nashriyot-matbaa ijodiy uyi, 2022. –B. 179.

<sup>9</sup> O’zbek tilining izohli lug’ati. –Toshkent: G’afur G’ulom nomidagi nashriyot-matbaa ijodiy uyi, 2022. –B. 177.

<sup>10</sup> M.Osim “Karvon yo’llarida”.



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Ovsarliklari ko’proq mug’ombirlikka o’xshab ketadi, lekin rostdan ham esarroq”<sup>12</sup>. Demak, bu so’z **“urug”** so’ziga nisbatan ko’proq ijtimoiy tashkillashtirish, hududiy birlik yoki bir xil urf-odatga ega bo’lgan odamlar jamoasini nazarda tutadi. Haqiqatdan, tilimizda ko’p qo’llanuvchi mazkur birikmadagi **“aymoq”** so’zi **“urug”** ma’nosini kuchaytiradi. Bu shunchaki oila emas, balki keng qamrovli, tarixiy va ijtimoiy ahamiyatga ega bo’lgan qarindosh-urug’chilik aloqalarini, butun bir nasl-nasab zamjirini ifodalaydigan sinonim juft ot hisoblanadi. Bu juft otning har ikki qismi ham birgalikda murakkab ma’no hosil qiladi va kontekstdagi muayyan ma’noni kuchaytirishga xizmat qiladi.

Jumladan, **“gap-gashtak”** juft oti ham tarixiy va zamonaviy o’zbek muloqotida faol qo’llanuvchi leksik birlik bo’lsa-da, birikmaning faqat bir qismi semantikasi bo’yicha qo’llaniladi. **Gashtak** so’zi esa “O’zbek tili izohli lug’ati”da birikma holda kelib, quyidagicha ma’no anglatadi: **GAP-GASHTAK** [gap + f. گشتک – sayr, tomosha qilish] *ayn.gap*<sup>13</sup>. Masalan: “Do’stboy elga qo’shildi: gap-gashtaklarda qatnashadigan bo’ldi”<sup>14</sup>. Semantik jihatdan ushbu juft ot *arzimagan, keraksiz gaplar, suhbat* ma’nosini bildiradi. Eng ko’p tarqalgan va asosiy ma’nosi bu **“gap-gashtak qilish”** – *o’zini chalg’itish, vaqtni o’tkazish yoki mavzudan chetga chiqish*. Ayrim hollarda, ijobiy kontekstda, bir inson bilan samimiy, zavqli suhbatni ham anglatishi mumkin. Grammatik jihatdan **“gap-gashtak”** ko’pincha ot vazifasini bajaradi. Ushbu leksik birlikning asosiy lingvistik xususiyati esa semantik kengayish hisoblanadi. Ya’ni **“gap”** so’zining o’zi suhbat ma’nosini anglatrsa, **“gashtak”** bilan birgalikda unga ahamiyatsizlik, mazmunsizlik kabi qo’shimcha semantik yuklama yuklanadi. Bu

<sup>11</sup> O’zbek tilining izohli lug’ati. –Toshkent: G’afur G’ulom nomidagi nashriyot-matbaa ijodiy uyi, 2022. –B. 196.

<sup>12</sup> N.Eshonqul “Yalpiz hidi”.

<sup>13</sup> O’zbek tilining izohli lug’ati. –Toshkent: G’afur G’ulom nomidagi nashriyot-matbaa ijodiy uyi, 2022. –B. 190.

<sup>14</sup> A.Yo’ldosh “Biz bo’lmagan joylarda”.



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so’zning ma’no doirasini kengaytiradi, albatta.

