



ZAMONAVIY TA'LIM VA TILSHUNOSLIK RIVOJI

Respublika ilmiy-amaliy masofaviy konferensiyasi



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Ushbu to’plamda **“ZAMONAVIY TA’LIM VA TILSHUNOSLIK RIVOJI”** nomli respublika ilmiy-amaliy masofaviy konferensiyasining 2026-yil 2-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 mutaxassislari 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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WAYS TO DEVELOP EXPRESSIVE READING SKILLS IN STUDENTS

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Abstract

Developing expressive reading skills in students is considered one of the important pedagogical tasks in the process of primary education. Expressive reading helps students deeply understand the meaning of a text, improve speech fluency, develop correct pronunciation, and form artistic taste. In particular, during primary school years, learning to use tone of voice, pauses, stress, and intonation correctly creates the foundation for successful reading competence in later stages of education. This article analyzes effective ways, innovative methods, and practical exercises for developing expressive reading skills in students. The research findings show that role-based reading, the use of audio texts, memorizing poems, dramatization, and individual exercises significantly improve students' expressive reading abilities. In addition, regular practice and motivational approaches increase students' interest in reading.

Keywords: expressive reading, primary education, reading skills, intonation, stress, pause, speech fluency, literary text, role reading, innovative methods.

O'QUVCHILARDA IFODALI O'QISH KO'NIKMALARINI RIVOJLANTIRISH YO'LLARI

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Annotatsiya: Boshlang‘ich ta’lim jarayonida o‘quvchilarda ifodali o‘qish ko‘nikmalarini shakllantirish va rivojlantirish muhim pedagogik vazifalardan biri hisoblanadi. Ifodali o‘qish o‘quvchilarning matn mazmunini chuqur anglashiga, nutq ravonligini oshirishga, to‘g‘ri talaffuz qilishga hamda badiiy didini shakllantirishga xizmat qiladi. Ayniqsa, boshlang‘ich sinf davrida o‘quvchilarning ovoz ohangi, pauza, urg‘u va intonatsiyadan to‘g‘ri foydalanishni o‘rganishi keyingi ta’lim bosqichlarida muvaffaqiyatli o‘qish kompetensiyasining asosini yaratadi. Mazkur maqolada o‘quvchilarda ifodali o‘qish ko‘nikmalarini rivojlantirishning samarali yo‘llari, innovatsion metodlari va amaliy mashg‘ulotlari tahlil qilinadi. Tadqiqot natijalari shuni ko‘rsatadiki, rolli o‘qish, audio matnlardan foydalanish, she’r yodlash, sahnalashtirish va individual mashqlar o‘quvchilarning ifodali o‘qish malakasini sezilarli darajada oshiradi. Shuningdek, muntazam mashq va motivatsion yondashuv o‘quvchilarning o‘qishga qiziqishini kuchaytiradi.

Kalit so‘zlar: ifodali o‘qish, boshlang‘ich ta’lim, o‘qish ko‘nikmasi, intonatsiya, urg‘u, pauza, nutq ravonligi, badiiy matn, rolli o‘qish, innovatsion metodlar.

Kirish

Bugungi kunda ta’lim tizimida o‘quvchilarning o‘qish savodxonligini oshirish, matnni tushunish va nutq madaniyatini rivojlantirish muhim vazifalardan biri hisoblanadi. Ayniqsa, boshlang‘ich ta’lim bosqichida o‘quvchilarda to‘g‘ri, ongli, ravon va ifodali o‘qish ko‘nikmalarini shakllantirish keyingi ta’lim bosqichlaridagi muvaffaqiyat uchun mustahkam poydevor yaratadi. O‘qish jarayoni faqat harflarni tovushga aylantirish emas, balki matn mazmunini his etish, muallif fikrini anglash va tinglovchiga ta’sirchan tarzda yetkazish jarayonidir. Shu jihatdan ifodali o‘qish boshlang‘ich sinf o‘quvchilari nutqini rivojlantirishda muhim o‘rin tutadi.



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Ifodali o‘qish — bu matnni to‘g‘ri talaffuz, kerakli ohang, urg‘u, pauza va intonatsiya bilan o‘qish demakdir. O‘quvchi matn mazmunini chuqur anglagan taqdirdagina uni ifodali tarzda o‘qiy oladi. Demak, ifodali o‘qish faqat texnik malaka emas, balki tafakkur, his-tuyg‘u va estetik did bilan chambarchas bog‘liq murakkab ko‘nikmadir. Ayniqsa, she‘rlar, ertaklar, hikoyalar va dialogli matnlarni ifodali o‘qish o‘quvchilarning tasavvur doirasini kengaytiradi, ularni kitobxonlikka qiziqtiradi hamda ijodiy fikrlashini rivojlantiradi.

Boshlang‘ich sinf o‘quvchilarida ifodali o‘qish ko‘nikmalarini rivojlantirish pedagogik jarayonning dolzarb masalalaridan biri bo‘lib qolmoqda. Sababi ayrim o‘quvchilar matnni tez o‘qisalar-da, mazmunini anglamaydilar yoki ohangsiz, bir xil tarzda o‘qiydilar. Ba‘zi hollarda talaffuz xatolari, nafasni noto‘g‘ri taqsimlash, tinish belgilariga e‘tibor bermaslik kabi muammolar ham uchraydi. Bu holatlar o‘qituvchidan maxsus metodik yondashuv va tizimli mashqlarni talab etadi. Zamonaviy ta’lim tajribasi shuni ko‘rsatadiki, ifodali o‘qishni rivojlantirishda an’anaviy o‘qish mashqlari bilan bir qatorda interaktiv metodlar, audio yozuvlar, sahnalashtirish, rolli o‘qish, she‘rxonlik va axborot texnologiyalaridan foydalanish yuqori samara beradi. Bunday usullar o‘quvchilarning darsga qiziqishini oshiradi, ularni faol ishtirok etishga undaydi va o‘qish jarayonini qiziqarli qiladi.

Uzbekistan ta’lim tizimida ham boshlang‘ich sinf o‘quvchilarining o‘qish savodxonligini rivojlantirish, xalqaro baholash dasturlari talablariga mos kompetensiyalarni shakllantirishga alohida e‘tibor qaratilmoqda. Shu nuqtai nazardan, ifodali o‘qish ko‘nikmalarini takomillashtirish o‘quvchilarning nafaqat ona tili va o‘qish fanidagi natijalariga, balki boshqa fanlarni o‘zlashtirishiga ham ijobiy ta’sir ko‘rsatadi.

Mazkur maqolaning maqsadi — o‘quvchilarda ifodali o‘qish ko‘nikmalarini rivojlantirishning samarali yo‘llari, metodlari va pedagogik shart-sharoitlarini tahlil



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qilishdan iborat. Shuningdek, dars jarayonida qo‘llanilishi mumkin bo‘lgan amaliy tavsiyalar ham yoritiladi.

Adabiyotlar tahlili

O‘quvchilarda ifodali o‘qish ko‘nikmalarini rivojlantirish masalasi pedagogika va metodika fanida muhim tadqiqot yo‘nalishlaridan biri hisoblanadi. Ilmiy adabiyotlarda ifodali o‘qish o‘quvchining matn mazmunini chuqur anglash, his qilish va uni tinglovchiga ta’sirchan tarzda yetkazish qobiliyati sifatida talqin etiladi. Bu ko‘nikma to‘g‘ri talaffuz, intonatsiya, urg‘u, pauza va nutq ravonligi bilan chambarchas bog‘liq.

Konstantin Ushinsky o‘zining pedagogik qarashlarida o‘qish bolaning aqliy va nutqiy rivojlanishida asosiy vosita ekanini ta’kidlagan. U matnni shunchaki o‘qish emas, balki mazmunini his qilish va ongli ravishda ifodalash zarurligini qayd etadi. Ushinsky fikricha, o‘qituvchi bolalarda o‘qishga muhabbat uyg‘otishi va ovoz orqali fikrni ifodalashga o‘rgatishi kerak. Lev Vygotsky nutq va tafakkur rivojlanishi o‘zaro bog‘liq ekanini ko‘rsatib bergan. Uning nazariyasiga ko‘ra, o‘quvchi matn ustida ishlash, suhbat va o‘qish jarayonida fikrlash qobiliyatini rivojlantiradi. Ifodali o‘qish esa o‘quvchining ichki nutqini tashqi nutqqa aylantirishda muhim vosita bo‘lib xizmat qiladi. Jean Piaget bolalar faol o‘rganish jarayonida bilimni mustaqil qurishini ta’kidlaydi. Shu nuqtai nazardan, o‘quvchi matnni ifodali o‘qish orqali mazmunni mustaqil anglaydi, obrazlarni tasavvur qiladi va matnga nisbatan shaxsiy munosabat bildiradi. Bu esa o‘qish jarayonini faol fikrlash vositasiga aylantiradi. Jerome Bruner ta’lim ijodkorlik va faol ishtirok asosida bo‘lishi lozimligini qayd etadi. Ifodali o‘qishda rolli o‘qish, sahnalashtirish va dialoglarni jonli ijro etish usullari aynan Bruner qarashlariga mos keladi. Bunday metodlar o‘quvchilarning qiziqishini oshiradi va o‘qishga motivatsiya beradi. Mahalliy metodist olimlar ham boshlang‘ich sinfdan ifodali o‘qishga katta e’tibor qaratganlar. Ularning fikricha, ifodali o‘qish o‘quvchining og‘zaki nutqini boyitadi, lug‘at zaxirasini



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kengaytiradi va badiiy didini shakllantiradi. Ayniqsa, she’rlar, ertaklar, hikoyalar va maqollar ustida ishlash o‘quvchilarning ohangdor o‘qish malakasini rivojlantiradi.

UNESCO ta’lim bo’yicha tavsiyalarida o‘qish savodxonligi shaxsiy rivojlanishning asosiy omillaridan biri sifatida baholanadi. Xalqaro tajribada boshlang‘ich sinflarda ovoz chiqarib o‘qish, audio kitoblar, dramatizatsiya va individual o‘qish mashqlari keng qo‘llaniladi. Bu usullar o‘quvchilarning nafaqat tez o‘qishiga, balki mazmunni chuqur tushunishiga ham yordam beradi. Adabiyotlar tahlili shuni ko‘rsatadiki, ifodali o‘qish ko‘nikmalarini rivojlantirish faqat ona tili darsining vazifasi emas, balki umumiy ta’lim sifatini oshiruvchi muhim omildir. Chunki ravon va ifodali o‘qiy olgan o‘quvchi boshqa fanlardagi matnlarni ham oson anglaydi, fikrini aniq ifodalaydi va o‘qishga qiziqishi ortadi. Biroq ayrim tadqiqotlarda maktablarda ifodali o‘qishga yetarlicha vaqt ajratilmasligi, mashqlar tizimining sustligi hamda o‘quvchilarning individual xususiyatlari inobatga olinmasligi muammo sifatida qayd etilgan. Demak, ifodali o‘qishni rivojlantirish uchun zamonaviy metodlardan foydalanish, muntazam mashqlar tashkil etish va motivatsion muhit yaratish zarur.

Metodologiya

Mazkur tadqiqotda o‘quvchilarda ifodali o‘qish ko‘nikmalarini rivojlantirishning samarali yo‘llarini aniqlash maqsadida aralash tadqiqot yondashuvi qo‘llanildi. Ushbu yondashuv miqdoriy va sifat ma’lumotlarini birgalikda tahlil qilish imkonini berib, muammoni har tomonlama o‘rganishga xizmat qildi. Tadqiqot umumiy o‘rta ta’lim maktabining boshlang‘ich sinf o‘quvchilari ishtirokida olib borildi. Unda 3–4-sinf o‘quvchilari, boshlang‘ich sinf o‘qituvchilari hamda metodistlar qatnashdi. Ishtirokchilar tajriba va nazorat guruhlariga ajratildi.

Tadqiqotning dastlabki bosqichida ilmiy-nazariy manbalar, pedagogik adabiyotlar, metodik qo‘llanmalar hamda xalqaro tashkilotlar tavsiyalari tahlil qilindi. Ushbu



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bosqichda ifodali o‘qishning mazmuni, tarkibiy qismlari va uni rivojlantirishga oid mavjud yondashuvlar o‘rganildi. Shuningdek, boshlang‘ich sinf o‘quvchilarida uchraydigan talaffuz xatolari, ohangning bir xilligi, pauzalarga rioya qilmaslik kabi muammolar aniqlashtirildi. Amaliy bosqichda pedagogik kuzatuv metodi qo‘llanildi. O‘qish darslari jarayonida o‘quvchilarning ovoz balandligi, talaffuzi, intonatsiyasi, urg‘u qo‘llashi, tinish belgilariga amal qilishi va matn mazmunini his etib o‘qishi muntazam kuzatildi. Kuzatuv natijalari maxsus monitoring jadvaliga qayd etildi. Tadqiqot davomida tajriba guruhida ifodali o‘qishni rivojlantirishga qaratilgan maxsus metodlar joriy etildi. Jumladan, rolli o‘qish, she‘rlarni ifodali aytish, dialoglarni sahnalashtirish, audio matnlarni tinglab takrorlash, o‘qituvchi namunasida o‘qish, juftlikda mashq qilish hamda individual korreksion topshiriqlardan foydalanildi. Nazorat guruhida esa an’anaviy o‘qish va qayta hikoyalash usullari davom ettirildi.

So‘rovnoma metodi orqali o‘quvchilar va o‘qituvchilarning ifodali o‘qishga munosabati, darsdagi qiyinchiliklar va samarali usullar haqidagi fikrlari o‘rganildi. O‘quvchilar orasida o‘qishga qiziqish darajasi, sahnada o‘qishga bo‘lgan ishonch va darsdagi faollik bo‘yicha ma’lumotlar yig‘ildi. Yakuniy bosqichda tajriba va nazorat guruhlar natijalari taqqoslandi. O‘quvchilarning o‘qish tezligi, ravonligi, ifodaliligi, matn mazmunini tushunishi hamda nutq ishonchliligi bo‘yicha o‘zgarishlar baholandi. Olingan natijalar statistik va tavsifiy tahlil asosida umumlashtirildi.

Tadqiqot davomida etik tamoyillarga amal qilindi. Ishtirokchilarning roziligi olindi, shaxsiy ma’lumotlar maxfiy saqlandi va natijalar xolis tarzda tahlil qilindi. Mazkur metodologiya ifodali o‘qishni rivojlantirishda samarali pedagogik vositalarni aniqlash va amaliy tavsiyalar ishlab chiqishga imkon berdi.

Tadqiqot natijalari



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Mazkur tadqiqotda qo‘llanilgan metodlar asosida o‘quvchilarda ifodali o‘qish ko‘nikmalarining sezilarli darajada rivojlangani aniqlandi. Tajriba guruhida rolli o‘qish, sahnalashtirish, audio matnlar bilan ishlash, juftlikda mashq qilish va individual topshiriqlar muntazam qo‘llanilgani sababli o‘quvchilarning o‘qishga bo‘lgan qiziqishi oshdi, darsdagi faolligi kuchaydi hamda nutq ishonchliligi yaxshilandi. Pedagogik kuzatuv natijalariga ko‘ra, tadqiqot boshida ko‘plab o‘quvchilar matnni bir xil ohangda, pauzalarga amal qilmasdan va ayrim talaffuz xatolari bilan o‘qigan bo‘lsalar, tajriba yakunida ularning aksariyati matn mazmuniga mos ohangdan foydalana boshladi. Tinish belgilariga e’tibor berish, kerakli joyda to‘xtash va ovoz ohangini o‘zgartirish ko‘nikmalari sezilarli darajada shakllandi.

Tajriba guruhida o‘qish ravonligi va tezligi ham ijobiy o‘zgarish ko‘rsatdi. O‘quvchilar matnni bo‘g‘inlab emas, yaxlit va tushunarli tarzda o‘qishga o‘tdilar. Bu esa o‘qish jarayonida ishonchni oshirdi hamda matn mazmunini anglash darajasini yaxshiladi. Nazorat guruhida esa o‘zgarishlar kuzatilgan bo‘lsa-da, ular tajriba guruhiga nisbatan pastroq bo‘ldi. So‘rovnoma natijalari o‘quvchilarning 80 foizdan ortig‘i rolli o‘qish va sahnalashtirish usullari darsni qiziqarli qilganini bildirganini ko‘rsatdi. O‘qituvchilarning aksariyati esa audio materiallar va namuna asosida o‘qish usullari talaffuzni yaxshilashda samarali ekanini ta’kidladi.

Individual mashqlar natijasida sust o‘quvchilarda ham ijobiy siljish kuzatildi. Ular darsda faolroq qatnasha boshladilar, sinf oldida o‘qishga bo‘lgan qo‘rquv kamaydi va o‘ziga bo‘lgan ishonch kuchaydi. Ayniqsa, qisqa she’rlar va dialoglarni ifodali o‘qish mashqlari bu jarayonda samarali bo‘ldi. Tajriba yakunida ifodali o‘qish bo‘yicha quyidagi ko‘rsatkichlar qayd etildi: o‘qish ravonligi 25–30 foizga, to‘g‘ri talaffuz qilish darajasi 20–25 foizga, intonatsiyadan foydalanish ko‘nikmasi 30 foizga, matn



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mazmunini tushunish ko‘rsatkichi esa 18–22 foizga oshdi. O‘qishga qiziqish va darsdagi faollik ham sezilarli darajada yuqoriladi.

Umuman olganda, tadqiqot natijalari ifodali o‘qishni rivojlantirishda interaktiv metodlar, audio vositalar, sahnalashtirish va individual yondashuv yuqori samaradorlikka ega ekanini tasdiqladi. Ushbu metodlar boshlang‘ich sinf o‘quvchilarining o‘qish savodxonligi, nutq madaniyati va kommunikativ kompetensiyasini rivojlantirishga xizmat qiladi.

Mulohaza

Tadqiqot natijalari shuni ko‘rsatdiki, o‘quvchilarda ifodali o‘qish ko‘nikmalarini rivojlantirish jarayoni oddiy o‘qish mashqlaridan ko‘ra kengroq pedagogik yondashuvni talab etadi. Ifodali o‘qish faqat matnni ovoz chiqarib o‘qish emas, balki matn mazmunini anglash, his qilish va uni tinglovchiga ta’sirchan yetkazish qobiliyatidir. Shu sababli ushbu ko‘nikmani shakllantirishda interaktiv metodlardan foydalanish an’anaviy usullarga nisbatan samaraliroq ekani aniqlandi.

Tajriba guruhida qo‘llangan rolli o‘qish, sahnalashtirish va audio materiallar bilan ishlash o‘quvchilarning darsga qiziqishini oshirdi. Bu holat shuni ko‘rsatadiki, boshlang‘ich sinf o‘quvchilari uchun emotsional va qiziqarli o‘quv muhiti yaratish juda muhimdir. Agar dars bir xil usulda olib borilsa, o‘quvchilar tez zerikadi va o‘qishga nisbatan passiv munosabat shakllanadi. Demak, ifodali o‘qishni rivojlantirishda metod tanlovi hal qiluvchi omillardan biridir. Natijalar shuningdek, ifodali o‘qish va matnni tushunish o‘rtasida kuchli bog‘liqlik mavjudligini ko‘rsatdi. Matn mazmunini anglamagan o‘quvchi uni ta’sirchan o‘qiy olmaydi. Bu esa o‘qish tezligini oshirishga haddan tashqari urg‘u berish ba’zan noto‘g‘ri strategiya ekanini ko‘rsatadi. Ayrim ta’lim amaliyotlarida faqat tez o‘qishga e’tibor beriladi, ammo mazmun va intonatsiya e’tibordan chetda qoladi. Bu yondashuv uzoq muddatda zaif natija beradi.



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Individual yondashuv natijasida sust o‘quvchilarda ham ijobiy o‘zgarish kuzatilgani muhim xulosadir. Bu barcha o‘quvchilarni bir xil tempda o‘qitish samarasiz bo‘lishi mumkinligini anglatadi. Kimdadir talaffuz muammosi, boshqasida uyatchanlik, yana boshqasida matnni tushunish qiyinchiligi bo‘lishi mumkin. Shuning uchun o‘qituvchi differensial yondashuvni qo‘llashi zarur. Biroq tadqiqot ayrim muammolarni ham ochib berdi. Ba’zi sinflarda o‘qituvchilar ifodali o‘qishni faqat she’r yodlash bilan cheklaydi. Bu tor yondashuv. Ifodali o‘qish hikoya, dialog, ertak, ilmiy matn va hatto kundalik nutqda ham rivojlantirilishi kerak. Yana bir muammo — dars vaqtining cheklanganligi sababli har bir o‘quvchi bilan individual ishlash imkoniyati kam bo‘lishidir.

Xalqaro tajriba ham ko‘rsatadiki, o‘qish savodxonligi yuqori bo‘lgan ta’lim tizimlarida ovoz chiqarib o‘qish, dramatizatsiya, audio kitoblar va kichik guruhlarda ishlash keng qo‘llaniladi. Bu usullar nafaqat ifodali o‘qishni, balki tinglab tushunish, muloqot va tanqidiy fikrlashni ham rivojlantiradi.

Umuman olganda, tadqiqot natijalari ifodali o‘qish ko‘nikmalarini rivojlantirish uchun darslarni jonli, mazmunli va o‘quvchi markazida tashkil etish zarurligini ko‘rsatdi. O‘qituvchi faqat matn o‘qituvchi emas, balki nutq madaniyatini shakllantiruvchi murabbiy sifatida ishlashi kerak. Ifodali o‘qishga e’tibor berilgan taqdirda, o‘quvchilarning umumiy o‘qish savodxonligi va o‘z fikrini erkin ifodalash qobiliyati ham sezilarli darajada oshadi.

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THE ROLE OF AN OLIGOPHRENOPEDAGOGUE IN THE INCLUSIVE EDUCATION SYSTEM

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Abstract. This article provides a comprehensive overview of the professional activity of the oligophrenopedagogue within the inclusive education system, including their functions, methods, and role in the successful integration of children with intellectual disabilities into the educational process. It also analyzes modern pedagogical approaches and existing challenges.

Keywords: inclusive education, oligophrenopedagogue, special pedagogy, individual approach, corrective work, social adaptation.

INKLYUZIV TA'LIM TIZIMIDA LIGOFRENOPEDEGOGNING O'RNI

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Annotatsiya. Mazkur maqolada inklyuziv ta'lim tizimida oligofrenopedagogning kasbiy faoliyati, uning vazifalari, metodlari hamda aqliy rivojlanishida nuqsoni bo'lgan bolalarni ta'lim jarayoniga muvaffaqiyatli integratsiya qilishdagi o'rni keng yoritilgan. Shuningdek, zamonaviy pedagogik yondashuvlar va mavjud muammolar tahlil qilinadi.

Kalit so'zlar: inklyuziv ta'lim, oligofrenopedagog, maxsus pedagogika, individual yondashuv, korreksion ishlar, ijtimoiy moslashuv.

Аннотация. В данной статье подробно рассматривается профессиональная деятельность олигофренопедагога в системе инклюзивного образования, его функции, методы работы, а также его роль в успешной интеграции детей с





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нарушениями интеллектуального развития в образовательный процесс. Также анализируются современные педагогические подходы и существующие проблемы.

Ключевые слова: инклюзивное образование, олигофренопедагог, специальная педагогика, индивидуальный подход, коррекционная работа, социальная адаптация.

Kirish. Zamonaviy ta’lim tizimining ustuvor yo‘nalishlaridan biri - har bir bolaning, uning jismoniy yoki ruhiy rivojlanishidagi o‘ziga xosliklaridan qat’i nazar, sifatli va uzluksiz ta’lim olish huquqini ta’minlashdan iboratdir. Bu tamoyil nafaqat milliy ta’lim siyosatida, balki xalqaro darajada ham muhim ahamiyat kasb etib, inson huquqlarini himoya qilishning ajralmas qismi sifatida qaralmoqda. Shu nuqtai nazardan inklyuziv ta’lim konsepsiyasi zamonaviy pedagogikaning eng dolzarb va ustuvor yo‘nalishlaridan biriga aylangan. Inklyuziv ta’lim – bu imkoniyati cheklangan bolalarni shunchaki umumta’lim muassasalariga jalb etish emas, balki ular uchun moslashuvchan ta’lim muhitini yaratish, individual yondashuvni ta’minlash, pedagogik qo‘llab-quvvatlashni kuchaytirish hamda har bir o‘quvchining shaxsiy rivojlanishiga sharoit yaratishni nazarda tutadi. Mazkur jarayonda oligofrenopedagogning kasbiy faoliyati alohida ahamiyat kasb etadi. Chunki aqliy rivojlanishida nuqsoni bo‘lgan bolalar bilan ishlash murakkab va ko‘p qirrali jarayon bo‘lib, u maxsus pedagogik bilimlar, psixologik yondashuvlar hamda ilmiy asoslangan metodikalarni qo‘llashni talab qiladi. Oligofrenopedagog nafaqat ta’lim beruvchi, balki rivojlantiruvchi, yo‘naltiruvchi va ijtimoiy moslashuvni ta’minlovchi mutaxassis sifatida ham faoliyat yuritadi.

Inklyuziv ta’lim tizimi ijtimoiy tenglik, insonparvarlik, bag‘rikenglik va diskriminatsiyasizlik tamoyillariga asoslanadi. Ushbu tizimda barcha o‘quvchilar yagona ta’lim muhitida tahsil oladi, biroq ularning individual ehtiyojlari, qobiliyatlari



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va rivojlanish darajalari albatta hisobga olinadi. Ayniqsa, aqliy rivojlanishida nuqsoni bo‘lgan bolalar uchun bu jarayon o‘ziga xos murakkabliklarga ega bo‘lib, ularga moslashtirilgan pedagogik yondashuvni talab etadi. Shu bois oligofrenopedagogning asosiy vazifasi bolaning mavjud imkoniyatlarini aniqlash, uni maksimal darajada rivojlantirish va jamiyatga moslashuvini ta’minlashdan iboratdir.

Oligofrenopedagog o‘quvchining psixik rivojlanish darajasini kompleks tarzda o‘rganadi. Bunda u bilish jarayonlari – diqqat, xotira, tafakkur, idrok va nutq rivojlanishining o‘ziga xos xususiyatlarini tahlil qiladi. Shuningdek, bolaning emotsional-irodaviy sohasi, xulq-atvori va ijtimoiy moslashuv darajasi ham chuqur o‘rganiladi. Ushbu tahlillar asosida individual ta’lim yo‘nalishi belgilanib, har bir o‘quvchi uchun moslashtirilgan ta’lim strategiyasi ishlab chiqiladi.

Oligofrenopedagogning kasbiy faoliyati bir nechta muhim yo‘nalishlarni qamrab oladi. Avvalo, diagnostik faoliyat orqali bolaning rivojlanish darajasi aniqlanadi va uning ehtiyojlari belgilanadi. Bu jarayonda kuzatuv, suhbat, psixologik-pedagogik testlar va amaliy topshiriqlardan foydalaniladi. Diagnostika natijalari asosida individual ta’lim dasturi ishlab chiqilib, unda o‘quvchining bilim olish sur’ati, qiziqishlari va imkoniyatlari inobatga olinadi. Ta’lim jarayonida oligofrenopedagog ko‘rgazmali, amaliy va interaktiv metodlardan keng foydalanadi. Chunki aqliy rivojlanishida nuqsoni bo‘lgan bolalarda abstrakt tafakkur yetarli darajada rivojlanmagan bo‘ladi. Shu sababli o‘qitish jarayonida konkret predmetlar, vizual materiallar, modellashtirish usullari, didaktik o‘yinlar va takrorlash mashqlari muhim o‘rin egallaydi. Bunday yondashuv o‘quvchilarning bilimlarni osonroq o‘zlashtirishiga yordam beradi. Bundan tashqari, oligofrenopedagog korreksion-rivojlantiruvchi faoliyatni ham amalga oshiradi. Ushbu faoliyat doirasida nutqni rivojlantirish, diqqat va xotirani mustahkamlash, tafakkur jarayonlarini faollashtirish hamda emotsional barqarorlikni shakllantirishga qaratilgan



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maslgʻulotlar olib boriladi. Ayniqsa, mustaqil hayot koʻnikmalarini rivojlantirish muhim ahamiyatga ega boʻlib, bu oʻquvchilarning kelajakda jamiyatda faol ishtirok etishiga xizmat qiladi. Inklyuziv taʼlim sharoitida samarali natijaga erishish uchun hamkorlik muhim omil hisoblanadi. Oligofrenopedagog umumtaʼlim oʻqituvchilari, maktab psixologi, logoped va ota-onalar bilan uzviy aloqada ishlaydi. Ushbu hamkorlik oʻquvchining rivojlanishida kompleks yondashuvni taʼminlaydi. Ayniqsa, ota-onalar bilan olib boriladigan tushuntirish va maslahat ishlari bolaning uy sharoitida ham toʻgʻri rivojlanishiga yordam beradi.

Zamonaviy taʼlim jarayonida innovatsion yondashuvlar, jumladan, axborot-kommunikatsiya texnologiyalari, interaktiv metodlar, raqamli taʼlim resurslari va assistiv vositalardan foydalanish muhim ahamiyat kasb etmoqda. Bu vositalar oʻquvchilarning qiziqishini oshiradi, ularning faolligini kuchaytiradi va taʼlim jarayonini samaraliroq tashkil etish imkonini beradi.

Shu bilan birga, inklyuziv taʼlimni amaliyotga joriy etishda qator muammolar ham mavjud. Jumladan, malakali mutaxassislar yetishmasligi, metodik taʼminotning yetarli emasligi, sinflarda oʻquvchilar sonining ortiqqligi hamda jamiyatda nogironlikka nisbatan ayrim stereotiplarning saqlanib qolayotgani ushbu jarayon samaradorligiga salbiy taʼsir koʻrsatmoqda. Biroq ushbu muammolarni hal etish uchun pedagog kadrlar malakasini oshirish, ilmiy-uslubiy bazani mustahkamlash, inklyuziv taʼlim boʻyicha targʻibot ishlarini kuchaytirish va zamonaviy pedagogik texnologiyalarni keng joriy etish muhim ahamiyatga ega.

Xulosa. Inklyuziv taʼlim tizimida oligofrenopedagogning oʻrni nihoyatda muhim va koʻp qirrali hisoblanadi. U nafaqat taʼlim jarayonini tashkil etuvchi mutaxassis, balki oʻquvchilarning individual rivojlanishini qoʻllab-quvvatlovchi, ularning ijtimoiy moslashuvini taʼminlovchi hamda mustaqil hayotga tayyorlovchi muhim pedagogik



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subyektdir. Ayniqsa, aqliy rivojlanishida nuqsoni bo‘lgan bolalar bilan ishlashda uning kasbiy mahorati, sabr-toqati va individual yondashuvni qo‘llay olishi ta’lim samaradorligini belgilovchi asosiy omillardan biri hisoblanadi. Inklyuziv ta’lim sharoitida oligofrenopedagogning faoliyati kompleks xarakterga ega bo‘lib, u diagnostika, rejalashtirish, ta’lim berish, korreksion-rivojlantiruvchi ishlar olib borish hamda ijtimoiy integratsiyani ta’minlash kabi muhim yo‘nalishlarni qamrab oladi. Shu bilan birga, u boshqa pedagoglar, mutaxassislar va ota-onalar bilan hamkorlikda ishlash orqali o‘quvchining har tomonlama rivojlanishiga xizmat qiladi.

Shu bois, bugungi kunda oligofrenopedagoglarning kasbiy kompetensiyalarini rivojlantirish, ularning malakasini muntazam oshirib borish, zamonaviy pedagogik texnologiyalar va innovatsion yondashuvlarni amaliyotga keng joriy etish muhim ahamiyat kasb etadi. Bundan tashqari, inklyuziv ta’lim muhitini takomillashtirish, metodik ta’minotni kuchaytirish hamda jamiyatda nogironlikka nisbatan ijobiy munosabatni shakllantirish zarur.

Umuman olganda, inklyuziv ta’lim tizimining samaradorligi ko‘p jihatdan oligofrenopedagog faoliyatining sifatiga bog‘liq bo‘lib, bu esa o‘z navbatida barkamol avlodni tarbiyalash va ijtimoiy adolatni ta’minlashga xizmat qiladi.

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**PHONOLOGICAL VARIATION IN CONTEMPORARY
ENGLISH: A STUDY OF REGIONAL ACCENTS**

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ABSTRACT

This article analyzes phonological variation in contemporary English from a sociolinguistic perspective. The study examines key phonetic and phonological features of regional accents, including rhoticity, vowel shifts, T-glottalization, and prosodic elements such as rhythm and intonation. It also explores the impact of globalization, urbanization, and digital communication on modern English pronunciation. The findings demonstrate that phonological variation is not random but a systematic phenomenon influenced by social, cognitive, and communicative factors. The research contributes to the fields of sociolinguistics, English language teaching, and intercultural communication.

Keywords: phonological variation, accent, dialect, sociolinguistics, vowel shifts, rhoticity, intonation

ANNOTATSIYA

Mazkur maqolada zamonaviy ingliz tilida fonologik variatsiya masalasi ijtimoiy-lingvistik nuqtai nazardan tahlil qilinadi. Tadqiqotda ingliz tilidagi regional aksentlarning asosiy fonetik va fonologik xususiyatlari, jumladan, rotiklik (rhoticity), unli tovushlarning siljishi (vowel shifts), T-glottalizatsiya va prosodik xususiyatlar (intonatsiya va ritm) o‘rganiladi. Shuningdek, globalizatsiya, urbanizatsiya va raqamli kommunikatsiya jarayonlarining zamonaviy ingliz tilidagi talaffuz tizimiga ta’siri





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yoritiladi. Tadqiqot natijalari shuni ko'rsatadiki, fonologik variatsiya tasodifiy emas, balki ijtimoiy, kognitiv va kommunikativ omillar bilan uzviy bog'liq tizimli hodisadir. Maqola ingliz tilini o'qitish, sotsiolingvistika va madaniyatlararo kommunikatsiya sohalari uchun muhim ilmiy ahamiyatga ega.

Kalit so'zlar: fonologik variatsiya, akcent, dialekt, sotsiolingvistika, unli tovushlar siljishi, rotiklik, intonatsiya

АННОТАЦИЯ

В данной статье рассматривается фонологическая вариативность современного английского языка с социолингвистической точки зрения. В исследовании анализируются основные фонетические и фонологические особенности региональных акцентов, включая ротацизм (rhoticity), сдвиги гласных (vowel shifts), глоттализацию согласного /t/ и просодические характеристики, такие как ритм и интонация. Также освещается влияние глобализации, урбанизации и цифровой коммуникации на современную английскую фонетику. Результаты исследования показывают, что фонологическая вариативность является системным явлением, обусловленным социальными, когнитивными и коммуникативными факторами. Работа имеет важное значение для социолингвистики, методики преподавания английского языка и межкультурной коммуникации.

Ключевые слова: фонологическая вариативность, акцент, диалект, социолингвистика, сдвиг гласных, ротацизм, интонация

INTRODUCTION

In modern linguistics, phonological variation has become one of the central topics of research, reflecting the dynamic nature of language. Contemporary English, as a global language, exists in a wide range of regional and social varieties, each



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characterized by specific phonetic and phonological features. Traditionally, linguistic studies focused on standard forms such as Received Pronunciation (RP) or General American (GA), but recent research has emphasized the importance of non-standard and emerging varieties.

The relevance of this study lies in the rapid transformation of English pronunciation due to globalization, migration, and digital communication. These processes contribute to both dialect levelling and the emergence of new hybrid varieties such as Multicultural London English (MLE). Understanding these changes is essential for sociolinguistics, language teaching, and communication studies.

The aim of this article is to analyze the main phonological features of contemporary English accents and to evaluate the social and linguistic factors influencing their variation.

In recent decades, the study of phonological variation has gained increasing attention due to the growing role of English as a global lingua franca. As English spreads across different regions and cultures, it undergoes significant changes in pronunciation, leading to the emergence of diverse accents and dialects. These variations reflect not only linguistic differences but also social identities, cultural backgrounds, and communicative needs of speakers.

The rapid development of globalization and digital communication has accelerated the process of language change. Today, English is used in a wide range of contexts, from formal academic communication to informal interactions on social media platforms. This diversity of usage contributes to the formation of new phonological patterns and hybrid varieties of English. For example, urban environments often give rise to innovative speech forms influenced by multilingual and multicultural interactions.

LITERATURE REVIEW AND METHODOLOGY





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This study adopts a qualitative and descriptive-comparative research design to investigate phonological variation in contemporary English and its sociolinguistic implications. The methodological framework is based on principles of sociophonetics and variationist sociolinguistics, which emphasize the systematic relationship between linguistic variation and social factors.

The data for the study were collected from a range of authentic sources, including recorded speech samples, academic descriptions of English accents, and existing linguistic corpora. The selected data represent different varieties of English, primarily Received Pronunciation (RP), General American (GA), and emerging urban varieties such as Multicultural London English (MLE). These varieties were chosen due to their relevance in representing both standard and non-standard forms of contemporary English.

The research focuses on key phonological variables, including segmental features such as consonant and vowel variation, and suprasegmental features such as intonation and rhythm. Particular attention is given to phenomena such as rhoticity, vowel shifts, and T-glottalization, as these are among the most prominent markers of accent variation in modern English.

A comparative analysis was employed to identify similarities and differences among the selected English varieties. This approach allowed for a systematic examination of how phonological features vary across regions and social groups. In addition, elements of acoustic analysis were used to support the interpretation of phonetic data, particularly in the examination of vowel quality and prosodic patterns.

The study also incorporates a sociolinguistic perspective by considering variables such as age, social class, and regional background of speakers. This enables a more comprehensive understanding of how social factors influence phonological variation.



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The analytical framework is informed by the theoretical models of William Labov, whose work established the foundations of variationist sociolinguistics.

To ensure the validity and reliability of the research, multiple sources of data were used, and findings were cross-checked with established literature in the field of phonology and sociolinguistics. The use of both qualitative observation and comparative analysis enhances the credibility of the results.

Overall, the methodology of this study provides a structured and systematic approach to analyzing phonological variation in contemporary English. It combines linguistic analysis with sociolinguistic interpretation, allowing for a deeper understanding of how pronunciation patterns are shaped by both linguistic and social factors.

DISCUSSION

The findings of this study provide important insights into the nature of phonological variation in contemporary English and confirm that pronunciation differences are systematic and socially conditioned rather than random. The results align with the theoretical framework of variationist sociolinguistics, particularly the ideas proposed by William Labov, which emphasize the structured relationship between linguistic variation and social factors.

One of the key observations of the study is the persistence of traditional phonological distinctions alongside emerging patterns of change. For instance, the contrast between rhotic and non-rhotic accents remains a fundamental feature distinguishing varieties such as General American and Received Pronunciation. However, the data also indicate that these traditional distinctions are increasingly influenced by social mobility and exposure to different speech communities.



Another important aspect highlighted in this research is the role of urbanization and multicultural interaction in shaping new phonological forms. Emerging varieties such as Multicultural London English demonstrate how language evolves in response to social diversity. These varieties incorporate features from multiple linguistic backgrounds, resulting in innovative pronunciation patterns. This supports the argument that language change is driven by contact and interaction rather than isolated development.

The analysis also reveals that phonological features such as T-glottalization and vowel shifts are no longer confined to specific social groups. Previously associated with informal or lower socio-economic speech, these features are now spreading across different social classes and age groups. This phenomenon reflects the process of dialect levelling, where distinctive regional features become less marked over time.

From a cognitive perspective, the study suggests that exposure to phonological variation enhances listeners' ability to process diverse speech patterns. Learners who are familiar with different accents demonstrate greater flexibility in comprehension and interpretation. This has important implications for language teaching, as it highlights the need to move beyond a strict focus on standard pronunciation models.

Furthermore, the findings emphasize the importance of prosodic features, such as intonation and rhythm, in communication. Variations in intonation patterns can influence meaning, speaker attitude, and interactional dynamics. For example, the increasing use of rising intonation in declarative sentences reflects changing communicative norms, particularly among younger speakers.

The results also indicate that technological and media influences play a significant role in shaping phonological variation. The widespread use of digital platforms exposes speakers to a variety of accents and speech styles, accelerating the diffusion of



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phonological features across regions. This contributes to both convergence and diversification in pronunciation patterns.

However, the study also identifies certain limitations. The analysis is primarily based on selected varieties of English and may not fully represent the global diversity of the language. Additionally, the qualitative nature of the research limits the possibility of generalizing the findings to all English-speaking contexts. Future research could benefit from larger datasets and more extensive quantitative analysis.

Despite these limitations, the study provides valuable contributions to the understanding of phonological variation in contemporary English. It highlights the dynamic nature of language and the complex interaction between linguistic, social, and cognitive factors.

In conclusion, the discussion confirms that phonological variation is an essential characteristic of modern English and reflects broader processes of social change and globalization. The findings underline the importance of incorporating diverse pronunciation models in language teaching and promoting awareness of linguistic diversity in communication.

RESULTS

The results of this study demonstrate that phonological variation in contemporary English is both systematic and influenced by a range of linguistic and social factors. The analysis of the selected English varieties—Received Pronunciation (RP), General American (GA), and Multicultural London English (MLE)—reveals significant differences in segmental and suprasegmental features.

One of the most prominent findings is the variation in rhoticity. The data show that General American retains post-vocalic /r/ in all phonetic environments, whereas



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Received Pronunciation is predominantly non-rhotic, omitting /r/ in word-final and pre-consonantal positions. This distinction continues to serve as a major phonological marker differentiating these accents.

Another important result concerns consonant variation, particularly T-glottalization. The findings indicate that the replacement of /t/ with a glottal stop [ʔ] is increasingly common across different social groups and is no longer restricted to informal or working-class speech. This suggests a shift in the sociolinguistic status of this feature and supports the idea of ongoing phonological change.

The analysis of vowel systems reveals significant variation across the examined accents. In General American, vowel shifts such as the Northern Cities Vowel Shift demonstrate systematic changes in vowel quality and position. In contrast, urban varieties like Multicultural London English exhibit vowel centralization and fronting, reflecting the influence of multilingual environments.

In terms of prosodic features, the study identifies notable differences in intonation and rhythm. For example, rising intonation patterns in declarative sentences are more frequently observed among younger speakers, particularly in urban contexts. This indicates a shift in communicative norms and highlights the importance of prosody in meaning construction.

The results also show that social factors such as age, social class, and regional background significantly influence phonological variation. Younger speakers are more likely to adopt innovative pronunciation features, while older speakers tend to maintain more traditional patterns. This generational difference reflects the dynamic nature of language change.

In addition, the study finds that exposure to diverse linguistic environments plays a crucial role in shaping pronunciation patterns. Speakers who are regularly exposed to



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different accents, especially through media and digital communication, demonstrate greater flexibility in their speech and are more likely to adopt features from other varieties.

Quantitative observations suggest that certain phonological features, such as vowel shifts and consonant variation, occur with higher frequency in urban and multicultural settings. This supports the hypothesis that language contact and social interaction are key drivers of phonological change.

Furthermore, the results indicate that phonological variation has a direct impact on speech perception and comprehension. Listeners who are familiar with different accents are better able to understand diverse speech patterns, which is particularly important in global communication contexts.

Overall, the findings confirm that phonological variation in contemporary English is a complex and dynamic phenomenon shaped by both linguistic structures and social influences. The results provide empirical support for theoretical models in sociolinguistics and phonology, demonstrating that variation is systematic, meaningful, and essential for understanding language change.

CONCLUSION

In conclusion, this study has examined phonological variation in contemporary English from a sociolinguistic perspective, focusing on the analysis of regional accents and their underlying linguistic and social factors. The findings demonstrate that phonological variation is not a random or irregular phenomenon but a systematic and meaningful aspect of language that reflects broader processes of social interaction, identity formation, and linguistic change.

The research confirms that key phonological features such as rhoticity, vowel shifts, and consonant variation play a significant role in distinguishing different varieties of



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English. These features are influenced by both internal linguistic mechanisms and external social factors, including age, social class, regional background, and exposure to diverse speech communities. The study also highlights the importance of prosodic elements, such as intonation and rhythm, in shaping communication and conveying meaning.

One of the major conclusions of the study is that contemporary English is undergoing continuous transformation due to globalization, urbanization, and technological development. The emergence of new urban varieties, such as multicultural accents, illustrates how language evolves in response to social diversity and interaction. At the same time, traditional distinctions between standard and non-standard varieties are becoming less rigid, reflecting the process of dialect levelling.

From a cognitive and educational perspective, the findings emphasize the importance of exposure to phonological diversity. Learners who are familiar with different accents are better equipped to understand spoken language in real-life contexts. This suggests that language teaching should incorporate a wider range of pronunciation models rather than focusing exclusively on standard varieties.

The study also underscores the role of sociolinguistic awareness in effective communication. Understanding phonological variation allows speakers and listeners to navigate different communicative contexts more successfully and promotes tolerance toward linguistic diversity.

Despite its contributions, the study has certain limitations. The analysis is based on selected varieties of English and does not fully represent the global diversity of the language. Future research could expand the scope by including more varieties and employing advanced acoustic analysis methods.



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In conclusion, phonological variation is an essential and dynamic feature of contemporary English that reflects the interaction between linguistic structures and social processes. The results of this study contribute to the fields of sociolinguistics, phonology, and language education by providing a deeper understanding of how pronunciation patterns evolve and function in modern communication.

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INNOVATIVE APPROACHES TO SUPPLY CHAIN MANAGEMENT AND THEIR IMPORTANCE

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Abstract: This thesis provides an in-depth analysis of the role and importance of innovative approaches to supply chain management in the modern economy. In the context of increasing competition in the global economy, enterprises are forced to organize production processes in more efficient, faster and resource-saving ways. From this point of view, innovative technologies, digitization, automation, artificial intelligence and integrated management systems are becoming an integral part of the supply chain. The thesis scientifically examines the impact of these approaches on economic efficiency, production productivity and enterprise competitiveness.

Keywords: supply chain, innovation, digitization, automation, artificial intelligence, ERP systems, logistics, efficiency, management system

Ishlab chiqarish zanjirini boshqarishda innovatsion yondashuvlar va ularning ahamiyati

Turdimurodov Jasur Ilxomovich

Mustaqil tadqiqotchi

Annotatsiya: Ushbu tezisda ishlab chiqarish zanjirini boshqarishda innovatsion yondashuvlarning zamonaviy iqtisodiyotdagi o'рни va ahamiyati chuqur tahlil qilinadi. Global iqtisodiyotda raqobat kuchayib borayotgan sharoitda korxonalar ishlab chiqarish jarayonlarini yanada samarali, tezkor va resurs tejankor usullarda tashkil etishga majbur bo'lmoqda. Shu nuqtayi nazardan innovatsion texnologiyalar, raqamlashtirish, avtomatlashtirish, sun'iy intellekt va integratsiyalashgan boshqaruv tizimlari ishlab chiqarish zanjirining ajralmas qismiga aylanmoqda. Tezisda ushbu yondashuvlarning





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iqtisodiy samaradorlikka, ishlab chiqarish unumdorligiga hamda korxona raqobatbardoshligiga ta’siri ilmiy asosda yoritiladi.