Ushbu turkumga kiradigan leksik birikmalardan yana biri bu **“huda-behuda”** so’zidir. Izohli lug’atda **HUDA-BEHUDA** [f. هُدَهْ بَهْوَدَهْ – foydali-foydasiz, kerakli-keraksiz] *Bekordan bekorga, kerak bo’lsa-bo’lmasa, o’rinsiz* ma’nolarini bildiradi<sup>15</sup>. Bundan kelib chiqadiki, bu juft sifatning tarkibidagi qismlar bir-biriga zid, ya’ni antonim. **“Huda”** so’zi *foydali* ma’nosini anglatga-da, muloqotda deyarli qo’llanilmaydi, biroq **“behuda”** so’zi bilan birgalikda *befoyda, samarasiz* ma’nolarini kuchaytiradi. Semantik jihatdan **“huda-behuda”**, umumiy ma’noda, vaqtini, kuchini yoki resursini befoyda sarflashni ifodalovchi ta’rif bo’lib, biror ish yoki harakat natija bermaydigan holatni ko’rsatadi. Masalan: “Toshev kelgandan beri Mahkam dekanatga huda-behuda kirishdan juda tortinardi”<sup>16</sup>.

**“O’t-o’lan”** juft oti ham muloqotda faol ishlatiladi. Bu birikmaning ham bizga faqat bir qismi– **“o’t”** qismi sememasi ma’lum. **“O’lan”** so’zi izohi va birinchi qism bilan qanday aloqadorligi borligini, shubxasiz, “O’zbek tili izohli lug’ati”dan aniqlashtiramiz. **O’T** so’zi *poyasi yog’ochlanmaydigan, chorva mollari uchun asosiy ozuqa bo’ladigan yashil o’simlik; alaf* ma’nosini anglatadi<sup>17</sup>. **O’LAN** so’zining ayni izohi ham *o’t*<sup>18</sup>. Masalan: “Yengilgina esgan shamol dimog’ga turli o’lan islarini keltirib urar edi”<sup>19</sup>. **O’t-o’lan** — ma’no jihatidan o’xshash, o’simliklar turkumiga mansub ikkita so’zdan tashkil topgan juft ot bo’lib, odatda begona o’simliklar, mayda o’tlar, maysalar majmuini ifodalashda ishlatiladi. Reduplikativ (takrorlovchi) birlik xususiyatiga ega, ya’ni har ikki so’z mazmunan yaqin, poetik va ifodali nutqda ko’proq qo’llaniladi.

<sup>15</sup> O’zbek tilining izohli lug’ati. –Toshkent: G’afur G’ulom nomidagi nashriyot-matbaa ijodiy uyi, 2022. – B.456.

<sup>16</sup> P.Qodirov “Uch ildiz”.

<sup>17</sup> O’zbek tilining izohli lug’ati. –Toshkent: G’afur G’ulom nomidagi nashriyot-matbaa ijodiy uyi, 2022. –B. 454.

<sup>18</sup> O’zbek tilining izohli lug’ati. –Toshkent: G’afur G’ulom nomidagi nashriyot-matbaa ijodiy uyi, 2022. –B. 406.

<sup>19</sup> A. Qodiriy “O’tkan kunlar”.



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Stilistik jihatdan ko‘plik yoki turlilik ma’nosini kuchaytiradi. Juft otning sintaktik jihatdan ot va ega vazifasini bajaradi. Demak, ushbu birikma muloqotda muayyan ma’no kuchaytirish uchun foydalaniladi hamda “o’t” so‘zidan ko‘ra ko‘proq ma’noni qamrab oladi.

Navbatdagi tahlilga tortiluvchi birikma **“bola-chaqa”** juft oti bo‘lib, ushbu so‘z ma’no jihatidan o‘xshash va bir guruhga oid ikki mustaqil so‘zdan tashkil topgan, *insonning farzandlari, ya’ni bolalari majmuasini* ifodalaydi. Ikki otning birikmasidan tuzilgan (bola + chaqa). Ikkala komponent ham mustaqil leksik birlik bo‘lib, ularning ma’nolari o‘zaro yaqin. Ko‘pincha insonlar bola – odamning kichigi, chaqa esa pulning eng maydasi, shuning uchun ham bu ikki ot o‘zaro birlashgan, deb o‘ylaydilar. Aslida juft ot tarkibidagi **“chaqa”** so‘zining biz bilgan pul, mablag‘ so‘zlari bilan aloqadorligi yo‘q. “O‘zbek tilining izohli lug‘ati”da **CHAQA** so‘zining *bola, farzand* kabi alohida ma’nosi ham bor<sup>20</sup>. Mazkur so‘z ko‘proq shevada qo‘llaniladi va bola ma’nosini kuchaytirib, umumiylikni hosil qiladi. Bunday tuzilish ko‘plik va turlilik ma’nosini kuchaytiradi. Bu juftlik ko‘plik yoki turli yoshdagi bolalar (katta-kichik) majmuasini anglatadi. Aynan shuning uchun og‘zaki nutqda, mehr bilan, ko‘p farzandli oilani ta’riflashda **“bola-chaqa”** iborasi ishlatiladi.