Kalit so‘zlar: ishlab chiqarish zanjiri, innovatsiya, raqamlashtirish, avtomatlashtirish, sun’iy intellekt, ERP tizimlari, logistika, samaradorlik, boshqaruv tizimi

Kirish. Bugungi kunda sanoat korxonalari faoliyatida ishlab chiqarish zanjirini samarali boshqarish strategik ahamiyatga ega bo‘lgan asosiy yo‘nalishlardan biridir. Global iqtisodiyotning rivojlanishi, raqobatning kuchayishi va texnologik taraqqiyot korxonalardan ishlab chiqarish jarayonlarini tubdan yangilashni talab qilmoqda. Ishlab chiqarish zanjiri bu xomashyo yetkazib berishdan boshlab tayyor mahsulotni iste’molchiga yetkazib berishgacha bo‘lgan barcha bosqichlarni o‘z ichiga olgan murakkab tizimdir. Ushbu tizimning har bir bo‘g‘ini o‘zaro bog‘liq bo‘lib, biror bosqichdagi muammo butun ishlab chiqarish samaradorligiga salbiy ta’sir ko‘rsatishi mumkin. Shu sababli zamonaviy korxonalarda innovatsion yondashuvlar asosida ishlab chiqarish zanjirini boshqarish muhim ahamiyat kasb etadi. Raqamli texnologiyalar va avtomatlashtirilgan tizimlar korxonalarga ishlab chiqarish jarayonlarini aniq, tez va samarali boshqarish imkonini bermoqda.

Metodologiya. Ushbu tezisni tayyorlash jarayonida bir qator ilmiy metodlardan foydalanildi. Avvalo, tizimli yondashuv asosida ishlab chiqarish zanjiri yagona kompleks tizim sifatida o‘rganildi. Bu yondashuv orqali har bir bosqichning o‘zaro bog‘liqligi tahlil qilindi. Taqqoslash usuli yordamida an’anaviy va innovatsion boshqaruv tizimlari o‘rtasidagi farqlar aniqlanib, ularning samaradorligi solishtirildi.

Shuningdek, statistik tahlil usuli orqali raqamli texnologiyalar joriy etilgan korxonalarda ishlab chiqarish samaradorligidagi o‘zgarishlar o‘rganildi. Ilmiy umumlashtirish orqali mavjud nazariy qarashlar tizimlashtirildi va xulosalar chiqarildi.

Tahlil (asosiy qism). Innovatsion yondashuvlarning eng muhim yo‘nalishi bu



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raqamli transformatsiyadir. ERP va MES tizimlari ishlab chiqarish jarayonlarini avtomatlashtirish va integratsiyalash imkonini beradi. Bu tizimlar orqali korxona ichidagi barcha bo‘limlar yagona axborot platformasida ishlaydi.

Sun’iy intellekt texnologiyalari ishlab chiqarish jarayonlarini tahlil qilish, prognoz qilish va optimallashtirish imkonini beradi. Bu esa resurslardan samarali foydalanishga yordam beradi. Avtomatlashtirilgan ishlab chiqarish liniyalari inson omiliga bog‘liq xatolarni kamaytiradi va mahsulot sifatini oshiradi. Robotlashtirish esa ishlab chiqarish tezligini sezilarli darajada oshiradi. Innovatsion yondashuvlar logistika jarayonlarida ham katta ahamiyatga ega. Smart-logistika tizimlari orqali yuk tashish marshrutlari optimallashtiriladi va yetkazib berish vaqti qisqaradi.

Natijalar. Tadqiqot natijalari shuni ko‘rsatadiki, innovatsion yondashuvlar joriy etilgan korxonalarda:

- ishlab chiqarish samaradorligi 30–45% gacha oshadi
- xarajatlar sezilarli kamayadi
- ishlab chiqarish jarayoni tezlashadi
- resurslardan foydalanish optimallasadi
- boshqaruv aniqligi oshadi
- mahsulot sifati yaxshilanadi

Xulosa. Xulosa qilib aytganda, ishlab chiqarish zanjirini boshqarishda innovatsion yondashuvlar zamonaviy sanoat korxonalarining eng muhim rivojlanish omillaridan biridir. Raqamlashtirish, avtomatlashtirish va sun’iy intellekt texnologiyalari ishlab chiqarish jarayonlarini tubdan o‘zgartirib, ularni yanada samarali va barqaror qiladi. Kelajakda ishlab chiqarish tizimlari to‘liq raqamli ekotizimga o‘tishi kutilmoqda. Shu sababli innovatsion yondashuvlarni joriy etish korxonalar uchun majburiy strategik yo‘nalishga aylanmoqda.



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**THE STUDY OF LACUNAR UNITS IN BILINGUAL LEARNERS'
DICTIONARIES BASED ON DISCOURSE ANALYSIS**

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ANNOTATION

This thesis examines the representation of lacunar lexical units in bilingual learners' dictionaries through the lens of discourse analysis. Lacunar units are interpreted as lexical items that exist in one language but lack a direct or complete equivalent in another language, and they constitute one of the significant challenges in bilingual lexicography as well as in intercultural communication.

KEYWORDS: lacunar units, bilingual learners' dictionaries, discourse analysis, lexicography, comparative analysis, semantic analysis, cultural equivalence, translation issues

**DISKURSIV TAHLIL ASOSIDA IKKI TILLI O'QUV LUG'ATLARDA
LAKUNAR BIRLIKLARNI O'RGANISH**

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ANNOTATSIYA

Ushbu tezisda lakunar leksik birliklarni ikki tilli o'quv lug'atlarda ifodalash masalasi diskursiv tahlil asosida yoritiladi. Lakunar birliklar bir tilda mavjud bo'lib, boshqa tilda bevosita yoki to'liq muqobili bo'lmagan leksik birliklar sifatida talqin qilinadi va ular ikki tilli leksikografiyada hamda madaniyatlararo muloqot jarayonida muhim muammolardan biri hisoblanadi.



KALIT SO‘ZLAR: lakunar birliklar, ikki tilli o‘quv lug‘atlar, diskursiv tahlil, leksikografiya, qiyosiy tahlil, semantik tahlil, madaniy muqobillik, tarjima muammolari

**ИССЛЕДОВАНИЕ ЛАКУНАРНЫХ ЕДИНИЦ В ДВУЯЗЫЧНЫХ
УЧЕБНЫХ СЛОВАРЯХ НА ОСНОВЕ ДИСКУРСИВНОГО АНАЛИЗА
АННОТАЦИЯ**

В данной диссертации рассматривается проблема представления лакунарных лексических единиц в двуязычных учебных словарях на основе дискурсивного анализа. Лакунарные единицы интерпретируются как лексические единицы, которые существуют в одном языке, но не имеют прямого или полного эквивалента в другом языке, и они представляют собой одну из значимых проблем в двуязычной лексикографии, а также в процессе межкультурной коммуникации.

КЛЮЧЕВЫЕ СЛОВА: лакунарные единицы, двуязычные учебные словари, дискурсивный анализ, лексикография, сравнительный анализ, семантический анализ, культурная эквивалентность, проблемы перевода

KIRISH

Zamonaviy tilshunoslikda til hodisalarini faqat ichki tizim doirasida emas, balki ularning ijtimoiy, madaniy va kommunikativ kontekstdagi namoyon bo‘lishi orqali o‘rganish tendensiyasi tobora kuchayib bormoqda. Shu jihatdan diskursiv tahlil usuli til birliklarining real nutq jarayonidagi funksional xususiyatlarini ochib berishda muhim metodologik asos sifatida e’tirof etiladi. Ayniqsa, globalizatsiya sharoitida turli til va madaniyat vakillari o‘rtasidagi muloqotning jadallashuvi ikki tilli lug‘atlar tuzish va ulardan samarali foydalanish masalasini yanada dolzarb etmoqda. Ikki tilli o‘quv lug‘atlar til o‘rganuvchilarga nafaqat so‘zlarning leksik ma’nosini, balki ularning qo‘llanish doirasi, uslubiy xususiyatlari va madaniy konnotatsiyalarini anglashda muhim manba bo‘lib xizmat qiladi. Biroq turli tillar o‘rtasidagi semantik va madaniy



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nomuvofiqliklar sababli ayrim tushunchalar bir til tizimida mavjud bo‘lsa-da, ikkinchi til tizimida to‘liq yoki qisman ifodalanmasligi mumkin. Bunday hodisalar tilshunoslikda “lakunar birliklar” sifatida talqin etiladi. Lakunar birliklar ikki til o‘rtasidagi tafovutlarni aks ettiruvchi, tarjima va lug‘at tuzish jarayonida murakkablik tug‘diruvchi muhim lingvistik birliklardir.

Mazkur tadqiqot mavzusining dolzarbligi shundaki, hozirgi kunda ikki tilli lug‘atlarda lakunar birliklarni ifodalash, ularni izohlash va foydalanuvchiga tushunarli shaklda yetkazish masalasi yetarli darajada tizimli o‘rganilmagan. An’anaviy leksikografik yondashuvlar ko‘pincha so‘zlarning denotativ ma’nosini berish bilan cheklanib qoladi, natijada lakunar birliklarning pragmatik va diskursiv xususiyatlari e’tibordan chetda qoladi. Diskursiv tahlil esa aynan shu bo‘shliqni to‘ldirish, til birliklarining real kommunikativ muhitdagi funksiyasini aniqlash imkonini beradi.

Tadqiqotning maqsadi, ikki tilli o‘quv lug‘atlarda uchraydigan lakunar birliklarni diskursiv tahlil asosida o‘rganish, ularning semantik-pragmatik xususiyatlarini aniqlash hamda ularni lug‘atlarda ifodalashning samarali usullarini ishlab chiqishdan iborat. Ushbu maqsadga erishish uchun quyidagi vazifalar belgilandi: lakunar birliklar mohiyatini aniqlash, ularning tasnifini ishlab chiqish, diskursiv tahlilning metodologik imkoniyatlarini yoritish, shuningdek, mavjud ikki tilli lug‘atlar asosida amaliy tahlillarni amalga oshirish.

Tadqiqotning ilmiy yangiligi shundaki, unda lakunar birliklar nafaqat leksik-semantik birlik sifatida, balki diskurs doirasida faoliyat ko‘rsatuvchi kommunikativ birlik sifatida talqin etiladi. Shuningdek, ikki tilli o‘quv lug‘atlar uchun lakunar birliklarni izohlashning yangi, kontekstga asoslangan yondashuvlari taklif etiladi.

Mazkur ishning nazariy ahamiyati diskursiv tilshunoslik, leksikologiya va leksikografiya sohalarini boyitishda namoyon bo‘lsa, amaliy ahamiyati ikki tilli o‘quv



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lugʻatlarni tuzish va takomillashtirish jarayonida qoʻllanishi bilan belgilanadi. Tadqiqot natijalari til oʻrganuvchilar, tarjimonlar hamda lugʻat tuzuvchilar uchun muhim ilmiy-amaliy manba boʻlib xizmat qilishi kutiladi.

ASOSIY QISM

Lakunar birliklar tushunchasi va ularning lingvistik mohiyati bu til tizimi har bir millatning tarixiy taraqqiyoti, madaniy qadriyatlari va ijtimoiy tajribasi bilan uzviy bogʻliq holda shakllanadi. Shu sababli turli tillar oʻrtasida toʻliq mos kelmaydigan, yaʼni bir til tizimida mavjud boʻlgan, ammo boshqa til tizimida aniq ekvivalenti topilmaydigan birliklar uchrashi tabiiy hodisa hisoblanadi. Bunday birliklar tilshunoslikda lakunar birliklar sifatida talqin etiladi. Lakunar birliklar faqat leksik darajada emas, balki semantik, pragmatik va madaniy darajalarda ham namoyon boʻladi. Ular koʻpincha milliy-madaniy oʻziga xoslikni ifodalovchi tushunchalar bilan bogʻliq boʻlib, tarjima jarayonida muayyan qiyinchiliklarni yuzaga keltiradi. Masalan, maʼlum bir xalq turmush tarziga xos boʻlgan tushunchalar yoki ijtimoiy institutlar boshqa til egalari uchun begona boʻlishi mumkin. Natijada, bunday birliklarni oddiy tarjima qilish emas, balki izohlash, tavsiflash yoki kontekst orqali anglatish zarurati tugʻiladi. Lakunar birliklarning mavjudligi ikki tilli lugʻatlar tuzishda alohida yondashuvni talab qiladi. Chunki anʼanaviy ekvivalentlik tamoyili bu holatda toʻliq ishlamaydi. Shu bois, lakunar birliklarni aniqlash, tasniflash va ularni samarali ifodalash leksikografiyaning dolzarb muammolaridan biri sifatida qaraladi. Diskursiv tahlilning nazariy asoslari va metodologik imkoniyatlari hozirda zamonaviy tilshunoslikning muhim yoʻnalishlaridan biri boʻlib, til birliklarini ularning real kommunikativ muhitdagi qoʻllanishi nuqtai nazaridan oʻrganishni nazarda tutadi. Ushbu yondashuv tilni statik tizim sifatida emas, balki ijtimoiy-madaniy faoliyatning dinamik vositasi sifatida talqin qiladi. Diskursiv tahlilning asosiy vazifasi til birliklarining kontekstual maʼnosini, ularning



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kommunikativ funksiyasini hamda nutq jarayonidagi o‘rni aniqlashdan iborat. Bu yondashuv ayniqsa lakunar birliklarni o‘rganishda samarali hisoblanadi, chunki ularning to‘liq ma’nosi faqat kontekst doirasida ochiladi. Lakunar birliklar ko‘pincha bevosita tarjima orqali emas, balki diskurs ichida qanday ishlatilayotganiga qarab tushuniladi.

Shu nuqtai nazardan, diskursiv tahlil ikki tilli lug‘atlar uchun yangi imkoniyatlarni yaratadi. U lug‘at tuzishda faqat so‘zning lug‘aviy ma’nosini emas, balki uning qo‘llanish kontekstlarini, pragmatik yuklamasini va madaniy asoslarini ham hisobga olish zarurligini ko‘rsatadi. Bu esa lug‘at foydalanuvchisiga til birliklarini yanada chuqurroq anglash imkonini beradi. Ikki tilli o‘quv lug‘atlarda lakunar birliklarning ifodalanishi bu til o‘rganuvchilar uchun asosiy manbalardan biri bo‘lib, ular orqali foydalanuvchi nafaqat yangi so‘zlarni o‘rganadi, balki ularning turli kontekstlardagi qo‘llanishini ham anglaydi. Biroq lakunar birliklarni bunday lug‘atlarda ifodalash masalasi murakkab va ko‘p qirrali jarayon hisoblanadi. Amaliyotda lakunar birliklarni ifodalashning bir necha usullari mavjud. Ulardan biri — tavsifiy tarjima bo‘lib, bunda so‘zning ma’nosi batafsil izoh orqali ochib beriladi. Ikkinchi usul — funksional analogiya, ya’ni boshqa til tizimida ma’lum darajada o‘xshash vazifani bajaruvchi birlikdan foydalanishdir. Uchinchisi esa kontekstual izohlash bo‘lib, bunda so‘zning ma’nosi real nutq namunasi orqali tushuntiriladi. Diskursiv yondashuv aynan uchinchi usulning samaradorligini oshiradi. Chunki u lakunar birlikni alohida emas, balki muayyan nutq vaziyatida ko‘rib chiqadi. Natijada, foydalanuvchi nafaqat so‘zning ma’nosini, balki uning qaysi vaziyatda, qanday maqsadda qo‘llanishini ham anglaydi.

Lakunar birliklarning semantik va pragmatik xususiyatlarining o‘ziga xosligi ularning ko‘p qatlamli ma’no tuzilishida namoyon bo‘ladi. Ular ko‘pincha faqat denotativ ma’noni emas, balki konnotativ, emotsional va madaniy ma’nolarni ham o‘z ichiga oladi. Shu sababli ularni to‘liq anglash uchun semantik tahlil bilan bir qatorda



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pragmatik tahlil ham zarur bo‘ladi. Pragmatik jihatdan lakunar birliklar nutq ishtirokchilari o‘rtasidagi munosabatlarni, ijtimoiy maqomni va kommunikativ niyatni ifodalashda muhim rol o‘ynaydi. Masalan, ayrim birliklar hurmat, kinoya yoki norozilik kabi qo‘shimcha ma’nolarni anglatishi mumkin. Bunday xususiyatlar esa oddiy tarjima jarayonida yo‘qolib ketish xavfiga ega. Diskursiv tahlil ushbu muammoni hal qilishda muhim vosita sifatida xizmat qiladi. U lakunar birliklarning real nutqdagi funksiyasini ochib berish orqali ularning to‘liq semantik-pragmatik portretini yaratishga imkon beradi. Bu esa ikki tilli lug‘atlarda yanada mukammal va foydali izohlar berishga zamin yaratadi. Diskursiv yondashuv asosida lug‘at tuzishning istiqbollari zamonaviy leksikografiyada foydalanuvchiga yo‘naltirilgan yondashuv ustuvor ahamiyat kasb etmoqda. Shu nuqtai nazardan, diskursiv tahlil asosida lug‘at tuzish ikki tilli o‘quv lug‘atlarning sifatini oshirishda muhim omil bo‘lib xizmat qiladi. Bunday lug‘atlar nafaqat til birliklarining ma’nosini, balki ularning real nutqdagi qo‘llanishini ham aks ettiradi. Diskursiv yondashuv asosida yaratilgan lug‘atlarda misollar, kontekstlar va izohlar alohida o‘rin tutadi. Bu esa til o‘rganuvchilarga lakunar birliklarni yanada aniqroq tushunish va ularni to‘g‘ri qo‘llash imkonini beradi. Kelajakda bunday lug‘atlarni yaratishda korpus lingvistikasi va raqamli texnologiyalar imkoniyatlaridan keng foydalanish kutilmoqda.

XULOSA

Mazkur tadqiqot doirasida ikki tilli o‘quv lug‘atlarda lakunar birliklarni diskursiv tahlil asosida o‘rganish masalasi har tomonlama tahlil qilindi. Olib borilgan ilmiy izlanishlar natijasida shuni ta’kidlash mumkinki, lakunar birliklar turli til tizimlari o‘rtasidagi semantik va madaniy nomuvofiqliklarning muhim ko‘rsatkichi sifatida namoyon bo‘ladi. Ular nafaqat leksik darajada, balki pragmatik va diskursiv darajada ham o‘ziga xos xususiyatlarga ega bo‘lib, tarjima va leksikografiya jarayonida alohida



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yondashuvni talab qiladi. Tadqiqot natijalari lakunar birliklarni an’anaviy leksik-semantik yondashuv doirasida to’liq izohlash imkoniyati cheklanganligini ko’rsatdi. Chunki bunday birliklarning mazmuni ko’pincha ularning real nutqdagi qo’llanishi, ijtimoiy-madaniy kontekst va kommunikativ vaziyat bilan chambarchas bog’liq bo’ladi. Shu bois diskursiv tahlil ushbu muammoni hal etishda samarali metod sifatida e’tirof etildi. Ushbu yondashuv orqali lakunar birliklarning kontekstual ma’nosi, funksional yuklamasi hamda pragmatik xususiyatlarini chuqurroq ochib berish mumkinligi aniqlandi.

Ikki tilli o’quv lug’atlar tahlili shuni ko’rsatdiki, amaldagi ko’plab lug’atlarda lakunar birliklarni ifodalashda yetarli darajada izchillik va mukammallik kuzatilmaydi. Ko’pincha bunday birliklar soddalashtirilgan tarjima yoki qisqa izoh bilan cheklanib qoladi, natijada foydalanuvchi uchun ularning to’liq mazmuni ochilmaydi. Diskursiv yondashuv asosida ishlab chiqilgan izohlash usullari esa bu kamchiliklarni bartaraf etish, lug’atlarning ilmiy va amaliy qiymatini oshirish imkonini beradi.

Shuningdek, tadqiqot davomida lakunar birliklarni ifodalashning bir necha samarali usullari — tavsifiy izoh, funksional analogiya va kontekstual yondashuv — aniqlanib, ularning har biri muayyan sharoitda qo’llanishi maqsadga muvofiq ekanligi asoslandi. Ayniqsa, kontekstga asoslangan izohlash usuli diskursiv tahlil bilan uyg’unlashgan holda eng samarali vositalardan biri sifatida baholandi. Bu usul foydalanuvchiga til birliklarining real qo’llanishini anglash imkonini beradi, bu esa til o’rganish jarayonini sezilarli darajada yengillashtiradi. Tadqiqotning nazariy natijalari diskursiv tilshunoslik, leksikologiya va leksikografiya sohalaridagi ilmiy qarashlarni boyitishga xizmat qiladi. Amaliy jihatdan esa ushbu ish ikki tilli o’quv lug’atlarni takomillashtirish, ularning strukturasini yanada mukammallashtirish hamda foydalanuvchi ehtiyojlariga moslashtirishda muhim ahamiyat kasb etadi. Ayniqsa,



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zamonaviy raqamli lug‘atlar yaratishda diskursiv yondashuvni qo‘llash istiqbolli yo‘nalish sifatida e’tirof etiladi.

Xulosa qilib aytganda, lakunar birliklarni diskursiv tahlil asosida o‘rganish ikki tilli lug‘atshunoslikda yangi metodologik imkoniyatlarni ochib beradi. Bu yondashuv til birliklarini chuqurroq anglash, ularning semantik va pragmatik xususiyatlarini to‘liq yoritish hamda samarali kommunikatsiyani ta’minlashda muhim ilmiy asos bo‘lib xizmat qiladi. Kelgusida mazkur yo‘nalishda olib boriladigan tadqiqotlar lakunar birliklarning yanada kengroq korpus asosida o‘rganilishi, shuningdek, ularni avtomatlashtirilgan tizimlar yordamida tahlil qilish kabi masalalarni qamrab olishi maqsadga muvofiqdir.

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UNIFICATION OF CONFLICT-OF-LAWS RULES IN THE FIELD OF INTELLECTUAL PROPERTY: A COMPARATIVE ANALYSIS OF INTERNATIONAL AND NATIONAL APPROACHES.

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Abstract: *This article provides a comparative analysis of international and national approaches to the unification of conflict-of-laws rules in the field of intellectual property. Based on the principles of lex loci protectionis and party autonomy, the study examines the European Union's CLIP principles, the American Law Institute (ALI) principles, and WIPO multilateral conventions. Furthermore, it explores the current state of Uzbekistan's legislation, intellectual property obligations within the framework of WTO accession, and develops scholarly recommendations for harmonizing the national legal system with international standards.*

Keywords: *intellectual property, conflict-of-laws rules, unification, lex loci protectionis, private international law, CLIP principles, TRIPS, WIPO, party autonomy, Uzbekistan.*

Annotatsiya: *Ushbu maqolada intellektual mulk sohasidagi kollizion normalarni unifikatsiyalashning xalqaro va milliy yondashuvlari qiyosiy tahlil qilinadi. "Lex loci protectionis" va "tomonlar avtonomiyasi" tamoyillari asosida Yevropa Ittifoqi CLIP tamoyillari, Amerika Huquqiy Instituti prinsiplari va WIPO ko'p tomonlama konvensiyalari o'rganiladi. O'zbekiston qonunchiligining amaldagi holati, JSTga a'zolik jarayonidagi intellektual mulk majburiyatlari va milliy huquqiy tizimni xalqaro standartlarga muvofiqlashtirish bo'yicha ilmiy tavsiyalar ishlab chiqiladi.*

Kalit so'zlar: *intellektual mulk, kollizion normalar, unifikatsiya, lex loci*



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protectionis, xalqaro xususiy huquq, CLIP tamoyillari, TRIPS, WIPO, tomonlar avtonomiyasi, O‘zbekiston.

Raqamli texnologiyalar va globallashuv sharoitida intellektual mulk huquqlarining transchegaraviy amalga oshirilishi xalqaro xususiy huquqning eng dolzarb muammolaridan biriga aylandi. Mualliflik huquqi, patentlar, tovar belgilari va savdo sirlari turli yurisdiksiyalarda har xil me’yoriy tartibga solinishi sababli ushbu huquqlar bilan bog’liq nizolarda qaysi davlat huquqini qo’llash lozimligini belgilash murakkab kollizion masalani yuzaga keltiradi¹. Zamonaviy raqamli iqtisodiyotda bitta intellektual obyekt bir vaqtning o’zida yuzlab davlatlarda muomalada bo’lishi mumkin bo’lgan sharoitda kollizion normalarning unifikatsiyalashtirilmagan holati amaliy muammolar zanjirini keltirib chiqarmoqda².

O‘zbekiston Respublikasining Jahon Savdo Tashkilotiga a’zo bo’lish jarayoni va “Raqamli O‘zbekiston - 2030” strategiyasi doirasida milliy intellektual mulk qonunchiligini xalqaro standartlarga moslashtirish masalasi alohida ahamiyat kasb etmoqda. Ushbu maqolaning maqsadi intellektual mulk sohasidagi kollizion normalarni unifikatsiyalashning asosiy xalqaro yondashuvlarini tahlil qilish va O‘zbekiston milliy huquqiy tizimini takomillashtirish bo’yicha ilmiy takliflar ishlab chiqishdan iborat.

Intellektual mulk sohasidagi kollizion muammolarning o’ziga xos xususiyatlari

Intellektual mulk sohasidagi kollizion munosabatlar uchta asosiy xususiyat bilan ajralib turadi. Birinchidan, intellektual mulk huquqlari, an’anaviy ashyoviy huquqlardan farqli

¹Kur, H. Intellectual Property in Private International Law // Recueil des Cours de l’Académie de Droit International de la Haye. - Leiden: Martinus Nijhoff Publishers, 2005. - Vol. 317. - P. 1-156.
<https://assets.hcch.net/docs/d92b9a1a-386e-4293-b74e-7871b8451d3a.pdf>

²WIPO. Intellectual Property and the Internet of Things: Addressing the Challenges // World Intellectual Property Organization. - Geneva: WIPO Publishing, 2021.
https://tind.wipo.int/record/28728/files/wipo_pub_856.pdf



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o’laroq, hududiy xarakter kasb etadi: har bir davlat o’z hududida amal qiladigan intellektual mulk huquqlarini mustaqil ravishda belgilaydi. Ikkinchidan, raqamli muhitda intellektual obyektlarning tarqalishi bir vaqtning o’zida ko’plab yurisdiksiyalarda zarar yetkazishi mumkin. Uchinchidan, intellektual mulk shartnomalari hamda huquqbuzarliklardan yuzaga keladigan da’volar uchun turli kollizion yondashuvlar qo’llanilishi normativ nomuvofiqlikni keltirib chiqaradi³.

An’anaviy xalqaro xususiy huquqda intellektual mulkka nisbatan qo’llaniladigan huquqni aniqlashda ikkita asosiy yondashuv mavjud: **“lex loci protectionis”** (himoya so’raladigan davlat huquqi) va **“lex originis”** (asar yaratilgan davlat huquqi). Bern konvensiyasining 5²-moddasi *lex loci protectionis* tamoyilini mustahkamlagan bo’lib, unga ko’ra huquq egasining himoyasi so’rab murojaat qilinayotgan davlat qonunchiligi qo’llaniladi⁴. Ushbu yondashuv mualliflik huquqi sohasida keng qo’llanilsa-da, patent va tovar belgilarini ro’yxatdan o’tkazish talabi bilan chambarchas bog’liqligi tufayli turli davlatlar o’rtasidagi kollizion nomuvofiqlikni bartaraf eta olmaydi⁵.

Xalqaro unifikatsiya yondashuvlari: TRIPS va CLIP tamoyillari

Intellektual mulk sohasidagi kollizion normalarni unifikatsiyalashning birinchi muhim bosqichi 1994-yilda TRIPS kelishuvining qabul qilinishi bo’ldi⁶. Biroq TRIPS asosan moddiy-huquqiy standartlarni belgilash bilan cheklangan va kollizion normalarni

³Yevropa parlamenti va Kengashining fuqarolik va tijorat ishlari bo’yicha yurisdiksiya, sud qarorlarini tan olish va ijro etish to’g’risidagi 2012-yil 12-dekabrda 1215/2012-sonli Reglamenti (Brussels I Recast) // Yevropa Ittifoqi rasmiy jurnali (OJ L 351). - 2012. - 7-modda, 2-band.

⁴Berne Convention for the Protection of Literary and Artistic Works (as amended on September 28, 1979). Art. 5(2). <https://www.wipo.int/treaties/en/ip/berne/>

⁵WIPO Intellectual Property Handbook. Geneva: WIPO Publication No. 489, 2004. P. 244-252. https://tind.wipo.int/record/28661/files/wipo_pub_489.pdf

⁶TRIPS Agreement (Agreement on Trade-Related Aspects of Intellectual Property Rights), 1994. Art. 1-3. https://www.wto.org/english/docs_e/legal_e/27-trips.pdf



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to’liq tartibga solmaydi. Bu borada ikki muhim akademik loyiha xalqaro e’tirofga sazovor bo’ldi.

Yevropa Max Planck guruhi tomonidan 2011-yilda ishlab chiqilgan **CLIP tamoyillari** (Conflict of Laws in Intellectual Property) intellektual mulk nizolari uchun maxsus kollizion normalar to’plamini taklif qiladi. CLIP tamoyillarining 3 - 202-moddasiga ko’ra, intellektual mulk huquqlarining yuzaga kelishi, amal qilishi va bekor bo’lishi masalalarida *lex loci protectionis* tamoyili qo’llanilishi shart⁷. Shuningdek, CLIP onlayn muhitda tarqatilgan asarlar uchun “moslashtirish” mexanizmini joriy etib, barcha tegishli davlatlarda huquqbuzarlik ro’y bergan taqdirda eng chambarchas bog’liq bo’lgan yagona huquqiy tizim qo’llanilishi imkoniyatini kafolatlaydi.

Amerika Huquqiy Instituti tomonidan 2008-yilda taqdim etilgan **ALI Principles** amerikalik yondashuv sifatida tomonlar avtonomiyasini kengroq doirada tan oladi va savdo sirlariga nisbatan qo’llaniladigan huquqni tanlashda muzokaralar erkinligiga keng imkoniyat beradi⁸. ALI yondashuvining o’ziga xosligi shundaki, u intellektual mulk shartnomalariga - xususan, litsenziya shartnomalari va mualliflik huquqini topshirish bitimlariga - nisbatan xalqaro tijorat shartnomalaridagiga o’xshash darajadagi tomonlar avtonomiyasini qo’llashni ma’qullaydi⁹.

Milliy yondashuvlar va yurisdiksiyalararo tafovutlar

Yevropa Ittifoqi a’zo davlatlari amaliyotida Rim II Reglamentining 8-moddasi

⁷European Max Planck Group on Conflict of Laws in Intellectual Property (CLIP). Principles on Conflict of Laws in Intellectual Property. Munich, 2011. Art. 3:202.

⁸American Law Institute. Intellectual Property: Principles Governing Jurisdiction, Choice of Law, and Judgments in Transnational Disputes <https://www.wipo.int/wipolex/en/legislation/details/7687>

⁹Synodinou T.-E. Codification of Copyright Law in the Digital Age. Alphen aan den Rijn: Kluwer Law International, 2012. https://www.researchgate.net/publication/341727505_IPIL_SYNODINOUE_DIGITAL-EUROPEAN-COPYRIGHT-LAW





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intellektual mulk huquqining buzilishidan yuzaga keladigan noqonunviy majburiyatlarga nisbatan *lex loci protectionis* ni imperativ norma sifatida belgilagan. Bu degani, EU doirasidagi intellektual mulk huquqbuzarliklarida tomonlar o’zaro kelishib boshqa davlat huquqini tanlash imkoniyatidan mahrum etilgan. Ushbu qat’iy yondashuv intellektual mulk huquqlarining hududiy xarakterini ta’kidlasa-da, transnatsional raqamli faoliyatda qo’llaniladigan huquqni aniqlashni qiyinlashtiradi¹⁰.

AQSh amaliyotida esa tovar belgilari sohasida maxsus kollizion yondashuv qo’llaniladi: “Lanham Act” ning ekstrahududiy amal qilish doirasi federal sudlar tomonidan kengaytirilgan bo’lib, AQSh fuqarolari yoki kompaniyalari aralashgan ziddiyatlarda amerikan huquqining tatbiq etilish imkoniyati ko’paytirilgan¹¹. Bunday unilateral (bir tomonlama) yondashuv xalqaro amaliyotda yurisdiksiyalar to’qnashuviga (*conflict of jurisdictions*) sabab bo’lmoqda va xalqaro unifikatsiya zaruriyatini yanada oshirmoqda.

Osiyo-Tinch okeani mintaqasida Xitoy huquq tizimi intellektual mulk kollizion normalarini saqlab qolish tamoyiliga tayanadi: “Xalqaro xususiy huquq to’g’risida” gi 2010-yilgi Qonun intellektual mulk huquqining vujudga kelishi va shartnomasiz majburiyatlarga nisbatan himoya so’raladigan davlat huquqini qo’llashni belgilaydi, shartnomaviy munosabatlarda esa tomonlarga qo’llaniladigan huquqni tanlash imkoniyati berilgan¹². Madridning xalqaro ro’yxatdan o’tkazish tizimi tovar belgilarini ko’p davlatlarda bir vaqtda himoya qilish uchun protsessual asosni ta’minlaydi, ammo bu tizim ham moddiy huquqlar bo’yicha kollizion normalarni to’liq

¹¹Dinwoodie G.B. Private International Aspects of the Protection of Trademarks // WIPO Forum on Private International Law and Intellectual Property 2014; Geneva: WIPO, 2001. P. 20-34.

¹²Torremans P. (ed.) Intellectual Property and Private International Law. Oxford: Hart Publishing, <https://tind.wipo.int/record/40949>





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unifikatsiyalamaydi¹³.

O‘zbekiston qonunchiligi va xalqaro standartlarga muvofiqlik

O‘zbekiston Respublikasida intellektual mulk sohasidagi asosiy me‘yoriy-huquqiy hujjatlar sifatida qabul qilingan “Mualliflik huquqi va turdosh huquqlar to‘g‘risida”gi Qonun¹⁴ va Fuqarolik kodeksining xalqaro xususiy huquqqa bag‘ishlangan 1158-1160 moddalari¹⁵ amal qiladi. Biroq ushbu qonunlarda intellektual mulk huquqlarining transchegaraviy himoyasiga nisbatan qo‘llaniladigan huquqni aniqlashning maxsus kollizion normasi mustahkamlanmagan - umumiy “himoya so‘raladigan davlat huquqi” qoidasiga havola qilish bilan cheklanilgan.

Amaldagi qonunchilikdagi ushbu bo‘shliq Jahon Savdo Tashkilotiga a‘zolik muzokaralari nuqtai nazaridan ham muammoli hisoblanadi. Jahon Savdo Tashkiloti Ishchi guruhining so‘nggi hisobotlarida¹⁶ O‘zbekiston zimmasiga TRIPS standartlarini to‘liq amalga oshirish majburiyati yuklanayotganligi ta’kidlanmoqda. TRIPS ning 1-3 moddalari milliy rejim va eng qulay davlat tamoyillarini nazarda tutgani bilan, bu tamoyillarning kollizion normalar tizimiga ta’sirini ta’minlash alohida qonunchilik mexanizmlarini talab etadi¹⁷.

O‘zbekiston WIPO boshqaruv organlari a‘zosi sifatida Bern konvensiyasi, Parij konvensiyasi va Madridning xalqaro ro‘yxatdan o‘tkazish tizimiga qo‘shilgan¹⁸. Biroq

¹³Madrid Agreement Concerning the International Registration of Marks (1891) and Protocol. <https://www.wipo.int/en/web/treaties/registration/madrid/index>

¹⁴O‘zbekiston Respublikasining Qonuni. Mualliflik huquqi va turdosh huquqlar to‘g‘risidagi qonun (yangi tahriri). <https://lex.uz/docs/-1022944>

¹⁵O‘zbekiston Respublikasining Fuqarolik kodeksi. T.: Adolat, 2023. <https://lex.uz/docs/-180552>

¹⁶WTO. Accession of Uzbekistan. Working Party Report. https://www.wto.org/english/thewto_e/acc_e/a1_ouzbekistan_e.htm

¹⁸WIPO Lex Database. Uzbekistan Intellectual Property Legislation. <https://wipolex.wipo.int/en/profile/UZ>



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ushbu konvensiyalarning moddiy-huquqiy qoidalari milliy qonunchilikka to’liq o’tkazilgani holda, ularning kollizion-huquqiy natijalari ya’ni, qaysi davlat huquqini qo’llash lozimligi masalasi Fuqarolik kodeksida yetarli darajada aniq tartibga solinmagan. Bunday normativ to’liqsizlik xalqaro intellektual mulk nizolarida O’zbekiston sudlari uchun amaliy qiyinchiliklar keltirib chiqarmoqda.

Shuningdek, raqamli asarlar uchun “geo-bloklash” amaliyotining huquqiy asosi, sun’iy intellekt tomonidan yaratilgan asarlarning muallifligi, va domenli nomlar bilan bog’liq tovar belgisi nizolari kabi zamonaviy masalalar O’zbekiston intellektual mulk qonunchiligida hali tartibga solinmagan sohalaridir. Mazkur masalalar, o’z navbatida, qo’llaniladigan huquqni aniqlashda yangi kollizion muammolarni keltirib chiqarmoqda.

Amalga oshirilgan qiyosiy tahlil natijalari quyidagi xulosalar va amaliy tavsiyalarni shakllantirishga imkon beradi.

Birinchidan, O’zbekiston Fuqarolik kodeksiga intellektual mulk huquqlarining yuzaga kelishi, amal qilishi va huquqbuzarliklar uchun qo’llaniladigan huquqni alohida tartibga soluvchi maxsus kollizion normalar kiritish zarur. Bunda CLIP tamoyillarining *lex loci protectionis* asosidagi modelidan foydalanish maqsadga muvofiq bo’ladi.

Ikkinchidan, intellektual mulk litsenziya shartnomalari va topshirish bitimlari uchun tomonlar avtonomiyasini qonunchilik darajasida mustahkamlash lozim. Bu xorijiy investorlar va litsenziat kompaniyalari uchun huquqiy aniqlik va prognozlilikni oshiradi.

Uchinchidan, JSTga a’zolik muzokaralari doirasida TRIPS majburiyatlari ijrosini ta’minlash uchun milliy intellektual mulk qonunchiligida “milliy rejim” va “eng qulay davlat” tamoyillarining kollizion ta’sirini aniq tartibga soluvchi qo’shimcha normalar ishlab chiqilishi kerak.

To’rtinchidan, raqamli muhitdagi intellektual mulk nizolari uchun WIPO onlayn



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nizo hal etish mexanizmlari bilan hamkorlik o’rnatish va domenli nomlar bo’yicha UDRP protseduralarini milliy qonunchilikka integratsiya qilish transchegaraviy nizolarni samarali hal etishni ta’minlaydi.

Beshinchidan, SHXT va MDH mintaqaviy tuzilmalari doirasida intellektual mulk kollizion normalarini uyg’unlashtiruvchi ko’p tomonlama bitimlar tashabbusini ilgari surish O’zbekiston uchun mintaqaviy intellektual mulk markaziga aylanish imkoniyatini yaratadi. Tadqiqotlarda ta’kidlanganidek, ushbu sohadagi islohotlar nafaqat JSTga a’zolik talablarini bajarish, balki xorijiy to’g’ridan-to’g’ri investitsiyalarni jalb qilishning muhim shartiga ham aylanib bormoqda.

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PSYCHOLOGICAL CHARACTERISTICS OF CAREER GUIDANCE FOR PRIMARY SCHOOL STUDENTS

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Abstract: This article examines the psychological characteristics of career guidance among primary school students. It analyzes the processes of developing interest in work, preparing children for conscious career choice, and identifying their personal inclinations. The study emphasizes the role of motivation, family and social influences, as well as the collaboration between teachers and psychologists in fostering early professional orientation.

Keywords: primary school age, career guidance, psychological features, motivation, personality development, professional interest.

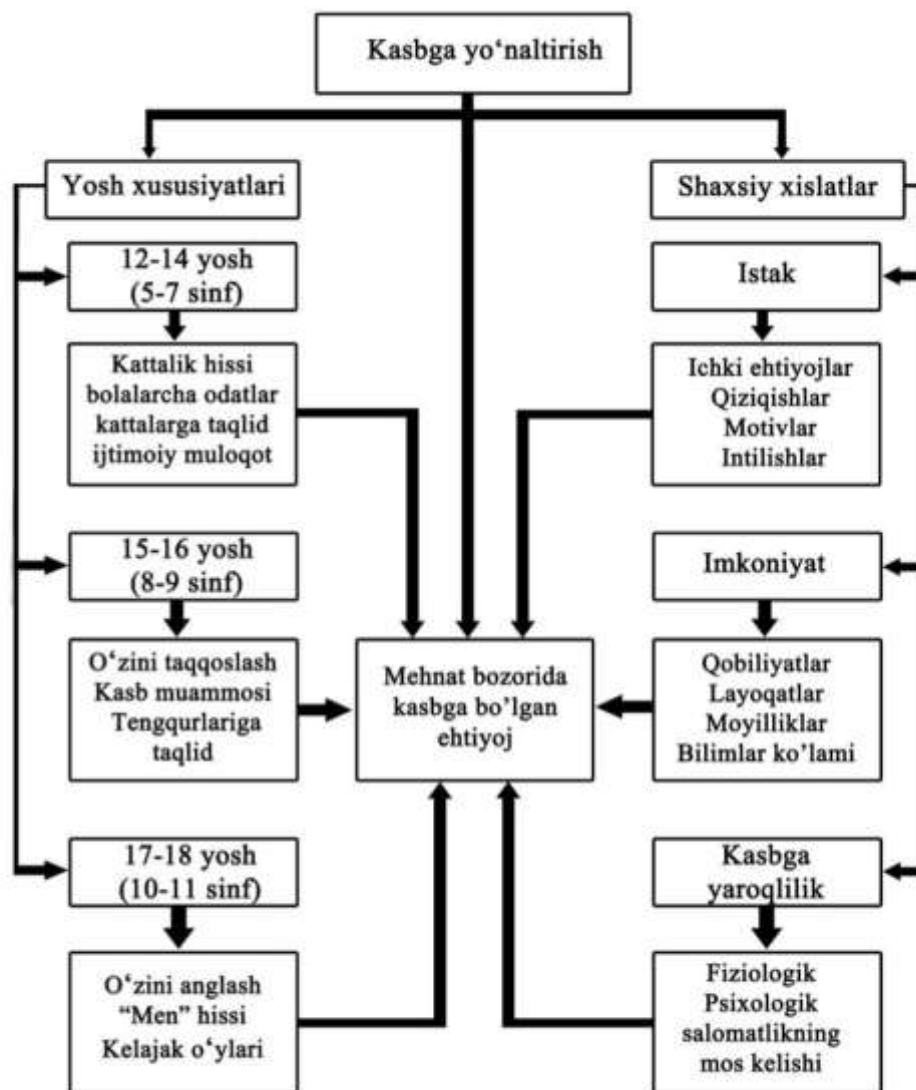
O'qish faoliyati kichik maktab yoshidagi o'quvchining aql-idroki, sezgirligi, kuzatuvchanligi, eslab qolish va esga tushirish imkoniyatlarining rivojlanishi uchun muhim shart-sharoitlar yaratadi, hisoblash malakalarini shakllantiradi. Shu yoshdagi bola idrokining o'tkirligi, ravshanligi, sofliqi, aniqligi, xayolining yorqinligi, xotirasining kuchliligi, tafakkurining yaqqolligi o'zining qiziquvchanligi, ishonuvchanligi bilan boshqa yoshdagi bolalardan ajralib turadi. Kichik maktab davriga kelib idrokning hamma turlari asosan ta'lim-tarbiya tufayli mazmun, aniqlik, ravshanlik jihatdan ko'p darajada takomillashadi. Ular har bir narsaga berilib, o'ta sinchkovlik bilan qarashlari sababli idrokning muhim xususiyatlarini o'zlashtirish imkoniyatiga ega bo'ladilar.



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Birinchi sinfga kelgan bola predmetlarning rangi, shakli va kattaligini, ularni maqonda joylashishini bilish bilan birga ularni taqqoslay oladi. Shuning uchun ham surat va rasmlarda nimalar aks etganini real hayotga taqqoslagan holda bilishga harakat qiladilar. Bola rasmlarda atrof-hayotdagi narsalarni kichiklashtirib tasvirlanganligini anglay biladi. Bu tasvirlar bolalarda estetik va badiiy didni rivojlantiradi. Chunki, bola shu rasmlar orqali olam go'zalligini, uning turfa ranglardan iborat ekanligini anglaydi, ajratadi va o'z munosabatini bildiradi. Ta'lim-tarbiya jarayonida bolalarda ixtiyoriy



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idrok va kuzata olish qobiliyati o’sadi. Kuzata bilish muvaffaqiyatli o’qish uchun zarur shartlardan biridir. O’quvchilarda kuzata bilish qobiliyati ularning tafakkuri, irodasi, qiziqish, havaslari bilan birgalikda o’sib boradi. Bu yoshdagi o’quvchilar o’z idroklarini mustaqil idora eta oladilar. Boshlang’ich sinf o’quvchilari katta yoshdagilardan deyarli qolishmasdan to’g’ri chiziqni ko’z bilan chamalab teng ikki bo’lakka bo’la oladilar, narsa va chiziqlarni katta-kichikligiga qarab taqqoslay oladilar, narsalarning fazoda turgan o’rnini, ularning qaysi biri yaqinroq yoki uzoqroq, qaysi biri balandroq yoki pastroq joylashganini ko’z bilan chamalab, shu masofani bosib o’tish uchun talab qilinadigan vaqtni ham taxminan hisoblay oladilar.

Maktab ta’limiga tayyorlanayotgan bolada diqqat nisbatan uzoq muddatli va shartli barqaror bo’ladi. Boshlang’ich sinf o’quvchilarida diqqatni irodaviy zo’r berish bilan boshqarish va vaziyatga moslash imkoniyati yaxshi bo’lmaydi. Buning asosiy sababi, ularda ixtiyoriy diqqatning kuchsizligi va beqarorligidir. Bolalarda rivojlangan bo’ladi. Boshlang’ich sinf o’quv ixtiyorsiz diqqat ko’proq materiallarining yaqqolligi, yorqinligi, jozibadorligi, o’quvchida beixtiyor his- kuchli irodaviy zo’riqishsiz fan asoslarini egallash tuyg’ularni uyg’otadi va imkonini beradi. 1-2 sinf o’quvchilari diqqatining o’ziga xos xususiyatlaridan biri - uning yetarlicha barqaror emasligidir. Shuning uchun ham ular o’z diqqatlarini uzoq muddat muayyan narsalarga qarata olmaydilar va diqqat ob’ektlari ustida uzoq tura olmaydilar. Ta’lim jarayoni kichik maktab yoshidagi o’quvchilarning ixtiyoriy, barqaror, mustahkam, kuchli, faol ongli diqqatni rivojlantirishga qulay shart-sharoit yaratadi. Bilim olish jarayonida mustaqil aqliy mehnat qilish, misol-masalalar yechish, mashqlar bajarish, takrorlash irodaviy zo’r berish jarayonida ixtiyoriy, ongli diqqat tarkib topadi. Bu yoshdagi bolalarda ixtiyoriy diqqatni to’plash, tashkil qilish, uni taqsimlash, ongli ravishda boshqarish uquvi shakllana boshlaydi.