O‘zbek tilida juft so‘zlar, ayniqsa, birinchi komponenti mustaqil ma’noga ega bo‘lgan, ikkinchi qismi esa leksik mustaqilligi zaifroq yoki og‘zaki tildagina saqlanib qolgan so‘zlardan tashkil topgan birikmalar, xalq orasida keng qo‘llaniladi. Bunday juft so‘zlar, ko‘pincha, turlilik, kuchaytirish, yoki emotsional boyitish maqsadida ishlatiladi. Yuqorida tahlilga tortilgan ayrim birliklar bir qarashda sinonimik yoki fonetik yaqinlikka asoslangandek tuyulsa-da, ularning ikkinchi qismlari ba’zida o‘zbek tilining zamonaviy lug‘aviy tizimida alohida, mustaqil birlik sifatida kam qo‘llaniladi yoki

<sup>20</sup> O‘zbek tilining izohli lug‘ati. –Toshkent: G‘afur G‘ulom nomidagi nashriyot-matbaa ijodiy uyi, 2022. –B. 730.



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noaniq semantik tus kasb etgan bo‘ladi. Bu holat tilimizdagi yuzaki tanish, biroq semantik jihatdan chuqur o‘rganilmagan so‘zlar qatlamini shakllantiradi. Ayniqsa, xalq og‘zaki nutqida faol qo‘llanilgan ushbu juft so‘zlar uslubiy boylik vazifasini bajaradi, gapga ifodaviylik, obrazlilik, va kuchli emotsional rang beradi. Shuningdek, ayrim hollarda bunday so‘zlar arxaik yoki dialektal birliklarning saqlanib qolishiga xizmat qiladi. Shu sababli, bunday juft so‘zlarning asl ma’nosini tahlil qilish, ularning semantik tuzilmasi, uslubiy xususiyatlari va nutqdagi funksional vazifalarini aniqlash tilshunoslik nuqtai nazaridan dolzarb hisoblanadi. Bu esa, o‘z navbatida, nutq madaniyati, til boyligini oshirish, va ona tilimizdagi yirik leksik qatlamlarni chuqurroq o‘rganishga xizmat qiladi.

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## **STAGES OF THE EMERGENCE OF “TARIKH AL-ANBIYA” TYPE WORKS**

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**Abstract.** This article analyzes, for the first time, the stages of the emergence of works of the “Tarikh al-Anbiya” (Stories of the Prophets) type. It examines the key phases that contributed to the formation of this genre in Arabic literature, including the Qur’anic stage (brief narratives about prophets), the narrative stage (oral traditions and Isra’iliyyat), the exegetical stage (expansion by commentators), the historical stage (activities of historians such as Al-Tabari), and the literary stage (works of authors such as Al-Kisai and Chalabi).

**Keywords:** Tarikh al-Anbiya, Qur’an and Hadith, Qisas al-Anbiya, Prophet Adam, history, prophets

## **“TARIXI ANBIYO” TIPIDAGI ASARLARNING PAYDO BO’LISH BOSQICHLARI**

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**Ilmiy rahbar: Ibragimova D.I.**

**Annotatsiya.** Maqolada ilk bor tarixi anbiyo tipidagi asarlarning paydo bo’lish bosqichlari tahlil qilinadi. Arab adabiyotida paydo bo’lgan bu janrning yuzaga kelishida muhim rol o’ynagan Qur’oniy bosqich (payg’ambarlar haqidagi qisqa qissalar), rivoyat bosqichi (og’zaki hikoyatlar va isroiliyot), tafsiriy bosqich (mufassirlar tomonidan kengaytirish), tarixiy bosqich (Tabari kabi tarixchilar faoliyati) va adabiy bosqich (Chalabi va Kisai asarlari) o’rganilgan.



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**Kalit so‘zlar:** tarixi anbiyo, Qur’on va hadis, Qisas al-anbiya, Odam alayhissalom, tarix, payg‘ambar

“Tarixi anbiyo” an’anasining keyingi rivojida Ibn Katirning o‘rni ham muhimdir. Uning “Qisas al-anbiya” asari Qur’on va hadis asosida yozilgan bo‘lib, unda rivoyatlar tanqidiy yondashuv asosida saralangan. Ibn Katir isroiliyot rivoyatlariga ehtiyotkorlik bilan yondashib, faqat ishonchli manbalarga tayanishga harakat qiladi (Ibn Kathir, 2003). Bu esa janrning ilmiy asoslarini mustahkamlashga xizmat qilgan. Arab adabiyotida “Tarixi anbiyo” an’anasining shakllanishi bir necha bosqichda kechganini kuzatish mumkin:

Qur’oniy bosqich – payg‘ambarlar haqidagi qisqa qissalar;

Rivoyat bosqichi – og‘zaki hikoyatlar va isroiliyot;

Tafsiriy bosqich – mufassirlar tomonidan kengaytirish;

Tarixiy bosqich – Tabari kabi tarixchilar faoliyati;

Adabiy bosqich – Chalabi va Kisai asarlari.

Mazkur bosqichlar “Tarixi anbiyo” janrining murakkab evolyutsiyasini ko‘rsatadi. “Tarixi anbiyo” asarlarining muhim xususiyatlaridan biri — ularning ko‘p manbalilik xarakteridir. Ushbu bosqichlar “Tarixi anbiyo” an’anasining shakllanish jarayonini soddalashtirilgan sxema emas, balki tarixiy-adabiy evolyutsiya modeli sifatida tushunilishi kerak. Ularning har biri alohida manbaviy, janriy va funksional xususiyatga ega. Ayniqsa, at-Tabariy xronikasi materiallari bu bosqichlarning bir-biri bilan bog‘liqligini aniq ko‘rsatadi.

**Qur’oniy bosqich.** Bu bosqich “Tarixi anbiyo” an’anasining eng dastlabki va asosiy manbaviy qatlamidir. Uning markazida Qur’oni Karim turadi. Qur’onda payg‘ambarlar haqidagi voqealar to‘liq tarixiy-biografik shaklda emas, balki ibrat, hidoyat va aqidaviy xulosa berishga qaratilgan qisqa qissalar ko‘rinishida bayon



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qilinadi. Shu sababli Qur’on qissalari tarixiy xronika emas, balki ma’naviy-didaktik nutqning bir qismi hisoblanadi. Bu bosqichning asosiy belgilari:

- voqealarning epizodik bayoni;
- tarixiy tafsilotdan ko‘ra g‘oyaviy xulosaning ustunligi;
- payg‘ambar obrazining ilohiy missiya bilan bog‘liq talqini;
- qissaning nasihat va ibrat vazifasini bajarishi.

Demak, Qur’oniyl bosqichda “Tarixi anbiyo” hali mustaqil adabiy janr emas. U vahiy matni ichidagi qissaviy model sifatida mavjud bo‘ladi. Keyingi bosqichlar aynan shu qisqa Qur’oniyl syujetlarni kengaytirish asosida shakllanadi.