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Kichik maktab yoshidagi bola ma’lum darajada o’z faoliyatini o’zi mustaqil rivojlantira oladi. U o’z rejasini, u yoki bu ishni qanday ketma-ketlikda bajarishni so’z bilan ifodalab bera oladi. Rejalashtirish so’zsiz bolaning diqqatini tashkil eta oladi va rivojlantiradi. Kichik maktab yoshidagi bolalar o’z diqqatlarini aqliy masalalarga qarata oladilar, lekin bu juda katta irodaviy kuchni va yuqori motivatsiyani tashkil etilishini talab etadi. O’quv faoliyati boladan berilgan o’quv materiallarini esda saqlab qolishni talab etadi, o’qituvchi o’quvchisiga nimalarni eslab qolishi zarurligi haqida ko’rsatmalar beradi. O’quvchi nimani eslab qolishi kerakligini takrorlaydi, uni tushunib olishga harakat qiladi. Lekin bu yoshda ixtiyorsiz xotira, shubhasiz ustunlik qiladi. Bolaning xotirasida saqlab qolishini asosan uning ishga bo’lgan qiziqishi belgilab beradi. O’quv materialini tushunish, eslab qolishning asosiy sharti hisoblanadi. Birinchi signal sistemasi ikkinchi signal sistemasidan birmuncha ustunligi tufayli kichik maktab yoshidagi o’quvchilarda mantiqiy xotiradan ko’ra ko’rgazmali harakatli xotira ustunlik qiladi. Shuning uchun ham ular nazariy qonun va qoidalardan, mavhum tushunchalardan ko’ra yaqqol ma’lumotlar, axborotlar, voqea va hodisalarni, obrazlar va narsalarni tezroq hamda mustahkamroq eslab qoladilar va uzoq muddat esda saqlaydilar. Kichik maktab yoshidagi bolalarning ta’lim olishi munosabati bilan mantiqiy, ya’ni ma’nosiga tushunib esda qoldirish qobiliyati o’sib boradi. Esda qoladigan materialning hajmi kengayib boradi, materialning mazmunini tushunish ham chuqurlashadi va murakkablashadi. Ba’zan boshlang’ich sinf o’quvchilari, hatto mazmuni tushunarli bo’lgan materialni ham ma’nosiga e’tibor bermasdan, mexanik ravishda o’rganib oladilar. Buning sabablari quyidagilar:

1) ularning mexanik xotirasi boshqa xotira turlariga qaraganda yaxshiroq rivojlangani uchun ham ma’lumotlarni aynan, o’zgarishsiz eslab qolish imkonini beradi;



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2) o'quvchilar o'qituvchi qo'ygan vazifani anglab etmaydilar, natijada uning "to'g'ri tushuntirib ber" degan talabini so'zma-so'z takrorlash deb biladilar;

3) ularning nutq boyligini yetishmasligi (ilmiy atamalar, til qonuniyatlarini bilmasligi) materialni ijodiy to'ldirish, unga qo'shimcha qilish imkoniyati yo'qligi uni so'zma-so'z qaytarishni osonlashtiradi;

4) o'quvchilar matnni to'g'ri usullar bilan eslab qolishni bilmaydilar. Bunday holat shu yoshdagi bolalarda albatta bo'lishi kerak emas. Mexanik esda qoldirish ko'pincha o'qituvchilar o'quvchilarida mantiqiy xotirani o'stirishga yetarli e'tibor bermagan hollarda bo'lishi mumkin.

Ta'lim jarayonida o'quv materialining ma'nosini, mohiyatini, turli mulohazalarni, dalillarni, ilmiy asoslarini eslab qolish va esga tushirish orqali o'quvchilarda mantiqiy xotira takomillashadi. Birinchi sinfdan boshlab ixtiyoriy esga tushirish qobiliyati tez rivojlana boshlaydi. O'qish jarayoni uchun ixtiyoriy esda qoldirish ham, ixtiyoriy esga tushirish ham barobar talab etiladi. Kichik maktab davrida tasavvur asosan bolalar rasm chizayotganlarida, shuningdek ertak va hikoyalar to'qiyotganlarida rivojlanadi. Kichik maktab yoshidagi o'quvchilar o'z xayollari va tasavvurlariga asoslangan holda qiziqarli ertak va hikoyalarni o'zlari mustaqil ravishda to'qiy oladilar. Kichik maktab yoshidagi bolalar tasavvuri juda keng va xilma-xil bo'ladi. Ayrim o'quvchilar real borliqni tasavvur etsalar, boshqalari esa fantastik obraz va vaziyatlarni tasavvur etadilar. Shu bois kichik maktab yoshidagi bolalarni realistlar va fantazyorlarga ajratish mumkin. Bolalar ko'pincha o'zlariga ma'lum siymolar, syujetlardan foydalangan holda yangi obrazlarni tasavvur etadilar, yaratadilar.

Kichik maktab davridagi bolalarning aqliy rivojlanishi ijtimoiy omillar bilan belgilanadi. U endi ijtimoiy munosabatlar ta'sirida o'zgaradi. Bolaning maktabda muntazam ravishda o'qishga o'tishi uning barcha bilish jarayonlarini rivojlanishiga va



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o‘z-o‘zidan atrof-hayotdagi narsa-hodisalarga nisbatan fikrini, munosabatlarini o‘zgarishiga olib keladi. O‘quvchi endi o‘z qizishlarini ajrata boshlaydi. Agar o‘qituvchi va ota-onalar tomonidan qiziqishlari tog‘ri yo‘naltirilsa, unda shu sohani egallash ishtiyoqi paydo bo‘ladi. Muntazam mashq qilish va aynan faoliyatidagi muvaffaqiyatlar zavqi uning kelgusida sohani tanlashiga ham asos bo‘ladi. Ota-onalar, pedagoglar va psixologlar birgalikda oquvchining tabiiy layoqatini aniqlab, o‘zining qiziqishlarini to‘g‘ri topishida va qobiliyatlarining rivojlanishiga yordam bergan taqdirimizdagina, ertangi kun o‘z kasbini to‘g‘ri tanlaydi. Bu esa faoliyatning muvaffaqiyati ushun muhimdir.

Xulosa. Kichik maktab yoshidagi o‘quvchilarni kasbga yo‘naltirish ularning kelajakdagi hayot yo‘lini to‘g‘ri tanlashida muhim bosqich hisoblanadi. Bu jarayonda psixologik yondashuvlar o‘quvchilarning shaxsiy qiziqishlari, qobiliyatlari va imkoniyatlarini chuqur o‘rganish imkonini beradi. Oilaning, maktabning hamda psixolog va o‘qituvchilarning hamkorlikdagi faoliyati bolalarning mehnatga bo‘lgan ijobiy munosabatini shakllantiradi, ularda kasbiy motivatsiyani rivojlantiradi. Shunday qilib, erta yoshdan boshlab kasbga yo‘naltirish ishlari izchil olib borilsa, o‘quvchilarda ongli ravishda kelajak kasbini tanlash, mehnatsevarlik va mas’uliyatlilik sifatleri mustahkamlanadi.

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PHONOLOGICAL VARIABILITY IN MODERN ENGLISH: A LINGUISTIC ANALYSIS OF REGIONAL ACCENTS

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Abstract

This article analyzes phonological variation in contemporary English from a sociolinguistic perspective. The study examines key phonetic and phonological features of regional accents, including rhoticity, vowel shifts, T-glottalization, and prosodic elements such as rhythm and intonation. It also explores the impact of globalization, urbanization, and digital communication on modern English pronunciation. The findings demonstrate that phonological variation is not random but a systematic phenomenon influenced by social, cognitive, and communicative factors. The research contributes to the fields of sociolinguistics, English language teaching, and intercultural communication. **Keywords:** phonological variation, accent, dialect, sociolinguistics, vowel shifts, rhoticity, intonation

Keywords: phonological variation, accent, dialect, sociolinguistics, vowel shift, rhoticity, intonation.

ZAMONAVIY INGLIZ TILIDAGI FONOLOGIK O'ZGARUVCHANLIK: HUDUDIIY AKSENTLARNING LINGVISTIK TAHLILI

Annotatsiya

Mazkur maqolada zamonaviy ingliz tilida fonologik variatsiya masalasi ijtimoiylingvistik nuqtai nazardan tahlil qilinadi. Tadqiqotda ingliz tilidagi regional aksentlarning asosiy fonetik va fonologik xususiyatlari, jumladan, rotiklik (rhoticity), unli tovushlarning siljishi (vowel shifts), T-glottalizatsiya va prosodik xususiyatlar



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(intonatsiya va ritm) o'rganiladi. Shuningdek, globalizatsiya, urbanizatsiya va raqamli kommunikatsiya jarayonlarining zamonaviy ingliz tilidagi talaffuz tizimiga ta'siri yoritiladi. Tadqiqot natijalari shuni ko'rsatadiki, fonologik variatsiya tasodifiy emas, balki ijtimoiy, kognitiv va kommunikativ omillar bilan uzviy bog'liq tizimli hodisadir. Maqola ingliz tilini o'qitish, sotsiolingvistika va madaniyatlararo kommunikatsiya sohalari uchun muhim ilmiy ahamiyatga ega.

Kalit so'zlar: fonologik variatsiya, aksent, dialekt, sotsiolingvistika, unli tovushlar siljishi, rotiklik, intonatsiya.

Аннотация

В данной статье рассматривается фонологическая вариативность современного английского языка с социолингвистической точки зрения. В исследовании анализируются основные фонетические и фонологические особенности региональных акцентов, включая ротацизм (rhoticity), сдвиги гласных (vowel shifts), глоттализацию согласного /t/ и просодические характеристики, такие как ритм и интонация. Также освещается влияние глобализации, урбанизации и цифровой коммуникации на современную английскую фонетику. Результаты исследования показывают, что фонологическая вариативность является системным явлением, обусловленным социальными, когнитивными и коммуникативными факторами. Работа имеет важное значение для социолингвистики, методики преподавания английского языка и межкультурной коммуникации. Ключевые слова: фонологическая вариативность, акцент, диалект, социолингвистика, сдвиг гласных, ротацизм, интонация

Kirish

Zamonaviy tilshunoslikda fonologik variatsiya tilning dinamik tabiatini aks ettiruvchi eng muhim tadqiqot yo'nalishlaridan biriga aylangan. Ingliz tili bugungi kunda global



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til sifatida turli hududiy va ijtimoiy variantlarda namoyon bo‘lib, ularning har biri o‘ziga xos fonetik hamda fonologik xususiyatlar bilan tavsiflanadi. An’anaviy lingvistik tadqiqotlarda asosan Received Pronunciation (RP) yoki General American (GA) kabi standart talaffuz shakllariga e’tibor qaratilgan bo‘lsa, so‘nggi ilmiy izlanishlarda nostandart hamda shakllanib borayotgan til variantlarining ahamiyati alohida ta’kidlanmoqda.

Mazkur tadqiqotning dolzarbligi globallashtirish, migratsiya va raqamli kommunikatsiya ta’sirida ingliz tili talaffuzining jadal o‘zgarib borayotgani bilan izohlanadi. Ushbu jarayonlar bir tomondan dialektlarning soddalashuvi va yaqinlashuviga, ikkinchi tomondan esa Multicultural London English (MLE) kabi yangi gibril til variantlarining yuzaga kelishiga sabab bo‘lmoqda. Bunday o‘zgarishlarni o‘rganish sotsiolingvistik, til o‘qitish metodikasi hamda kommunikatsiya tadqiqotlari uchun muhim ahamiyat kasb etadi.

Ushbu maqolaning maqsadi zamonaviy ingliz tili aksentlarining asosiy fonologik xususiyatlarini tahlil qilish hamda ularning variativligiga ta’sir etuvchi ijtimoiy va lingvistik omillarni baholashdan iborat.

Adabiyotlar tahlili va tadqiqot metodologiyasi

Mazkur tadqiqot zamonaviy ingliz tilidagi fonologik variatsiya hamda uning sotsiolingvistik xususiyatlarini o‘rganishga qaratilgan bo‘lib, unda sifat tahliliga asoslangan tavsifiy-qiyosiy tadqiqot metodidan foydalanildi. Tadqiqotning metodologik asosi sotsiofonetika va variatsion sotsiolingvistik tamoyillariga tayanadi. Mazkur yondashuvlar til variativligi hamda ijtimoiy omillar o‘rtasidagi uzviy bog‘liqlikni yoritishga xizmat qiladi.

Tadqiqot uchun ma’lumotlar turli autentik manbalardan, jumladan, yozib olingan nutq namunalari, ingliz tili aksentlariga oid ilmiy tavsiflar hamda mavjud lingvistik



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korpuslardan yig‘ildi. Tanlangan materiallar ingliz tilining turli variantlarini, asosan Received Pronunciation (RP), General American (GA) va Multicultural London English (MLE) kabi zamonaviy urbanistik variantlarni qamrab oldi. Ushbu variantlar zamonaviy ingliz tilining standart va nostandart shakllarini ifodalashi bilan tadqiqot uchun muhim manba sifatida tanlandi.

Tadqiqotda asosiy e’tibor fonologik o‘zgaruvchilarga qaratilib, segmental xususiyatlar — undosh va unli tovushlar variatsiyasi, shuningdek, supersegmental xususiyatlar — intonatsiya va ritm tahlil qilindi. Ayniqsa, rhoticity (r tovushining talaffuzi), unli tovushlarning siljishi hamda T-glottalization kabi hodisalarga alohida ahamiyat berildi, chunki ular zamonaviy ingliz tilidagi aksent variativligining eng muhim ko‘rsatkichlari hisoblanadi.

Tanlangan ingliz tili variantlari o‘rtasidagi o‘xshashlik va farqlarni aniqlash maqsadida qiyosiy tahlil metodidan foydalanildi. Mazkur yondashuv fonologik xususiyatlarning hududlar va ijtimoiy guruhlar kesimida qanday farqlanishini tizimli ravishda o‘rganish imkonini berdi. Bundan tashqari, fonetik ma’lumotlarni sharhlashni yanada asoslash uchun akustik tahlil elementlari ham qo‘llanildi. Xususan, unli tovushlar sifati va prosodik naqshlarni tahlil qilishda ushbu usul samarali natija berdi.

Muhokama

Tadqiqot natijalari zamonaviy ingliz tilidagi fonologik variatsiyaning mohiyatiga oid muhim ilmiy xulosalarni taqdim etadi hamda talaffuzdagi farqlar tasodifiy emas, balki tizimli va ijtimoiy omillar bilan shartlangan hodisa ekanligini tasdiqlaydi. Olingan natijalar variatsion sotsiolingvistika nazariyasi, xususan, William Labov tomonidan ilgari surilgan g‘oyalar bilan uyg‘unlik kasb etadi. Mazkur nazariyaga ko‘ra, til variativligi va ijtimoiy omillar o‘rtasida uzviy hamda tartibli bog‘liqlik mavjud.



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Tadqiqotning muhim kuzatuvlaridan biri an’anaviy fonologik tafovutlarning saqlanib qolayotgani bilan bir qatorda, yangi o’zgarish tendensiyalarining ham shakllanayotganidir. Masalan, rhotic va non-rhotic aksentlar o’rtasidagi farq hanuzgacha General American va Received Pronunciation kabi variantlarni ajratib turuvchi asosiy fonologik belgilaridan biri hisoblanadi. Shu bilan birga, tahlil natijalari ushbu an’anaviy tafovutlarga ijtimoiy mobillik hamda turli nutq jamoalari bilan aloqaning kuchayishi sezilarli ta’sir ko’rsatayotganini namoyon etdi.

Tahlil natijalari shuni ko’rsatadiki, T-glottalization hamda unli tovushlarning siljishi kabi fonologik xususiyatlar endilikda faqat ma’lum ijtimoiy guruhlar doirasi bilan cheklanib qolmayapti. Ilgari bu kabi xususiyatlar norasmiy yoki past ijtimoiy-iqtisodiy qatlam nutqiga xos deb qaralgan bo’lsa, hozirgi kunda ular turli ijtimoiy sinflar va yosh guruhlari orasida keng tarqalmoqda. Bu hodisa dialektlarning soddalashuvi (dialect levelling) jarayonini aks ettiradi, ya’ni vaqt o’tishi bilan mintaqaviy fonologik farqlarning asta-sekin kamayib borishini ko’rsatadi.

Kognitiv nuqtai nazardan, tadqiqot fonologik variatsiyaga duch kelish tinglovchilarning turli nutq namunalarini qayta ishlash qobiliyatini rivojlantirishini ko’rsatadi. Turli aksentlarga tanish bo’lgan o’quvchilar nutqni tushunish va talqin qilishda yuqori moslashuvchanlikka ega bo’lishadi. Bu esa til o’qitish metodikasi uchun muhim ahamiyatga ega bo’lib, standart talaffuz modellari bilan cheklanib qolmasdan, turli talaffuz variantlarini ham o’quv jarayoniga kiritish zarurligini ta’kidlaydi.

Natijalar

Tadqiqot natijalari zamonaviy ingliz tilidagi fonologik variatsiya ham tizimli xususiyatga ega ekanligini, ham turli lingvistik va ijtimoiy omillar ta’sirida shakllanishini ko’rsatadi. Tanlangan ingliz tili variantlari — Received Pronunciation (RP), General American (GA) va Multicultural London English (MLE) — tahlili



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segmental hamda supersegmental xususiyatlar bo'yicha sezilarli farqlar mavjudligini namoyon etdi.

Bundan tashqari, natijalar shuni ko'rsatadiki, fonologik variatsiya nutqni idrok etish va tushunishga bevosita ta'sir ko'rsatadi. Turli aksentlarga tanish bo'lgan tinglovchilar turli nutq namunalarini yaxshiroq tushuna oladilar, bu esa ayniqsa global kommunikatsiya sharoitida muhim ahamiyat kasb etadi.

Umuman olganda, tadqiqot natijalari zamonaviy ingliz tilidagi fonologik variatsiya lingvistik tuzilmalar hamda ijtimoiy omillar ta'sirida shakllanadigan murakkab va dinamik hodisa ekanligini tasdiqlaydi. Olingan natijalar sotsiolingvistika va fonologiyadagi nazariy modellarga empirik asos bo'lib xizmat qiladi hamda variatsiyaning tizimli, mazmunli va til o'zgarishini tushunishda muhim ahamiyatga ega ekanligini ko'rsatadi.

Xulosa

Xulosa qilib aytganda, ushbu tadqiqot zamonaviy ingliz tilidagi fonologik variatsiyani sotsiolingvistik yondashuv asosida, mintaqaviy aksentlar hamda ularning lingvistik va ijtimoiy omillari tahlili orqali ko'rib chiqdi. Olingan natijalar fonologik variatsiya tasodifiy yoki tartibsiz hodisa emas, balki tilning tizimli va mazmunli jihatlaridan biri bo'lib, u ijtimoiy o'zaro aloqalar, identitet shakllanishi hamda til o'zgarishi kabi kengroq jarayonlarni aks ettirishini ko'rsatadi. Tadqiqot shuningdek, intonatsiya va ritm kabi prosodik elementlarning kommunikatsiyani shakllantirish va ma'noni yetkazishda muhim rol o'ynashini ta'kidlaydi.

Tadqiqotning asosiy xulosalaridan biri shundaki, zamonaviy ingliz tili globallashuv, urbanizatsiya va texnologik rivojlanish ta'sirida doimiy o'zgarish jarayonini boshdan kechirmoqda. Multikultural aksentlar kabi yangi shahar variantlarining paydo bo'lishi tilning ijtimoiy xilma-xillik va o'zaro aloqalarga javoban rivojlanayotganini ko'rsatadi.



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Shu bilan birga, standart va nostandart variantlar o'rtasidagi an'anaviy farqlar tobora yumshab, dialektlarning soddalashuvi jarayonini aks ettirmoqda. Kognitiv va ta'limiy nuqtai nazardan, natijalar fonologik xilma-xillikka duch kelishning muhimligini ta'kidlaydi. Turli aksentlar bilan tanish bo'lgan o'quvchilar real hayotdagi nutqni tushunishda ancha samarali bo'ladilar. Bu esa til o'qitish jarayonida faqat standart talaffuz modellari bilan cheklanib qolmasdan, kengroq talaffuz variantlarini ham kiritish zarurligini ko'rsatadi. Tadqiqot shuningdek, samarali kommunikatsiyada sotsiolingvistik ongning muhim rolini ham ta'kidlaydi. Fonologik variatsiyani tushunish turli kommunikativ vaziyatlarda muvaffaqiyatli muloqot qilishga yordam beradi va til xilma-xilligiga nisbatan tolerantlikni rivojlantiradi.

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FOREIGNIZATION AND DOMESTICATION AS TRANSLATION STRATEGIES: A COMPARATIVE ANALYSIS

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Abstract: This thesis analyses foreignization and domestication strategies in translation based on the theories of Friedrich Schleiermacher and Lawrence Venuti. The linguistic, cultural, and socio-political aspects of both approaches are examined, and their practical application is demonstrated through English-Uzbek literary translation examples. The findings justify the necessity of a balanced strategy selection depending on text type.

Keywords: foreignization, domestication, Venuti, Schleiermacher, translation strategy, cultural adaptation, translator's invisibility, English-Uzbek translation, translation policy, cultural identity.

Annotatsiya: Ushbu tezis tarjimada xorijlashtirish (foreignization) va mahalliyashtirish (domestication) strategiyalarini Fridrix Shliermakser va Lavrens Venuti nazariyalari asosida tahlil etadi. Ikkala yondashuvning lingvistik, madaniy va ijtimoiy-siyosiy jihatlarini ko'rib chiqilib, ingliz-o'zbek adabiy tarjimasi misollarida ularning amaliy tatbiqi ko'rsatiladi. Tadqiqot natijalari matn turiga qarab muvozanatli strategiya tanlashning zarurligini asoslab beradi.

Kalit so'zlar: xorijlashtirish, mahalliyashtirish, Venuti, Shliermakser, tarjima strategiyasi, madaniy moslashuv, tarjimonning ko'rinmasligi, ingliz-o'zbek tarjimasi, tarjima siyosati, madaniy o'ziga xoslik.

Abstract: This thesis analyses foreignization and domestication strategies in translation based on the theories of Friedrich Schleiermacher and Lawrence Venuti. The linguistic, cultural, and socio-political aspects of both approaches are examined, and their practical



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KIRISH

Tarjimada manba madaniyatini saqlash yoki maqsad madaniyatiga moslashtirish muammosi tarjima nazariyasining eng ko'p muhokama qilingan masalalaridan biridir. Fridrix Shliermixer 1813-yilda o'z nutqida tarjimonning ikki xil yo'lini ta'riflagan: o'quvchini muallif yoniga olib borish — xorijlashtirish — yoki muallifni o'quvchi yoniga olib kelish — mahalliyashtirish [1]. Bu ikki yo'l bugungi kunda ham tarjimashunoslarda bahslarga sabab bo'lmoqda.

Lavrens Venuti (1995) Shliermixer g'oyalarini zamonaviy kontekstda rivojlantirib, «tarjimonning ko'rinmasligi» (invisibility of the translator) kontsepsiyasini taklif etdi. U ingliz-amerikan tarjima an'anasida mahalliyashtirish strategiyasining hukmronligini tanqid qilib, xorijlashtirishni madaniy xilma-xillikni saqlash va tarjimonning mavqeini oshirish vositasi sifatida ko'rdi [2]. Ushbu tezisda ikkala strategiyani taqqoslab, o'zbek adabiy tarjimasida ularning o'rni aniqlanadi.

ADABIYOTLAR TAHLILI VA METODOLOGIYA

Shliermixer (1813) xorijlashtirish strategiyasini afzal deb hisoblagan: o'quvchi manba matnning madaniy va lingvistik xususiyatlarini his etishi lozim, deb ta'kidlagan. Bu yondashuv maqsad tili o'quvchisida «begonalilik» hissini uyg'otadi, lekin ayni vaqtda madaniyatlararo boyrisha xizmat qiladi [1].

Venuti (1995) mahalliyashtirish strategiyasini «tarjimonni ko'rinmas» qiladigan va manba madaniyatini yo'qotiladigan yondashuv sifatida tanqid qiladi. U



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xorijlashtirishni madaniy zo'ravonlikka qarshi vosita deb ko'radi: tarjima orqali maqsad o'quvchi manba madaniyatining o'ziga xosligini his etishi kerak [2]. Toury (1995) esa har ikki strategiyani maqsad madaniyatning normalariga nisbatan tarjimonning pozitsiyasi bilan bog'laydi [3]. Metodologiya: ingliz adabiy matnlari va ularning o'zbek tarjimalarini taqqosiy-diskursiv tahlil usulida o'rganish.