**Rivoyat bosqichi.** Ikkinchi bosqichda Qur’onda qisqa zikr etilgan qissalar og‘zaki rivoyatlar, sahoba va tobeinlar orqali yetib kelgan xabarlar, shuningdek, isroiliyot materiallari yordamida to‘ldirila boshlaydi. Bu yerda “isroiliyot” deganda yahudiy va nasroniy muhitidan kirib kelgan, payg‘ambarlar tarixi bilan bog‘liq qo‘shimcha rivoyatlar nazarda tutiladi. Bu bosqichning shakllanishi Qur’ondagi qisqa ishoralarni mufassal tushuntirish zaruratidan kelib chiqqan. Odam, Nuh, Ibrohim, Muso, Sulaymon, Iso kabi payg‘ambarlar haqidagi hikoyalar aynan shu davrda tafsilotlarga ega bo‘lib boradi. Shu bois rivoyat bosqichi “Tarixi anbiyo” an’anasining material jamlanish davri deb baholanishi mumkin. Hali kompozitsion yaxlit janr yo‘q, lekin keyingi janrning xomashyosi to‘planmoqda.

**Tafsiriy bosqich.** Uchinchi bosqichda payg‘ambarlar qissalari Qur’on tafsiri tarkibida yanada tizimli shakl oladi. Bu yerda mufassirlar Qur’on oyatlarini sharhlash jarayonida qissalarni izchilroq bayon qila boshlaydilar. Endi rivoyatlar shunchaki og‘zaki xabar bo‘lib qolmaydi, balki tafsiriy izohning tarkibiy qismiga aylanadi. Bu bosqichda uchta muhim hodisa yuz beradi. Birinchidan, qissalar oyat sharhiga bo‘ysundiriladi. Ikkinchidan, rivoyatlar tanlanadi, saralanadi va mantiqiy izchillikka



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solinadi. Uchinchidan, payg‘ambarlar tarixi diniy ta’limotning daliliy vositasiga aylanadi. Tafsiriy bosqichning asosiy belgilarini quyidagicha ko‘rsatish mumkin:

- Qur‘on matniga bevosita bog‘liqlik;
- rivoyatlarning oyat mazmunini ochishga xizmat qilishi;
- aqidaviy va didaktik maqsadning kuchayishi;
- qissaning mustaqil emas, sharh tarkibida berilishi. Shu ma’noda, tafsiriy bosqich “Tarixi anbiyo”ni mustaqil janrga yaqinlashtirgan, ammo uni hali to‘liq ajratmagan oraliq bosqichdir. Yuklangan maqolada ham keyinchalik bunday materiallar Qur‘on ekzegezisidan adabiy sohaga transformatsiyalashgani alohida ta’kidlanadi.

**Tarixiy bosqich.** To‘rtinchi bosqichda payg‘ambarlar qissalari endi tafsir doirasidan chiqib, umumiy jahon tarixining bir qismi sifatida bayon qilinadi. Bu bosqichning eng muhim vakili — at-Tabariydir. Uning “Tarix ar-rusul va-l-muluk” asarida payg‘ambarlar tarixi insoniyat tarixining umumiy rivojlanish zanjiriga joylashtiriladi. Bu juda muhim o‘zgarish: endi qissa faqat diniy sharh emas, balki tarixiy ongning tarkibiy unsuri bo‘ladi. At-Tabariy haqidagi maqolada mualliflar nubuvvat jarayoni qat’iy sxema asosida berilganini, fath etilgan mamlakat va shaharlarni tasvirlashda bitta tarix “ramka” vazifasini o‘taganini qayd etadilar. Bu esa qissaning tarixiy-kompozitsion modelga aylanganini ko‘rsatadi. Tarixiy bosqichning asosiy belgilari:

- payg‘ambarlar tarixi jahon tarixi tarkibiga kiritiladi;
- voqealar xronologik tartibda bayon qilinadi;
- roviylar zanjiri va turli versiyalar saqlanadi;
- tarix, mif va diniy rivoyat bir matn ichida uyg‘unlashadi.

At-Tabariy xronikasida “prorocheskoe dvijenie” insoniyat tarixining ma’naviy o‘qi sifatida talqin qilinadi; tarixiy voqealar esa ana shu nubuvvat harakati atrofida



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uyushtiriladi. Shu bois bu bosqichni “Tarixi anbiyo” an’anasining tarixnavislikka ko‘chish bosqichi deb atash mumkin.

**Adabiy bosqich.** Beshinchi bosqichda “Tarixi anbiyo” qissalari mustaqil tarixiy yoki tafsiriy materialdan tashqari, badiiy-adabiy janr sifatida qaror topadi. Bu bosqichda qissalar kompozitsion jihatdan tartiblanadi, obrazlar dramatiklashtiriladi, voqealarning estetik ta’siri kuchayadi. Bu yerda asar endi faqat ma’lumot berish yoki sharhlash uchun emas, balki o‘quvchi va tinglovchiga badiiy ta’sir ko‘rsatish uchun ham yoziladi.

As-Sa’labiy (al-Tha’labi)ning “Arais al-majalis fi qisas al-anbiya” shu bosqichning muhim namunasi hisoblanadi. Shuningdek, al-Kisaiyning “Qisas al-anbiya”si ham janrning badiiy mustaqilligini kuchaytirgan asarlardandir. Adabiy bosqichning asosiy belgilari:

- mustaqil kitob holiga kelish;
- qissaning kompozitsion yaxlitlashuvi;
- badiiy tasvir va dramatik unsurlarning ko‘payishi;
- didaktika bilan birga estetik ta’sirning kuchayishi.

Bu besh bosqich ketma-ketligi shuni ko‘rsatadiki, “Tarixi anbiyo” avval vahiy matnidagi qisqa qissalar sifatida paydo bo‘lgan, keyin og‘zaki va qo‘shimcha rivoyatlar bilan boyigan, so‘ng tafsir ichida tizimlashgan, tarixiy xronika tarkibida umumiy tarix konsepsiyasiga aylangan va nihoyat mustaqil badiiy-didaktik janr sifatida shakllangan.

Shu bois “Tarixi anbiyo”ni bir vaqtning o‘zida Qur’oniy qissa, tafsiriy material, tarixiy narrativ va adabiy janr sifatida ko‘rish kerak. Aynan ana shu ko‘p qatlamlilik uning murakkab evolyutsiyasini belgilaydi. Xulosa qilib aytganda, arab adabiyotida “Tarixi anbiyo” an’anasi Qur’oniy asosdan boshlab, rivoyat, tafsir, tarix va badiiy adabiyot bosqichlaridan o‘tib shakllangan murakkab adabiy hodisadir. Ushbu an’ana



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keyingi davr adabiyotlariga kuchli ta’sir ko’rsatib, umumiy adabiy jarayonning muhim tarkibiy qismiga aylangan.

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## **The advantages of through digital learning**

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### **ABSTRACT**

The rapid integration of Information and Communication Technology (ICT) has fundamentally transformed the 21st-century pedagogical landscape. This thesis explores the profound advantages of digital learning in teaching English as a Second Language (ESL) within regional contexts, specifically the Karauzyak district of the Republic of Karakalpakstan. Transitioning from traditional, teacher-centered methods to interactive, learner-centric digital environments significantly enhances student motivation, engagement, and linguistic proficiency. This study evaluates the empirical impact of multimedia resources, gamified platforms, and personalized learning trajectories on middle-school students. Findings confirm that incorporating digital mediums creates a highly effective and inclusive educational ecosystem, successfully bridging the geographical divide for rural learners and fostering independent study habits.

**KEYWORDS:** Digital learning, English language teaching, educational technology, student engagement, personalized instruction, distance education, Karauzyak district.

### **INTRODUCTION**

The modern educational paradigm is shifting from conventional chalk-and-talk methodologies toward dynamic, technology-driven environments. In the Republic of Karakalpakstan, extensive state initiatives have been launched to equip public schools with modern technological infrastructure. For English educators, this digital transformation represents a revolutionary opportunity to immerse students in authentic linguistic environments previously inaccessible in remote districts.