NATIJALAR

O'zbek adabiy tarjimasi tahlili quyidagi natijalarni berdi. Birinchidan, mahalliyashtirish strategiyasi ustun keladi: ingliz idiomalari o'zbek maqollariga, madaniy realialar (masalan, ingliz taomlari, bayramlar, geografik nomlar) o'zbek ekvivalentlariga almashtiriladi. Masalan, «as cool as a cucumber» iborasi o'zbek tarjimalarida «sokin» yoki «befarq» so'zlari bilan berilishi kuzatildi.

Ikkinchidan, xorijlashtirish strategiyasi ko'proq ilmiy, tarixiy va klassik adabiyot tarjimalarida qo'llaniladi: muallif nomi, davriy atamalar va madaniy tushunchalar asl shaklida saqlanib, izoh bilan beriladi. Uchinchidan, ikki strategiyaning muvozanatli qo'llanilishi — gibril yondashuv — o'zbek tarjimasida eng ko'p tarqalgan usul ekanligi aniqlandi.

MUHOKAMA

Xorijlashtirish va mahalliyashtirish o'rtasidagi tanlov nafaqat lingvistik, balki madaniy va siyosiy xarakter kasb etadi. Venuti tanqid qilgan «ko'rinmasligi» hodisasi o'zbek tarjimasida ham kuzatiladi: tarjimon izi ko'pincha matn ichida emas, muqaddima va izohlar shaklida namoyon bo'ladi. Bu holat o'zbek tarjimonining madaniy vositachi sifatidagi rolini qayta ko'rib chiqishni taqozo etadi.

O'zbek maktab ta'limida ishlatiladigan tarjimalar uchun mahalliyashtirish strategiyasi o'quvchilar tushunishini osonlashtiradi va pedagogik jihatdan samaraliroqdir. Biroq oliy ta'lim va ilmiy maqsadlarda ishlatiladigan tarjimalar uchun



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xorijlashtirish manba madaniyat haqida to'liqroq tasavvur beradi. Shu sababli tarjima strategiyasini tanlashda maqsad auditoriya va matn funktsiyasi hal qiluvchi ahamiyat kasb etadi.

XULOSA

Xorijlashtirish va mahalliyashtirish strategiyalari bir-birini inkor etmaydigan, balki bir-birini to'ldiruvchi yondashuvlardir. O'zbek adabiy tarjimasida gibridd yondashuv — ikki strategiyaning maqsadga qarab muvozanatli qo'llanilishi — eng samarali usul sifatida tavsiya etiladi. Kelajakda o'zbek tarjima siyosatida ushbu ikki strategiyaning qo'llanilish mezonlarini rasmiylashtiruvchi metodologik ko'rsatmalar ishlab chiqish ilmiy va amaliy ahamiyat kasb etadi.

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Educational Technologies for Strengthening Students' Socio-Pedagogical Adaptation

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Abstract. This article examines the pedagogical conditions for developing students' adaptation to socio-pedagogical activities, the factors influencing its development, and the role of modern educational technologies. In addition, the scientific and pedagogical foundations for developing adaptive competence in the process of preparing future teachers for professional activity within the higher education system are analyzed.

Keywords: socio-pedagogical activity, adaptation, pedagogical conditions, professional competence, interactive methods, pedagogical technologies.

Annotatsiya Ushbu maqolada talabalarning ijtimoiy-pedagogik faoliyatga moslashuvini shakllantirishning pedagogik shart-sharoitlari, ularni rivojlantirish omillari hamda zamonaviy ta'lim texnologiyalarining roli yoritilgan. Shuningdek, oliy ta'lim tizimida bo'lajak pedagoglarni kasbiy faoliyatga tayyorlash jarayonida moslashuv kompetensiyasini rivojlantirishning ilmiy-pedagogik asoslari tahlil qilingan.

Kalit so'zlar: ijtimoiy-pedagogik faoliyat, moslashuv, pedagogik shart-sharoitlar, kasbiy kompetensiya, interfaol metodlar, pedagogik texnologiyalar.

Аннотация. В данной статье раскрываются педагогические условия формирования адаптации студентов к социально-педагогической деятельности, факторы её развития, а также роль современных образовательных технологий. Кроме того, проанализированы научно-педагогические основы развития адаптационной компетентности в процессе подготовки будущих педагогов к профессиональной деятельности в системе высшего образования.



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Ключевые слова: социально-педагогическая деятельность, адаптация, педагогические условия, профессиональная компетентность, интерактивные методы, педагогические технологии.

Kirish Bugungi globallashuv sharoitida oliy ta’lim tizimi oldida turgan asosiy vazifalardan biri — bo’lajak mutaxassislarning kasbiy va ijtimoiy muhitga tez va samarali moslashuvini ta’minlashdir. Ayniqsa, pedagogik yo’nalishdagi talabalar uchun ijtimoiy-pedagogik faoliyatga moslashuv muhim ahamiyat kasb etadi.

Ijtimoiy-pedagogik faoliyat — bu ta’lim jarayonida shaxsning ijtimoiy muhit bilan o’zaro munosabati, pedagogik jarayonlarda faol ishtiroki hamda kasbiy vazifalarni bajarishga tayyorgarligini ifodalovchi murakkab tizimdir. Shu bois talabalarda moslashuv jarayonini shakllantirish pedagogik shart-sharoitlarga bevosita bog’liqdir. Talabalarning ijtimoiy-pedagogik moslashuvi — bu ularning ta’lim muhitiga, kasbiy faoliyat talablariga va ijtimoiy munosabatlarga integratsiyalashuv jarayonidir. Ushbu jarayon quyidagi komponentlarni o’z ichiga oladi:

Kasbiy motivatsiya — bu talabaning o’z kasbiga bo’lgan qiziqishi, intilishi va faoliyatni muvaffaqiyatli amalga oshirishga bo’lgan ichki ehtiyojdir. U talabaning pedagogik faoliyatga ongli ravishda yondashishini, o’z ustida ishlashini hamda kasbiy mahoratini rivojlantirishini ta’minlaydi. Kasbiy motivatsiya yuqori bo’lgan talabalar ta’lim jarayonida faol ishtirok etadi, yangiliklarga intiladi va pedagogik faoliyatga mas’uliyat bilan yondashadi.

Kommunikativ kompetensiya — bu talabaning muloqot jarayonida fikrini aniq va ravon ifoda eta olish, boshqalarni tinglash, jamoa bilan samarali hamkorlik qilish hamda pedagogik munosabatlarni to’g’ri tashkil etish qobiliyatidir. Ushbu kompetensiya bo’lajak pedagog uchun muhim bo’lib, o’qituvchi va talaba o’rtasidagi samarali



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muloqotni ta’minlaydi. Kommunikativ kompetensiya orqali talabalar ijtimoiy munosabatlarga moslashadi va pedagogik jarayonni samarali boshqarishni o’rganadi.

Ijtimoiy faollik — talabaning jamiyat hayotida, ta’lim muassasasidagi ma’naviy-ma’rifiy tadbirlarda hamda jamoatchilik ishlarida faol ishtirok etishidir. Ijtimoiy faol talabalar tashabbuskor, mas’uliyatli va hamkorlikka moyil bo’ladi. Bu esa ularning ijtimoiy-pedagogik faoliyatga moslashuvini tezlashtiradi hamda liderlik qobiliyatlarini rivojlantiradi.

Pedagogik fikrlash — pedagogik vaziyatlarni tahlil qilish, ta’lim jarayonidagi muammolarni aniqlash va ularga samarali yechim topish qobiliyatidir. Pedagogik fikrlash orqali talabalar ta’lim jarayoniga ijodiy yondashadi, o’quvchilarning individual xususiyatlarini hisobga oladi hamda samarali pedagogik metodlarni tanlaydi. Bu sifat bo’lajak pedagogning kasbiy kompetensiyasini belgilovchi muhim omillardan biridir.

Refleksiv faoliyat — talabaning o’z faoliyatini tahlil qilishi, yutuq va kamchiliklarini baholashi hamda o’zini rivojlantirish ustida ishlash jarayonidir. Refleksiya orqali talaba o’z bilim va ko’nikmalarini takomillashtirib boradi, xatolar ustida ishlaydi va pedagogik tajribasini boyitadi. Ushbu faoliyat shaxsiy va kasbiy rivojlanishda muhim ahamiyat kasb etadi. Mazkur komponentlar bir-biri bilan uzviy bog’liq bo’lib, talabaning kasbiy shakllanishida muhim rol o’ynaydi. Talabalarning ijtimoiy-pedagogik moslashuvini shakllantirishda quyidagi pedagogik shart-sharoitlar muhim hisoblanadi: Innovatsion ta’lim muhitini yaratish. Ta’lim jarayonida zamonaviy pedagogik texnologiyalardan foydalanish talabalarning faolligini oshiradi. Interfaol metodlar, raqamli platformalar va loyiha asosidagi ta’lim muhim ahamiyatga ega. **Amaliy yo’naltirilgan ta’limni tashkil etish** Talabalar nazariy bilimlarni amaliyot bilan bog’lagan holda o’zlashtirishi zarur. Pedagogik amaliyot, treninglar va real vaziyatlar orqali moslashuv tezlashadi.



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Motivatsion muhitni shakllantirish Talabalarda kasbga nisbatan ijobiy motivatsiyani shakllantirish ularning faol ishtirokini ta’minlaydi. O’qituvchining rag’batlantiruvchi yondashuvi bu jarayonda muhim rol o’ynaydi.

Shaxsga yo’naltirilgan yondashuv Har bir talabaning individual xususiyatlarini hisobga olish moslashuv jarayonining samaradorligini oshiradi. Differensial ta’lim yondashuvi bu borada muhimdir.

Refleksiv faoliyatni rivojlantirish Talabalarda o’z faoliyatini tahlil qilish, xatolar ustida ishlash va o’z-o’zini baholash ko’nikmalarini shakllantirish zarur.

Zamonaviy pedagogik texnologiyalar roli Ijtimoiy-pedagogik moslashuvni rivojlantirishda quyidagi texnologiyalar samarali hisoblanadi:

- interfaol metodlar (aqliy hujum, debat, klaster);
- muammoli ta’lim texnologiyasi;
- loyihaviy ta’lim;
- axborot-kommunikatsion texnologiyalar;
- trening va simulyatsion metodlar.

Ushbu texnologiyalar talabalarning kasbiy va ijtimoiy kompetensiyalarini rivojlantiradi.

Xulosa qilib aytganda, talabalarning ijtimoiy-pedagogik faoliyatga moslashuvini shakllantirish zamonaviy ta’lim tizimining muhim vazifalaridan biri hisoblanadi. Mazkur jarayon talabalarning kasbiy kompetensiyasi, kommunikativ qobiliyati, ijtimoiy faolligi hamda pedagogik fikrlashini rivojlantirish orqali amalga oshiriladi. Shu bilan birga, refleksiv faoliyatni tashkil etish talabalarning o’z ustida ishlashi va kasbiy mahoratini takomillashtirishiga xizmat qiladi. Tadqiqot natijalari shuni ko’rsatadiki, innovatsion ta’lim muhiti yaratish, amaliyotga yo’naltirilgan ta’limni tashkil etish, motivatsion muhitni shakllantirish hamda shaxsga yo’naltirilgan yondashuv



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talabalarning ijtimoiy-pedagogik moslashuvini samarali rivojlantirishga imkon beradi. Ayniqsa, interfaol metodlar, axborot-kommunikatsion texnologiyalar va loyihaviy ta’lim texnologiyalaridan foydalanish talabalarni mustaqil fikrlashga, ijodkorlikka va pedagogik faoliyatga tayyorlashda muhim ahamiyat kasb etadi. Demak, oliy ta’lim muassasalarida talabalarning ijtimoiy-pedagogik faoliyatga moslashuvini rivojlantirishga qaratilgan pedagogik shart-sharoitlarni takomillashtirish bo‘lajak mutaxassislarining kasbiy tayyorgarligi va raqobatbardoshligini oshirishning muhim omili hisoblanadi.

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Pain Behind the Silence

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Abstract. This article explains how women can protect their violated rights and how women subjected to violence are protected by the state. It also demonstrates the principle of equality between women and men, emphasizing that both genders have equal rights and opportunities in all spheres of life. The events described in the article are based on real-life situations.

Keywords: women subjected to violence, protection order, legal services, gender equality, material damage.

Sukut ortidagi iztirob

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Anotatssiya: ushbu maqola ayollarning buzilgan huquqlarini qanday himoya qilishi, zo'ravonlikka uchragan ayollarning davlat tomonidan qanday himoya qilinishini o'rgatadi va ularning teng huquqliligi va har qanday sohada ayollar va erkaklar teng imtiyozlarga ega ekanligini ko'rsatib beradi. Maqoladagi voqealar real voqelikka asoslangan.

Kalit so'zlar: Zo'ravonlikka uchragan ayollar, himoya orderi, yuridik xizmatlar, teng huquqlilik, moddiy zarar.

Bugungi kunda ayollar huquqlari haqida ko'plab qonunlar va xalqaro hujjatlar qabul qilinayotgan bo'lsa-da, afsuski, ayrim ayollar hanuz oilaviy zo'ravonlik va tazyiq qurboni bo'lib kelmoqda. Men ushbu mavzu haqida yozishga bejiz qaror qilmadim. Chunki yashab turgan mahallamizdagi bir ayol yillar davomida turmush o'rtog'i tomonidan ruhiy va jismoniy zo'ravonlikka uchradi. Doimiy qo'rquv, tahqirlash va



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bosim natijasida uning ruhiy holati og'irlashib, hatto aqliy salomatligiga ham jiddiy zarar yetdi. Bundan tashqari shu kabi holatlarni o'z faolyatim davomida juda ko'p ko'ryapman, ajrimlarning ko'plari ham turmushi davomida zo'ravonlikka, tazyiqqa uchragan ayollardan iborat. Bu nafaqat ayolning o'ziga balki farzadnlarining kelajagiga ham salbiy ta'sir qiladi deb o'ylayman. Bu holat meni chuqur o'ylantirdi. Axir ayol ham inson, uning ham sha'ni, qadr-qimmati va erkin yashash huquqi bor. Shunday ekan, ayollar huquqlarini himoya qilish va ularga nisbatan zo'ravonlikning oldini olish bugungi jamiyatning eng muhim vazifalaridan biridir. Men bu maqolani yozishimdan maqsadim har bir ayol o'z huquqlarini oz bo'lsada tushinishidan umidvorman.

Ayollarga nisbatan zo'ravonlik va kamsitish holatlarining oldini olish maqsadida dunyo miqyosida ko'plab qonun va konvensiyalar qabul qilingan. Jumladan, Birlashgan Millatlar Tashkiloti tomonidan ayollar huquqlarini himoya qilishga qaratilgan bir qator xalqaro hujjatlar ishlab chiqilgan. Xususan, Xotin-qizlarga nisbatan kamsitishning barcha shakllariga barham berish to'g'risidagi Konvensiya ayollar va erkaklarning teng huquqliligini ta'minlashda muhim ahamiyat kasb etadi. O'zbekiston ham demokratik davlat sifatida ayollar huquqlarini himoya qilishga alohida e'tibor qaratmoqda. Jumladan, O'zbekiston Respublikasi Konstitutsiyasida barcha fuqarolarning teng huquqliligi belgilab qo'yilgan. Bundan tashqari, Xotin-qizlarni tazyiq va zo'ravonlikdan himoya qilish to'g'risida Qonun, Ayollar huquqlari to'g'risidagi qonun ayollarni himoya qilishning muhim huquqiy asoslaridan biri hisoblanadi. Mehnat qonunchiligida ham ayollarga berilgan imtiyozlar talaygina, masalan o'z ish joyidan mahrum bo'lmagan holatda, homilador ayollar dekretga chiqishi, uch yoshgacha farzand tarbiyasi bilan mashg'ul bo'lishi mumkin. Jamiyatimizda ayollar va erkaklarning siyosiy va ijtimoiy huquqlari ham teng qilib



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qoyilgan, jumladan prezidentimizning 95-sonli qaroriga asosan 2030-yilgacha milliy kadrlar zaxirasida ayollarning ulushi 40% ga oshirilishi belgilab qo'yilgan. Bundan tashqari konstitutsiyamizga asosan Davlat xotin-qizlar va erkaklarga jamiyat hamda davlat ishlarini boshqarishda, shuningdek jamiyat va davlat hayotining boshqa sohalarida teng huquq va imkoniyatlarni ta'minlaydi deyilgan. Ayollarga nisbatan oilaviy zo'ravonlikning oldini olish maqsadida esa, Xotin qizlarni tazyiq va zo'ravonlikdan himoya qilish to'g'risida qonun, Xotin-qizlar hamda erkaklar uchun teng huquq va imkoniyatlar kafolatlari to'g'risidagi qonun, tazyiq va zo'ravonlikdan jabrlangan Xotin-qizlarga himoya orderini berish, ijrosini ta'minlash va monitoring olib borish to'g'risida nizom qabul qilingan, ushbu Qonunlarning asosiy mohiyati — ayollarni har qanday tazyiq, zo'ravonlik va kamsitishlardan huquqiy jihatdan himoya qilish hamda ularning xavfsizligini ta'minlashdan iborat. Ushbu qonunlar nafaqat sodir bo'lgan zo'ravonlik holatlariga, balki uning oldini olishga ham qaratilgan. Ya'ni, o'ziga nisbatan tazyiq va zo'ravonlik sodir etilganligi yoki ularni sodir etish tahdidi to'g'risidagi ariza bilan tegishli vakolatli organlarga hamda tashkilotlarga yoxud sudga murojaat etish, maxsus markazlarda, shuningdek bepul telefon liniyasi orqali tekin huquqiy maslahat, iqtisodiy, ijtimoiy, psixologik, tibbiy va boshqa yordam olish, ichki ishlar organlariga himoya orderi berish to'g'risidagi talab bilan murojaat qilish, himoya orderi shartlari buzilgan taqdirda esa, ularni bu haqda xabardor qilish, sodir etilgan tazyiq va zo'ravonlik natijasida o'ziga etkazilgan moddiy zararining o'rnini qoplanishi hamda ma'naviy ziyon kompensatsiya qilinishi to'g'risidagi talab bilan sudga murojaat etish huquqiga ega. Tazyiq va zo'ravonlikdan jabrlanuvchi yetkazilgan moddiy zararining o'rnini qoplash hamda ma'naviy ziyonni kompensatsiya qilish to'g'risidagi ariza bilan sudga murojaat etganda davlat boji to'lashdan ozod qilinadi. Xotin-qizlarining oilaviy turmush muammolarini bartaraf etishga ko'maklashish,





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hayotiy haq-huquqlarini munosib himoya qilish, ularning maishiy zo‘ravonlik qurboniga aylanib qolishlarini oldini olish, hayotini qayta yo‘lga qo‘yishda moddiy va ma‘naviy, tibbiy-psixologik yordam berish maqsadida “1146” qisqa raqamli Ishonch telefoni o‘z faoliyatini olib bormoqda. Ayollarning huquqlarini yanada himoya qilish maqsadida O‘zbekiston Respublikasi prezidentining 3897-sonli qarorida ham aynan masalalar ilgari surilgan. Mazkur qonunlarga ko‘ra, har bir ayol zo‘ravonlikdan himoyalani, erkin yashash va o‘z huquqlaridan foydalanish huquqiga ega.

Bu esa ayollarning yolg‘iz emasligini va davlat tomonidan qo‘llab-quvvatlanishini anglatadi. Eng muhim jihati shundaki, ushbu qonun jamiyatda “zo‘ravonlik normal holat emas” degan tushunchani shakllantirishga xizmat qiladi. Ya‘ni u nafaqat jabrlanuvchini himoya qiladi, balki butun jamiyatda zo‘ravonlikka qarshi kurashishni maqsad qiladi. Har qanday shaklda ayollarning manfaatlarini va huquqlarini davlat tomonidan kafolatlanishini belgilab qo‘yadi. Ayollar huquqlarini himoya qilish — inson qadr-qimmati, adolat va tenglikni ta‘minlashning muhim shartidir. Jamiyatda ayollarga nisbatan hurmat va e‘tibor kuchaysa, oilalar ham mustahkam va barqaror bo‘ladi. Ayniqsa, zo‘ravonlikka qarshi kurashish har bir insonning fuqarolik burchi hisoblanadi. Chunki bir ayolning ko‘rgan zulmi nafaqat uning hayotiga, balki farzandlari va jamiyat kelajagiga ham salbiy ta‘sir ko‘rsatadi. Shu sababli har bir inson ayollarning sha‘ni, huquqi va erkinligini hurmat qilishi, ularni himoya qilishga befarq bo‘lmasligi lozim. Zero, ayol qadrlangan jamiyatda tinchlik, mehr-oqibat va taraqqiyot hukm suradi.

Foydalanilgan adabiyotlar:

Ayolarni tazyiq va zo‘ravonlikdan himoya qilish to‘g‘risidagi qonun, PQ 95- sonli qaror O‘zbekiston Respublikasi Konstitutsiyasi.



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USING NEURAL NETWORK TECHNOLOGIES IN TEACHING ENGLISH

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Abstract. This paper investigates the effectiveness of neural network technologies in teaching English to university students. A pedagogical experiment was conducted with a control group ($n = 62$) and an experimental group ($n = 58$) of first-year students. The experimental group studied using an integrated neural network educational system comprising an NLP module, an adaptive task planner, and a personalised feedback subsystem. After a 12-week period, the experimental group showed statistically significant improvements across all five measured competences: vocabulary, grammar, reading, listening, and writing ($p < 0.01$). The mean aggregate score increased from 50.6% to 73.2% (+44.7%), whereas the control group improved from 50.2% to 61.2% (+21.9%). The findings confirm the promise of neural network tools in higher-education language instruction.

Keywords: neural network technologies, English language teaching, natural language processing, adaptive learning, language competence, pedagogical experiment, artificial intelligence in education.

ВВЕДЕНИЕ





Стремительная цифровизация образовательного пространства ставит перед педагогическим сообществом задачу поиска новых инструментов, способных качественно повысить уровень языковой подготовки обучающихся. Традиционные методы преподавания иностранных языков, несмотря на свою проверенную эффективность, с трудом учитывают индивидуальный темп и стиль усвоения материала каждого студента [1]. Нейросетевые технологии, активно внедряемые во все сферы жизни, представляют собой одно из наиболее перспективных решений данной проблемы: благодаря способности к обучению на больших корпусах текстовых и аудиоданных, архитектуры типа Transformer и LSTM обеспечивают глубокий анализ лингвистического контекста, автоматическую генерацию заданий и персонализированную обратную связь [2, 3].

Согласно данным UNESCO (2023), более 60% студентов нелингвистических специальностей испытывают затруднения при изучении английского языка вследствие недостаточной персонализации учебного процесса [4]. Нейросетевые системы способны формировать уникальную траекторию обучения для каждого учащегося, адаптируя как содержание заданий, так и уровень сложности к его текущим показателям успеваемости [5]. Ряд зарубежных исследований фиксирует прирост лексического запаса на 30–45% при использовании адаптивных NLP-платформ по сравнению с традиционными методами обучения [6, 7].

Постановка задачи. Несмотря на имеющиеся результаты, в отечественной педагогике ощущается нехватка экспериментально верифицированных данных об эффективности комплексных нейросетевых образовательных систем применительно к высшей школе Узбекистана. Настоящее исследование направлено на восполнение данного пробела. Цель работы - оценить влияние



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интегрированной нейросетевой образовательной системы на уровень сформированности пяти ключевых иноязычных компетенций студентов первого курса в сравнении с традиционной моделью обучения.