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Language learning is an inherently communicative process. Historically, students in regional schools faced challenges accessing native English speakers, authentic audio-visual materials, and interactive exercises. Learning through digital platforms bridges this gap. By utilizing smartboards, educational applications, and multimedia, the English classroom expands far beyond its physical walls. This thesis systematically evaluates the multifaceted advantages of digital learning and demonstrates how its implementation elevates the overall quality of English language education.

### **MATERIALS AND METHODS**

To assess the advantages of digital learning in a regional context, a quasi-experimental pedagogical study was conducted at School No. 25 in the Karauzyak district. The research involved a cohort of 60 middle-school ESL students, divided evenly into a control group (30 students) and an experimental group (30 students).

The control group received instruction using traditional pedagogical methods, relying on standard state-issued textbooks and rote memorization techniques. Conversely, the experimental group, guided by the author, utilized a comprehensive digital learning methodology. Interventions included interactive smartboards, gamified vocabulary platforms (such as Quizlet and Kahoot), authentic multimedia listening exercises, and asynchronous online assignments.

Data collection utilized a mixed-methods approach. Quantitative data was gathered via pre-tests and post-tests measuring vocabulary retention and listening comprehension. Qualitative data was collected through structured pedagogical observations and student feedback surveys measuring intrinsic motivation and engagement levels.

### **RESULTS**

The empirical data revealed significant disparities in academic performance and engagement between the two groups.



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Quantitatively, the experimental group demonstrated a 34 percent higher improvement rate in vocabulary retention compared to the control group. In listening comprehension assessments, which required students to understand native speakers at natural conversational speeds, the digital learning group outscored the traditional group by an average of 28 percent.

Qualitatively, observations indicated a dramatic shift in classroom dynamics. Experimental group students exhibited higher proactive participation, as gamified drills transformed stressful testing into enjoyable activities. Furthermore, surveys showed that 85 percent of students in the digital group voluntarily spent additional time at home interacting with English applications, demonstrating a successful transition toward independent learning. In contrast, only 20 percent of control group students engaged with English materials outside mandatory homework assignments.

### **DISCUSSION**

These results strongly validate the theoretical advantages of educating through digital learning. The enhanced performance of the experimental group stems from core pedagogical mechanisms facilitated by technology.

First, digital learning eliminates geographical barriers. For Karauzyak district students, the internet serves as a direct gateway to the English-speaking world, providing constant access to authentic materials, diverse accents, and cultural contexts that printed textbooks cannot offer.

Second, digital learning sustains student attention through high interactivity. Accommodating various learning styles—visual, auditory, and kinesthetic—technology triggers positive emotional responses that improve long-term memory retention. Gamified learning aligns with neuro-educational research, linking interactive play to better cognitive absorption.



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Finally, digital platforms provide personalized learning paths. While traditional classrooms force a standardized pace, adaptive algorithms adjust difficulty levels in real-time to target specific student weaknesses. This allows the teacher to act as a facilitator, focusing class time on complex communicative tasks and speaking practice rather than routine drilling.

### **SCIENTIFIC NOVELTY AND PRACTICAL SIGNIFICANCE**

The scientific novelty of this research lies in contextualizing global digital learning frameworks within the specific socio-linguistic environment of a rural district in Karakalpakstan. While educational technology benefits are well-documented in urban areas, this study provides empirical evidence that digital methodologies can be successfully adapted to regional schools with equally transformative results.

Practically, this research offers a scalable roadmap for regional educators implementing cost-effective digital strategies. Teaching English through digital platforms achieves a dual objective: building linguistic proficiency while developing critical 21st-century digital literacy skills. Using digital tools for English projects equips students with technical competencies like online research and digital communication, which are essential requirements for future professional success in a globalized economy.

### **CONCLUSION**

The thorough integration of digital learning represents a monumental leap forward in pedagogical methodology. For ESL learners in regional areas like the Karauzyak district, digital tools effectively dismantle distance barriers, providing unprecedented access to authentic linguistic environments. Empirical evidence confirms that digital learning's advantages—enhanced accessibility, heightened interactivity, and personalized instruction—create an optimal ecosystem for rapid language acquisition.