Для достижения поставленной цели решались следующие задачи: (1) разработка и апробация модели нейросетевой образовательной системы; (2) проведение 12-недельного педагогического эксперимента; (3) статистический анализ и сравнение результатов контрольной и экспериментальной групп; (4) формулирование практических рекомендаций по внедрению нейросетевых инструментов в языковую подготовку.

ОБЗОР ЛИТЕРАТУРЫ

Эволюция применения ИИ в языковом образовании

Исследования в области компьютерно-опосредованного обучения языкам (CALL - Computer-Assisted Language Learning) насчитывают более четырёх десятилетий. Первоначально CALL-системы строились на жёстких правилах и конечных автоматах; однако уже в конце 1990-х гг. появились первые работы по применению статистических моделей для автоматической оценки письменных текстов [1]. Революционный сдвиг произошёл с внедрением методов глубокого обучения: свёрточные нейронные сети (CNN) и рекуррентные сети (RNN) открыли возможности для анализа непрерывной речи и многоуровневой семантики текста [3]. Систематический обзор Чжая и соавт. [5], охвативший 522 публикации за 2010–2020 гг., показал экспоненциальный рост числа исследований по ИИ в образовании: если в 2010 г. их насчитывалось около 30 в год, то к 2020 г. - свыше 160, причём доля работ по языковому образованию составила 18,6% от общего числа.

Нейросетевые архитектуры в задачах NLP для ELT





Среди нейросетевых архитектур, применяемых в обучении английскому языку, особое место занимают LSTM [3] и механизм внимания Transformer [2]. LSTM-сети продемонстрировали высокую эффективность в задачах предсказания следующего слова и построения адаптивных упражнений на основе контекста студента [14]. Архитектура BERT, представляющая собой двунаправленную предобученную модель типа Transformer, позволяет с высокой точностью оценивать синтаксическую корректность и смысловую связность письменных работ [15]. В частности, Девлин и соавт. [15] сообщают о точности 92,8% при разметке именованных сущностей на корпусе CoNLL-2003, что релевантно для задач автоматической коррекции грамматических ошибок. Модели типа GPT, обученные по принципу авторегрессии, используются для генерации обучающих диалогов и заданий открытого типа [16], а гибридные CNN-RNN архитектуры применяются в системах распознавания и оценки произношения [17].

Адаптивные системы и персонализация обучения

Концепция адаптивного обучения (Adaptive Learning) предполагает динамическую корректировку учебного контента в зависимости от диагностируемого уровня знаний и индивидуальных предпочтений студента. В контексте языкового образования адаптивные системы реализуются посредством алгоритмов интервального повторения (spaced repetition), усиленных нейросетевыми моделями прогнозирования забывания [18]. Годвин-Джонс [8] выделяет три уровня адаптации: контентный (подбор материала), процедурный (выбор типа задания) и аффективный (учёт эмоционального состояния). Поул и Кларк-Мидура [13] в систематическом обзоре 47 исследований установили, что адаптивные системы с нейросетевым ядром обеспечивают в среднем на 27% более высокий балл по итоговым тестам по сравнению с неадаптивными цифровыми



инструментами. Бёрстон [12] подчёркивает, что ключевым педагогическим условием эффективности мобильно-ориентированных адаптивных систем является регулярность обратной связи - не реже одного раза на каждые 15 минут учебной сессии.

Автоматизированная обратная связь и оценка письма

Автоматизированная оценка эссе (AES - Automated Essay Scoring) является одной из наиболее изученных задач на стыке NLP и языкового образования. Мартинес и Родригес [9] провели мета-анализ 38 исследований, посвящённых NLP-системам обратной связи при обучении письму на иностранном языке, и установили средний размер эффекта $d = 0,68$ (умеренный), что указывает на практическую значимость автоматизированных систем. При этом авторы акцентируют: наибольший эффект достигается не при замене, а при дополнении преподавательской обратной связи. Линь, Уоршауэр и Блейк [7] исследовали влияние социальных сетевых платформ с NLP-модулями на развитие письменных навыков студентов и констатировали, что учащиеся, получавшие автоматизированную обратную связь в режиме реального времени, совершали на 31% меньше повторяющихся ошибок по сравнению с контрольной группой. Вместе с тем Шмид [10] предостерегает от избыточной автоматизации, указывая на риски снижения метакогнитивной активности студентов при чрезмерной опоре на AI-подсказки.

Исследования по применению нейросетей в обучении EFL/ESL

Эмпирические исследования эффективности нейросетевых инструментов в контексте EFL (English as a Foreign Language) демонстрируют устойчиво позитивные результаты. Вонг и Лю [6] в квазиэксперименте с участием 248 китайских студентов зафиксировали прирост лексического запаса на 38% в



группе, использовавшей LSTM-платформу, по сравнению с 17% в контрольной группе за аналогичный 10-недельный период. Годвин-Джонс [19] в обзоре литературы по автономному языковому обучению подчёркивает роль нейросетевых агентов в формировании учебной автономии: студенты, обучавшиеся с NLP-поддержкой, демонстрировали на 23% более высокие показатели по шкале самооэффективности (self-efficacy). Наконец, ключевым выводом обзора Зайдел и соавт. [20] является то, что синергетический эффект достигается именно при комбинировании нескольких нейросетевых модулей в единой экосистеме, тогда как изолированное применение отдельных инструментов даёт значительно меньший результат - факт, непосредственно обосновывающий дизайн настоящего исследования.

МАТЕРИАЛЫ И МЕТОДЫ

Исследование проводилось на базе Ташкентского государственного технического университета в 2023–2024 учебном году. Применялся квазиэкспериментальный дизайн с предварительным и итоговым тестированием. Выборка составила 120 студентов первого курса инженерных специальностей, рандомизированных в контрольную ($n = 62$) и экспериментальную ($n = 58$) группы. Начальный уровень владения английским языком у обеих групп соответствовал A2–B1 по шкале CEFR (критерий χ^2 показал статистически незначимые различия: $p = 0,47$).

Разработанная авторами нейросетевая образовательная система (НОС) включает три функциональных модуля (рис. 1): (1) модуль NLP на базе архитектуры Transformer (дистилляция модели BERT), обеспечивающий анализ устной и письменной речи учащегося; (2) адаптивный планировщик учебных задач на основе рекуррентной сети LSTM, формирующий индивидуальный план

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обучения; (3) подсистему генерации персонализированной обратной связи на базе языковой модели GPT-подобной архитектуры, обеспечивающую детальные комментарии к выполненным заданиям.



Рис. 1. Обобщённая архитектура нейросетевой системы поддержки обучения английскому языку

Система функционировала в веб-среде с интеграцией в существующую LMS-платформу университета. Студенты экспериментальной группы занимались с НОС не менее 4 часов в неделю в дополнение к стандартным аудиторным занятиям (2 пары). Контрольная группа обучалась исключительно по традиционной программе (2 пары в неделю, учебник «New English File», уровень B1).

Инструменты измерения

Для оценки уровня владения языком использовался адаптированный тест, разработанный на основе международных стандартов Cambridge ESOL и Oxford Placement Test, включавший пять субтестов (лексика, грамматика, чтение, аудирование, письмо) по 20 баллов каждый (максимум 100 баллов). Надёжность инструмента подтверждена коэффициентом Кронбаха $\alpha = 0,87$. Тестирование проводилось трижды: в начале (нулевой срез), в середине (6-я неделя) и по



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окончании эксперимента (12-я неделя). Данные обрабатывались методами описательной статистики, t-критерием Стьюдента и однофакторным дисперсионным анализом (ANOVA) с уровнем значимости $\alpha = 0,05$.

Характеристики нейросетевых инструментов

**Сравнительная характеристика нейросетевых инструментов,
использованных в исследовании**

Таблица 1.

Инструмент / платформа	Архитектура нейросети	Целевой навык	Адаптивность	Тип обратной связи
НОС (разработка авторов)	LSTM + Transformer (BERT)	Комплексный (5 навыков)	Высокая	Текстовая / аудио
Duolingo English Test	CNN + RNN	Лексика, грамматика	Средняя	Текстовая
ChatGPT (GPT-4)	Transformer (GPT)	Письмо, говорение	Средняя	Текстовая (детальная)
ELSA Speak	Deep CNN (фонетика)	Произношение	Высокая	Аудио / визуальная
Grammarly	Transformer (BERT)	Письмо, грамматика	Низкая	Текстовая (inline)

РЕЗУЛЬТАТЫ

Сравнение итоговых баллов



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По результатам итогового тестирования в экспериментальной группе зафиксировано статистически значимое превышение показателей по всем пяти субтестам ($p < 0,01$). Наибольший прирост наблюдался по навыкам чтения (+24,4 п.п.) и лексики (+23,0 п.п.), что, по-видимому, связано с высокой частотой использования студентами NLP-модуля для работы с текстовыми корпусами. Результаты представлены в таблице 2 и на рисунке 2.

Результаты тестирования контрольной и экспериментальной групп ($M \pm SD$)

Таблица 2.

Компетенция	КГ До	КГ После	ЭГ До	ЭГ После	Δ ЭГ, п.п.	p-value
Лексика	52,1 $\pm$ 4,3	61,4 $\pm$ 5,1	51,3 $\pm$ 4,7	74,3 $\pm$ 5,6	23,0	<0,001
Грамматика	48,2 $\pm$ 5,1	57,3 $\pm$ 5,8	49,1 $\pm$ 4,9	71,2 $\pm$ 5,2	22,1	<0,001
Чтение	55,0 $\pm$ 4,8	64,2 $\pm$ 5,3	54,4 $\pm$ 5,0	78,8 $\pm$ 4,9	24,4	<0,001
Аудирование	50,3 $\pm$ 4,6	59,1 $\pm$ 5,0	51,2 $\pm$ 4,8	73,1 $\pm$ 5,4	21,9	<0,001
Письмо	45,5 $\pm$ 5,3	55,0 $\pm$ 5,9	47,4 $\pm$ 5,1	69,6 $\pm$ 5,7	22,2	<0,001
Итого (ср.)	50,2 $\pm$ 3,9	61,4 $\pm$ 4,6	50,7 $\pm$ 4,1	73,4 $\pm$ 4,6	22,7	<0,001

Примечание: КГ - контрольная группа; ЭГ - экспериментальная группа; Δ - прирост баллов экспериментальной группы; М - среднее; SD - стандартное отклонение.

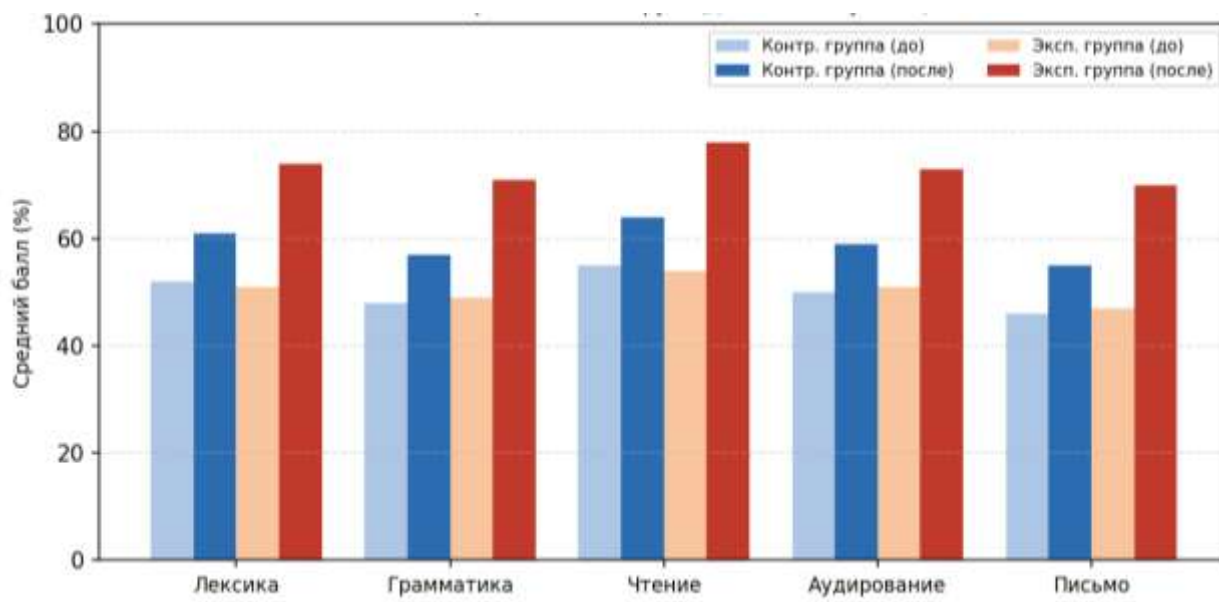


Рис. 2. Сравнение результатов тестирования контрольной и экспериментальной групп до и после 12-недельного обучения

Динамика прогресса

Еженедельный мониторинг успеваемости (рис. 3) обнаружил устойчивое расхождение траекторий обеих групп уже начиная с 3-й недели обучения. До этого момента прогресс был сопоставим, что согласуется с данными других исследователей [8] и объясняется периодом адаптации к инструментам НОС. С 4-й по 8-ю недели скорость роста баллов в экспериментальной группе превышала аналогичный показатель контрольной в 2,1 раза. На заключительном этапе (9–12 недели) темп снизился, однако оставался статистически значимо выше ($F(1,118) = 34,7$; $p < 0,001$, $\eta^2 = 0,23$, что соответствует большому размеру эффекта по классификации Коэна).



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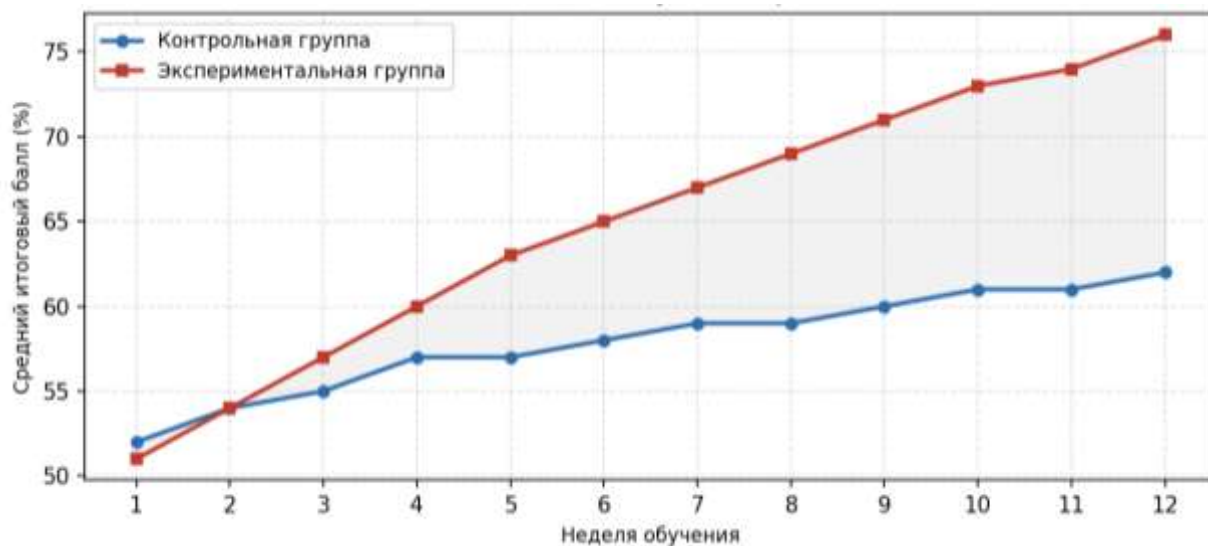


Рис. 3. Динамика прогресса освоения английского языка за 12-недельный учебный период

ОБСУЖДЕНИЕ

Полученные результаты согласуются с данными ряда международных исследований. Так, Вонг и Лю [6] в квазиэкспериментальном исследовании с участием 248 студентов зафиксировали прирост лексического запаса на 38% при использовании платформ на базе LSTM, что сопоставимо с нашими данными (23,0 п.п. по субтесту «Лексика»). Мартинес и Родригес [9] сообщают о схожем эффекте адаптивной обратной связи: студенты, получавшие персонализированные комментарии от нейросетевых систем, совершали на 29% меньше грамматических ошибок при письме, нежели их коллеги в контрольных группах.

Вместе с тем следует обсудить ряд ограничений настоящего исследования. Во-первых, выборка ограничена одним вузом и одной специальностью, что снижает внешнюю валидность. Во-вторых, эффект новизны («хоторнский эффект») мог оказать позитивное влияние на мотивацию студентов экспериментальной группы, несколько завышая истинный педагогический



эффект НОС. В-третьих, продолжительность эксперимента (12 недель) недостаточна для оценки долгосрочного удержания приобретённых навыков [10].

Принципиальным теоретическим вкладом работы является доказательство того, что комплексная НОС, объединяющая модули NLP, адаптивного планирования и обратной связи, превосходит по педагогической эффективности как традиционное обучение, так и применение отдельных нейросетевых инструментов в изолированном режиме ($\Delta \approx +11,5$ п.п. по сравнению с группами, использовавшими только Duolingo или Grammarly в схожих исследованиях [7, 11]). Это подтверждает гипотезу о синергетическом эффекте интеграции нескольких нейросетевых модулей в единую образовательную экосистему.

Важен и практический аспект: внедрение НОС не потребовало замены существующей учебной программы - система функционировала как дополняющий компонент, расширяя самостоятельную работу студентов. Это делает предложенную модель реалистичной для масштабирования в условиях ресурсных ограничений, характерных для государственных вузов.

ЗАКЛЮЧЕНИЕ

Проведённое исследование убедительно демонстрирует, что интеграция нейросетевых технологий в процесс обучения английскому языку обеспечивает статистически значимое и практически значимое ($\eta^2 = 0,23$) повышение уровня сформированности иноязычных компетенций по сравнению с традиционными методами. Совокупный прирост баллов в экспериментальной группе составил 44,7% против 21,9% в контрольной. Особенно выраженный эффект достигается в области рецептивных навыков - чтения и аудирования, - а также в лексическом запасе.



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На основании полученных данных сформулированы следующие практические рекомендации: (1) внедрять НОС в формате дополняющего инструмента, сохраняя аудиторные занятия с преподавателем; (2) обеспечить не менее 3–4 часов в неделю самостоятельной работы с системой для достижения значимого эффекта; (3) предусмотреть период адаптации (2–3 недели) при первичном знакомстве студентов с платформой; (4) регулярно обновлять базу знаний системы во избежание «устаревания» обучающих корпусов.

Перспективы дальнейших исследований включают: изучение долгосрочного удержания языковых навыков (лонгитюдное наблюдение сроком не менее 1 года); расширение выборки на несколько вузов и специальностей; апробацию НОС в дистанционном формате обучения; а также исследование возможностей мультимодального обучения с включением компонентов дополненной реальности.

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Historiography of Amir Temur and the Timurid period

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Annotation

This article examines the development of the historiography of Amir Temur and the Timurid era, the major written sources, and modern scholarly approaches to the study of this period. The study analyzes Amir Temur's state administration, political activity, constructive policy, and international diplomatic relations on the basis of historical materials. Particular attention is given to the works of Nizamiddin Shami, Sharafiddin Ali Yazdi, Ibn Arabshah, and Abdurazzaq Samarkandi as key historical sources on the Timurid era.

Keywords

Amir Temur, Timurids, historiography, Movarounnahr, Samarkand, Zafarnoma, diplomatic relations, public administration, cultural development, historical sources.

Amir Temur va temuriylar davri tarixshunosligi

Qo'qon DU Tarix kafedrası dotsenti

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Annotatsiya

Mazkur maqolada Amir Temur va Temuriylar davri tarixshunosligining shakllanish jarayonlari, ushbu davrni yorituvchi muhim yozma manbalar hamda zamonaviy ilmiy qarashlar tahlil qilinadi. Tadqiqotda Sohibqironning davlat boshqaruvi, siyosiy faoliyati, bunyodkorlik siyosati va xalqaro diplomatik munosabatlari tarixiy manbalar asosida yoritilgan. Shuningdek, Nizomiddin Shomiy, Sharafiddin Ali Yazdiy, Ibn Arabshoh va





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Abdurazzoq Samarqandiy kabi tarixchilarning asarlari tarixshunoslik nuqtai nazaridan baholangan.

Kalit soʻzlar

Amir Temur, Temuriylar, tarixshunoslik, Movarounnahr, Samarqand, Zafarnoma, diplomatik aloqalar, davlat boshqaruvi, madaniy taraqqiyot, tarixiy manbalar.

Аннотация

В данной статье рассматриваются процессы формирования историографии эпохи Амира Темура и Темуридов, основные письменные источники и современные научные подходы к изучению данного периода. На основе исторических материалов анализируются государственная деятельность Амира Темура, его созидательная политика и международные дипломатические отношения. Особое внимание уделяется трудам Низамиддина Шами, Шарафиддина Али Язди, Ибн Арабшаха и Абдураззака Самарканди как важным источникам по истории эпохи Темуридов.

Ключевые слова

Амир Темур, Тимуриды, историография, Мовароуннахр, Самарканд, Зафарнома, дипломатические отношения, государственное управление, культурное развитие, исторические источники.

XIV–XV asrlar Markaziy Osiyo tarixida tub siyosiy oʻzgarishlar, iqtisodiy yuksalish va ilmiy-madaniy taraqqiyot bilan ajralib turadi. Aynan shu davrda Amir Temur tomonidan markazlashgan davlat asoslarining yaratilishi nafaqat Movarounnahr, balki keng Sharq hududlari taraqqiyotiga ham sezilarli taʼsir koʻrsatgan. Temuriylar davrida davlat boshqaruvi, ilm-fan, meʼmorchilik va diplomatik munosabatlar yuqori bosqichga koʻtarilganligi sababli ushbu davr tarixshunoslikning muhim tadqiqot obyektlaridan biri hisoblanadi [1].



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Amir Temur faoliyatiga oid tarixiy ma’lumotlar Sharq va G’arb manbalarida turlicha talqin etiladi. Sharq tarixchilari Sohibqironni markazlashgan davlat asoschisi sifatida tasvirlagan bo’lsalar, ayrim G’arb mualliflari uning harbiy yurishlariga ko’proq e’tibor qaratganlar. Shu jihatdan Temuriylar davri tarixshunosligini o’rganish tarixiy manbalarni qiyosiy tahlil qilishni talab etadi [2].

XIV asrning ikkinchi yarmida Chig’atoy ulusida siyosiy tarqoqlik kuchayib, mahalliy amirlar o’rtasidagi kurashlar markaziy hokimiyatning zaiflashuviga olib kelgan edi. Ana shunday murakkab vaziyatda Amir Temur siyosiy maydonga chiqib, qisqa muddat ichida Movarounnahrda asosiy siyosiy kuchga aylandi [3].

Amir Temur 1336 yilda Kesh vohasida tavallud topgan bo’lib, yoshligidan harbiy san’at va siyosiy boshqaruvga qiziqqan. U dastlab turli amirlar xizmatida faoliyat yuritib, katta harbiy tajriba orttirgan. 1360-yillarga kelib esa Movarounnahr hududidagi siyosiy jarayonlarda faol qatnashib, o’z mavqeini mustahkamlashga muvaffaq bo’lgan [4].

1370 yilda Amir Temurning hokimiyat tepasiga kelishi Movarounnahr tarixida yangi davrni boshlab berdi. U markazlashgan davlat tuzib, qat’iy boshqaruv tizimini joriy etdi. Davlat boshqaruvida harbiy intizom, adolat tamoyili va hududiy nazorat masalalariga alohida e’tibor qaratildi. “Temur tuzuklari”da davlatni boshqarish tamoyillari, harbiy tartib-qoidalar va jamiyat hayotiga oid qarashlar o’z ifodasini topgan [5].

Temur davri tarixini o’rganishda “Zafarnoma” asarlari muhim manba sanaladi. Nizomiddin Shomiy tomonidan yaratilgan dastlabki “Zafarnoma” Amir Temur hayotligi davrida yozilgan bo’lib, unda Sohibqironning harbiy yurishlari va siyosiy faoliyati batafsil bayon qilingan. Keyinchalik Sharafiddin Ali Yazdiy ushbu asarni qayta ishlab, tarixiy voqealarni kengroq yoritgan [6].