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By actively embracing these technologies, educators can transform the English classroom into a dynamic hub of global communication. Maximizing these benefits requires continued investment in technological infrastructure and teacher professional development. Ultimately, fusing dedicated teaching with advanced digital tools will empower the youth of the Republic of Karakalpakstan to master the English language, equipping them to thrive in an interconnected global society.

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## **Stages of Development of Professional Lexicon in Uzbek Linguistics**

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**Abstract.** This article examines the historical stages of development of professional lexicon in Uzbek linguistics. Based on the works of leading Uzbek scholars (A. Nurmonov, A. Rustamov, M. Mirtojdiyev, Sh. Shoabdurahmonov, S. Usmonov, and B. Karimov), four main periods are distinguished: the early 20th century – 1930s (dominance of Arabic and Persian terms); 1930–1950s (active borrowing of Russian and international terminology); 1960–1980s (enrichment of terminological systems through internal language resources); and the post-1990 period (development of national terminology, standardization, and the emergence of digital and AI-related terms). The study concludes that systematic research into the evolution of professional lexicon is crucial for solving theoretical and practical issues in Uzbek terminology.

**Keywords:** professional lexicon, terminology, Uzbek linguistics, terminology studies, lexicography

### **O‘zbek tilshunosligida professional leksikaning rivojlanish bosqichlari**

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**Kalit soʻzlar:** professional leksika, terminologiya, oʻzbek tilshunosligi, atamashunoslik, leksikografiya

Oʻzbek tilshunosligida professional leksika tushunchasi muayyan kasb yoki faoliyat sohasiga oid atama va tushunchalar majmui sifatida eʼtirof etiladi. Akademik A.Nurmonov taʼkidlaganidek, “terminologik tizimning shakllanishi tilning ijtimoiy funksiyasini kengaytirishning asosiy omillaridan biridir”<sup>1</sup>.

Professional leksikaning rivojlanish bosqichlarini quyidagi davrlarga ajratish mumkin:

1. XX asr boshlari — 1930-yillar: yangi oʻzbek adabiy tili shakllanishi davrida arabiy va forsiy atamalar ustunlik qilgan. Tilshunos olim A.Rustamov yozishicha, “bu davrda terminlarning aksariyati anʼanaviy sharq ilm-fani merosi asosida yuzagakelgan”<sup>2</sup>.
2. 1930–1950-yillar: rus va xalqaro terminlarning faol kirib kelishi davri. M.Mirtojiyevning qayd etishicha, “bu bosqichda atamalarning kirill grafikasiga moslashtirilishi koʻplab lingvistik muammolarni keltirib chiqargan”<sup>3</sup>.
3. 1960–1980-yillar: terminologik tizimlarning ichki imkoniyatlar hisobiga boyitilishi. Sh.Shoabdurahmonov taʼkidlaganidek, “soha terminlarining leksik-semantik guruhlari aynan mana shu davrda tizimli ravishda shakllana boshlagan”<sup>4</sup>.
4. 1990-yildan keyingi davr: mustaqillik yillarida oʻzbek atamashunosligi milliy asosga tayangan holda rivojlandi. Tilshunos olim S.Usmonovning fikricha, “bu davrda asl oʻzbekcha ildizlar asosida yangi terminlar yaratish, sinonimik qatorlarni qisqartirish va terminlarni standartlashtirishga alohida eʼtibor qaratildi”<sup>5</sup>. Zamonaviy tadqiqotlarda esa “sunʼiy intellekt va raqamli texnologiyalar bilan bogʻliq terminologik apparatning vujudga kelishi”<sup>6</sup> kuzatilmoqda.

Xulosa qilib aytganda, professional leksikaning bosqichma-bosqich rivojlanishini tizimli oʻrganish oʻzbek terminologiya fanining nazariy va amaliy muammolarini hal etishda muhim ahamiyat kasb etadi.



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