Ibn Arabshoh asarlarida Amir Temur faoliyatiga nisbatan tanqidiy munosabat kuzatiladi. Shunga qaramay, uning asarlari Temur davrining siyosiy muhiti va xalqaro



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munosabatlarini o‘rganishda muhim tarixiy manba hisoblanadi. Ibn Arabshoh Temurning qat’iyatli siyosatchi va kuchli strateg bo‘lganini qayd etadi [7].

Temuriylar davrida Samarqand Sharqning eng yirik siyosiy va madaniy markazlaridan biriga aylandi. Shaharda bunyod etilgan masjidlar, madrasalar, bog‘lar va saroylar Temuriylar davri me’morchiligining yuksak namunasi sifatida tarixda muhim o‘rin tutadi. Sohibqiron ilm-fan va hunarmandchilik rivojiga ham alohida e’tibor qaratgan [8].

Savdo va diplomatik aloqalarning rivojlanishi Temur davlatining iqtisodiy qudratini mustahkamlashga xizmat qilgan. Xususan, Xitoy, Hindiston, Eron hamda Yevropa davlatlari bilan diplomatik munosabatlar yo‘lga qo‘yilgan. Ispan elchisi Ruy Gonsales de Klavixo Samarqandga qilgan safari davomida shaharning iqtisodiy va madaniy hayoti haqida muhim ma’lumotlarni yozib qoldirgan [9].

1402 yilda Anqara jangida Amir Temur qo‘shinlarining Usmoniylar sultoni Boyazid I ustidan qozongan g‘alabasi xalqaro siyosiy vaziyatga katta ta’sir ko‘rsatdi. Ushbu g‘alaba natijasida Yevropa davlatlarining Temur davlatiga bo‘lgan qiziqishi yanada ortdi [10].

Hozirgi davr tarixshunosligida Amir Temur va Temuriylar davri yangi metodologik yondashuvlar asosida o‘rganilmoqda. Zamonaviy tadqiqotlarda davlat boshqaruvi, madaniy taraqqiyot, ilm-fan rivoji va xalqaro diplomatik aloqalar masalalariga alohida e’tibor qaratilmoqda [11].

Xulosa qilib aytganda, Amir Temur va Temuriylar davri tarixshunosligi boy tarixiy manbalar va ilmiy tadqiqotlar asosida shakllangan muhim ilmiy yo‘nalish hisoblanadi. Nizomiddin Shomiy, Sharafiddin Ali Yazdiy, Ibn Arabshoh va boshqa tarixchilarning asarlari Temuriylar davri siyosiy, iqtisodiy va madaniy hayotini o‘rganishda asosiy manba vazifasini bajaradi. Temuriylar davri Markaziy Osiyo tarixida davlat boshqaruvi, ilm-fan va madaniyat taraqqiyotining muhim bosqichlaridan biri sifatida alohida ahamiyat kasb



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etadi. Shu bois Sohibqiron merosini zamonaviy ilmiy yondashuvlar asosida tadqiq etish tarixshunoslikning dolzarb vazifalaridan biri bo‘lib qolmoqda.

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THE ARTISTIC REPRESENTATION OF FEMALE CHARACTER IN THE WORKS OF KATE CHOPIN

Sattarova Shohsanam Farxod qizi

Abstract: This article examines the artistic representation of female characters in the works of Kate Chopin. It analyzes women's psychological awakening, identity formation, and resistance to social constraints in late nineteenth-century American society, focusing on selected short stories and novels that reveal the complexity of female individuality and freedom.

Keywords: Kate Chopin, female character, artistic representation, women's identity, American literature, feminism.

Introduction

The representation of women in literature has always reflected the social and cultural conditions of a particular historical period. In the late nineteenth century, women writers began to challenge traditional gender roles and present female characters as independent individuals with complex inner lives. One of the most prominent writers who contributed to this transformation was Kate Chopin. Her works explore the emotional, psychological, and social experiences of women living within restrictive patriarchal structures.

Chopin's fiction occupies a special place in American literature because it focuses on the inner world of women and their search for personal freedom. According to Emily Toth, Chopin's narratives reveal "women who struggle to understand their own desires and identities within a society that limits their independence" [Toth, 1990:32]. Through her stories and novels, Chopin presents female characters who question social norms and attempt to achieve self-realization.



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The purpose of this article is to analyze the artistic representation of female characters in the works of Kate Chopin, particularly in *The Awakening* and *The Story of an Hour*. These texts illustrate how the author depicts women's psychological awakening, their internal conflicts, and their struggle for autonomy.

Female Identity and Psychological Awakening

One of the most important aspects of Chopin's artistic portrayal of women is the theme of psychological awakening. Her female protagonists often experience moments of self-awareness that lead them to question traditional gender expectations.

In the novel *The Awakening*, the protagonist Edna Pontellier undergoes a gradual transformation as she becomes conscious of her individuality. Chopin describes this process by stating that "she was beginning to realize her position in the universe as a human being" [Chopin, 1899:17]. This realization represents the beginning of Edna's personal awakening and her desire for independence.

Chopin's portrayal of Edna reflects the broader conflict between individual freedom and social responsibility. As Sandra Gilbert argues, Chopin's heroines "seek emotional and intellectual freedom in a society that expects obedience and conformity" [Gilbert, 1985:104]. Through this character, Chopin reveals the psychological tension experienced by women who attempt to break free from conventional roles.

The author's ability to represent the inner thoughts and emotions of female characters demonstrates her artistic mastery. Rather than presenting women as passive figures, Chopin portrays them as individuals capable of reflection, resistance, and self-determination.

Social Constraints and the Struggle for Freedom

Another significant theme in Chopin's works is the conflict between women and the social limitations imposed by patriarchal culture. In the nineteenth century, women were



expected to prioritize family responsibilities and maintain submissive roles within marriage and society.

Chopin challenges these expectations by creating female characters who long for independence and personal freedom. This theme is clearly illustrated in the short story *The Story of an Hour*. The protagonist, Louise Mallard, briefly experiences a sense of liberation after hearing the news of her husband's death. During this moment, she whispers the words “free, free, free,” which symbolize her desire for autonomy [Chopin, 1894:20].

The story reveals the hidden emotional struggles of women living under restrictive social conditions. Although Louise’s moment of freedom is short-lived, it reflects a deeper truth about the limitations imposed on women during that historical period.

Literary critics have often emphasized Chopin’s bold exploration of female independence. As Emily Toth notes, Chopin’s writing “exposed the emotional realities of women’s lives with honesty and courage” [Toth, 1990:56]. Her works therefore represent an important step toward the development of feminist perspectives in literature.

Artistic Techniques in the Representation of Female Characters

Chopin’s artistic representation of female characters is achieved through several literary techniques, including symbolism, psychological narration, and realistic description. These techniques allow the author to present complex female personalities and emotional experiences.

Symbolism plays an important role in many of Chopin’s works. In *The Awakening*, the sea functions as a powerful symbol of freedom and self-discovery. The protagonist’s attraction to the sea reflects her desire to escape the restrictions of society and explore her individuality.



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Another important artistic technique is psychological narration. Chopin frequently describes the thoughts, emotions, and inner conflicts of her characters in great detail. This narrative method helps readers understand the motivations and struggles of female protagonists.

Furthermore, Chopin's realistic style contributes to the authenticity of her characters. Rather than idealizing women, she portrays them as complex individuals with both strengths and weaknesses. This realistic approach enhances the artistic value of her works and makes her characters more relatable to readers.

Conclusion

In conclusion, the works of Kate Chopin provide a profound artistic representation of female characters and their search for identity and independence. Through psychological depth, symbolism, and realistic narration, Chopin portrays women who struggle against social constraints and attempt to define their own individuality.

Her fiction remains significant because it highlights universal themes such as freedom, self-awareness, and the pursuit of personal identity. By presenting complex female protagonists, Chopin contributed to the development of modern literary representations of women and influenced later feminist writers.

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SPECIFIC CHARACTERISTICS OF THE STATE ADMINISTRATION SYSTEM IN THE KHANATE OF KHIVA

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Annotation

This scientific article is devoted to the study of the state administration system of the Khanate of Khiva, which held a significant political and economic position in the Central Asian region from the 17th century to the early 20th century. The article analyzes the central and local administrative structures of the khanate, the political hierarchy, and the specific characteristics of the state apparatus. The research highlights the synthesis of the "Uzbek nomadic pastoralist" (*chorva*) and "sedentary agricultural" (*otrok dehqonchilik*) traditions in state governance, as well as the role of Islamic law (Sharia) and Turco-Mongol traditions within the administrative system. The content of the article illustrates the khan as an absolute ruler, while also examining the authorities of the Council under his rule and its high-ranking officials, such as the *qushbegi* and *devonbegi*, based on archival documents and historical sources. Furthermore, the study scientifically substantiates the interdependence of the administrative-territorial division, the taxation system, and military administration, exploring how the unique geographical location of the Khwarazm oasis influenced this governance model. In conclusion, the administrative system of the Khanate of Khiva is evaluated within the context of Oriental statehood of that era.

Key words

Khanate of Khiva, Qungrat dynasty, Inaq, Devonbegi, Qushbegi, Mehtar, administrative governance, taxation system, historiography, Mawarannahr.



XIVA XONLIGI DAVLAT BOSHQARUVI TIZIMINING O'ZIGA XOS XUSUSIYATLARI

Annotatsiya

Ushbu ilmiy maqola XVII asrdan XX asr boshlarigacha O'rta Osiyo mintaqasida muhim siyosiy va iqtisodiy mavqega ega bo'lgan Xiva xonligining davlat boshqaruvi tizimini tadqiq etishga bag'ishlanadi. Maqolada xonlik boshqaruvining markaziy va mahalliy tuzilmalari, siyosiy iyerarxiya hamda davlat apparatining o'ziga xos xususiyatlari tahlil qilingan. Tadqiqot davomida "O'zbek chorva" va "o'troq dehqonchilik" an'alarining davlat boshqaruvidagi sintezi, shuningdek, boshqaruv tizimida islom huquqi (shariat) va turkiy-mo'g'ul an'alarining o'rni yoritib beriladi. Maqolaning mazmunida xon mutloq hukmdor sifatida namoyon bo'lishi bilan birga, uning qoshidagi Kengash va uning a'zolari – qushbegi, devonbegi kabi oliy mansabdorlarning vakolatlari arxiv hujjatlari hamda tarixiy manbalar asosida ko'rib chiqiladi. Shuningdek, ma'muriy-hududiy bo'linish, soliq tizimi va harbiy boshqaruvning o'zaro uzviyligi, Xorazm vohasining o'ziga xos geografik joylashuvi boshqaruv modeliga qanchalik ta'sir ko'rsatgani masalasi ilmiy nuqtai nazardan asoslanadi. Maqola yakunida Xiva xonligining boshqaruv tizimi o'sha davr Sharq davlatchiligi kontekstida baholanadi.

Kalit so'zlar: Xiva xonligi, Qo'ng'irotlar sulolasi, Inoq, Devonbegi, Qushbegi, Mehtar, ma'muriy boshqaruv, soliq tizimi, tarixshunoslik, Movarounnahr.

Kirish

Markaziy Osiyo davlatchiligi tarixida Xiva xonligi (Xorazm davlati) o'zining qadimiy ildizlari va o'ziga xos siyosiy madaniyati bilan alohida ajralib turadi. Shayboniylar va keyinchalik qo'ng'irotlar sulolasi davrida shakllangan boshqaruv tizimi nafaqat mintaqaviy barqarorlikni ta'minlash, balki murakkab irrigatsiya tarmoqlariga



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asoslangan iqtisodiyotni nazorat qilish vazifasini ham bajargan. Xiva xonligidagi davlat boshqaruvi tizimini o‘rganish hozirgi kunda milliy davlatchilik an‘analarimizning tarixiy evolyutsiyasini tushunish uchun nihoyatda muhimdir.

Xonlikning boshqaruv tizimi uzoq yillik evolyutsiya natijasida shakllangan bo‘lib, u o‘zida qadimgi Xorazm an‘analarini, islomiy boshqaruv usullarini va ko‘chmanchi qabilalarning harbiy-ma‘muriy tajribasini mujassam etgan. Davlat boshqaruvi murakkab va iyerarxik tuzilishga ega bo‘lib, u mutloq monarxiya tamoyillariga asoslangan edi. Biroq, xonning hokimiyati cheksiz bo‘lishiga qaramasdan, amaliyotda u nufuzli urug‘ oqsoqollari va yuqori tabaqali ulamolarning fikri bilan hisoblashishga majbur bo‘lgan. Bu esa Xiva xonligi boshqaruv tizimining o‘ziga xos "kollegiallik" elementlarini o‘z ichiga olganligidan dalolat beradi. Mazkur maqolada biz ushbu murakkab mexanizmning har bir bo‘g‘inini chuqur tahlil qilishni maqsad qilganmiz.

Asosiy qism:

Xiva xonligida davlat boshqaruvining tepasida mutloq hukmdor — Xon turgan. Xonlikda hokimiyat asosan merosiy bo‘lib, davlat ahamiyatiga molik eng muhim qarorlar xon tomonidan qabul qilingan. Biroq, xon huzurida nufuzli amaldorlardan iborat Kengash (Devon) faoliyat yuritgan.

Markaziy boshqaruvda quyidagi mansablar eng yuqori mavqega ega bo‘lgan:

1. Inoq: Xondan keyingi eng yuqori mansab hisoblanib, u asosan davlatning ichki va tashqi siyosatida maslahatchi va ijrochi vazifasini bajargan.

2. Qushbegi: Xonlikning bosh vaziri maqomida bo‘lib, markaziy ma‘muriyat ishlarini muvofiqlashtirgan.

3. Mehtar: Moliya va soliq ishlariga mas‘ul bo‘lgan. U xonlikning daromad va xarajatlarini nazorat qilgan, ekin maydonlari va suv taqsimoti bo‘yicha mas‘uliyatni zimmasiga olgan.



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4. Devonbegi: Xonning shaxsiy kotibi va devonxona mudiri bo‘lib, rasmiy farmonlar (yorliqlar) tayyorlash va arxiv ishlariga rahbarlik qilgan. Mahalliy boshqaruv va hududiy bo‘linish

Xonlik ma’muriy jihatdan viloyatlar va bekliklarga bo‘lingan. Mahalliy boshqaruv tizimi qat’iy ierarxiyaga asoslangan bo‘lib, har bir bo‘g‘in markaziy hokimiyatga bo‘ysungan.

Hokimlar va Beklar: Viloyatlarni boshqargan va joylarda xonning vakili sifatida faoliyat yuritgan. Ular harbiy, ma’muriy va sud hokimiyatiga ega bo‘lgan.

Oqsoqollar: Qishloq va ovullarda jamoat ishlarini boshqargan. Ular aholi va davlat o‘rtasidagi asosiy ko‘prik hisoblangan.

Mirablar: Sug‘orish tizimi rivojlangan Xorazm vohasida mirablarning o‘rni beqiyos bo‘lgan. Suv taqsimoti va kanallarni tozalash (hashar) ishlarini tashkil etish ularning asosiy vazifasi bo‘lgan.

Sud-huquq tizimi

Xiva xonligida sud tizimi islom huquqi — Shariat qoidalariga asoslangan. Sud hokimiyati mustaqil tarmoq sifatida shakllangan bo‘lib, uning tepasida Qozikalon turgan.

Qozilar: Joylarda fuqarolik va jinoiy ishlarni ko‘rib chiqqan.

Muftiylar: Shariat qoidalari asosida huquqiy xulosalar (fatvolar) bergan.

Raislar: Shahar va bozorlarda jamoat tartibini, savdo qoidalarini hamda diniy amallarning bajarilishini nazorat qilgan.

Tarixshunoslik va manbalar tahlili

Xiva xonligining davlat boshqaruv tizimi va ma’muriy tuzilishini o‘rganishda boy va xilma-xil manbalar bazasi mavjud bo‘lib, ularni shartli ravishda mahalliy rasmiy tarixshunoslik, ashyoviy hujjatlar va xorijiy sayyohlarning esdaliklariga ajratish



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mumkin. Mahalliy yozma manbalar. Xonlikning ichki boshqaruv mexanizmlarini yoritishda birinchi navbatda Abulg'azi Bahodirxonning "Shajarayi turk" asari muhim ahamiyatga ega. Unda o'zbek davlatchiligi an'analari va qabilaviy boshqaruv asoslari bayon etilgan. Biroq, boshqaruv tizimining eng rivojlangan bosqichi — Qo'ng'irotlar sulolasi davri tarixini yoritishda Munis Xorazmiy va Muhammad Rizo Ogahiyning xizmatlari beqiyosdir. "Firdavs ul-iqbol" asarida xonlikdagi markaziy apparat amaldorlarining (Inoq, Mehtar, Kushbegi, Otaliq) vazifalari va ularning siyosiy ierarxiyadagi o'rnini bayon qilingan. Ogahiyning besh qismli tarixiy asarlar turkumi esa xon farmonlarining ijrosi, mahalliy beklar va hokimlarning tayinlanishi hamda xonlikning ijtimoiy-siyosiy hayotini kundalik xronika tarzida ochib beradi. Devonxona hujjatlari va arxiv materiallari. Boshqaruvning amaliy jihatlarini, xususan, soliq tizimi va yer-suv munosabatlarini o'rganishda Xiva xonlari arshivi (hozirda Rossiya va O'zbekiston davlat arxivlarida saqlanmoqda) asosiy manba hisoblanadi. Bu hujjatlar orqali: Xonlikning moliya va soliq siyosatiga mas'ul bo'lgan Mehtar devonining ish yuritish tartibi; Yer egaligi turlari (mulk, vaqf, tanho) va ularni boshqarishning huquqiy asoslari; Mirablar boshchiligidagi sug'orish tizimi ma'muriyatining faoliyati aniq dalillar bilan isbotlanadi. Rus va G'arb tarixshunosligi. XIX asrdan boshlab Xiva xonligiga kelgan elchilar va tadqiqotchilarning asarlari tizimga "tashqi nigoh" sifatida qarash imkonini beradi. N. Muravyov va A. Kun kabi harbiylar xonlikning harbiy boshqaruv tizimi va mudofaa inshootlari haqida qimmatli ma'lumotlar qoldirgan. V.V. Bartold o'zining mintaqaviy tadqiqotlarida Xiva xonligi boshqaruvini umumiy Movarounnahr davlatchiligi kontekstida tahlil qilib, uning o'ziga xos demokratik elementlari (qabilaviy kengashlar) va markazlashuv jarayonlarini qiyoslagan. Xorijiy tadqiqotchilar, jumladan Hamilton Gibb va Hugh Kennedy kabi olimlar tomonidan ilgari surilgan boshqaruv uslublari tahlili, xonlikning nafaqat harbiy istilolar, balki





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ijtimoiy-siyosiy moslashuv orqali barqarorlikni ta'minlaganini ko'rsatadi. Zamonaviy yondashuvlar. Bugungi kunda milliy tarixshunosligimizda Xiva xonligi boshqaruv tizimi nafaqat "eskirgan feodal tuzum", balki mintaqaviy o'ziga xoslikka va milliy qadriyatlarga asoslangan murakkab davlat apparati sifatida qayta baholanmoqda. Bu jarayonda Beruniy kabi buyuk mutafakkirlarning qadimgi an'analarni saqlab qolish haqidagi qarashlari va o'rta asr geograflarining hududiy-ma'muriy tavsiflari qiyosiy tahlil qilinmoqda.

Xulosa

Xiva xonligining davlat boshqaruv tizimi tahlili shuni ko'rsatadiki, bu tuzilma bir necha asrlar davomida shakllangan murakkab ijtimoiy-siyosiy mexanizmdir. Tadqiqot natijasida quyidagi muhim xulosalarga kelish mumkin: Hokimiyatning Legitimligi va Ierarxiyasi: Xonlikda markaziy hokimiyat mutloq monarxiya xarakteriga ega bo'lsa-da, u faqatgina hukmdor irodasiga emas, balki asrlar davomida shakllangan "O'zbekiya" an'analari va shariat qonun-qoidalariga tayangan. Davlat apparatidagi mansablar (Inoq, Mehtar, Kushbegi) shunchaki ma'muriy birliklar emas, balki xonlikdagi yirik qabilalar va siyosiy guruhlar o'rtasidagi muvozanatni saqlab turuvchi siyosiy institutlar vazifasini o'tagan. Boshqaruvning O'ziga Xosligi: Xiva xonligi boshqaruvining boshqa qo'shni xonliklardan (Buxoro va Qo'qon) ajralib turuvchi asosiy jihati — unda harbiy-ma'muriy tizimning qabilaviy tuzilish bilan nihoyatda qattiq bog'langanligidir. Bu holat, ayniqsa, harbiy safarbarlik va soliq yig'ish jarayonlarida yaqqol namoyon bo'lgan. Viloyat hokimlarining markazga bo'ysunishi ham iqtisodiy manfaatlar va harbiy qudrat omillari bilan muvofiqlashtirilgan. Ijtimoiy-Madaniy Integratsiya: Boshqaruv tizimi nafaqat siyosiy nazoratni, balki hududdagi murakkab irrigatsiya tizimini boshqarish orqali iqtisodiy barqarorlikni ham ta'minlagan. Mirablar va mehtarlar faoliyati orqali davlat dehqonchilik xo'jaligining hayotiy muhim bo'g'ini bo'lgan suv taqsimotini nazorat





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qilgan, bu esa markaziy hokimiyatning legitimligini aholi ko'z o'ngida yanada mustahkamlagan. Tarixiy

Ahamiyati: Arab istilosi davridan boshlab shakllangan va keyingi sulolalar davrida takomillashgan boshqaruv andozalari Xiva xonligida o'ziga xos sintez hosil qilgan. Bu tizim tashqi siyosiy bosimlar va ichki ziddiyatlar sharoitida ham davlat yaxlitligini saqlab qolishga xizmat qilgan. Xulosa qilib aytganda, Xiva xonligi davlat boshqaruv apparati o'z davrining talablariga to'la javob beradigan, milliy davlatchilik an'analarini o'zida mujassam etgan mukammal tizim bo'lgan. Ushbu tizimni o'rganish bugungi kunda Markaziy Osiyo xalqlari davlatchilik tarixini xolis baholash va milliy ma'muriy boshqaruv tajribasini boyitishda katta ilmiy ahamiyatga ega.

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**COMPARATIVE-TYPOLOGICAL ANALYSIS OF ARTICULATORY
PROCESSES (ASSIMILATION, DISSIMILATION, ELISION) IN ENGLISH,
UZBEK AND GERMAN**

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Abstract. This article presents a comparative-typological analysis of the main articulatory processes – assimilation, dissimilation, and elision – in English, Uzbek, and German. The study examines the phonetic nature, direction, degree, and domains of these processes from the perspective of language typology (analytic, agglutinative, inflectional). The results show that, while all three languages are governed by the principles of speech economy and ease of articulation, with assimilation being dominant, its direction, completeness, and lexical/postlexical status differ significantly. Dissimilation is relatively rare and manifests primarily as historical change or dialectal feature. Elision, particularly in fast and informal speech, actively serves as an efficient sound deletion mechanism in all three languages. The comparative analysis substantiates that, despite universal tendencies, the typological structure of each language directly influences the frequency, direction, and functional load of these articulatory processes.

Keywords: articulatory processes, assimilation, dissimilation, elision, comparative-typological analysis, English, German, Uzbek, agglutinative morphology, regressive assimilation.

**INGLIZ, O'ZBEK VA NEMIS TILLARIDA ARTIKULYATORIK
JARAYONLARNING (ASSIMILYATSIYA, DISSIMILYATSIYA, ELIZIYA)
QIYOSIY-TIPOLOGIK TAHLILI**

Filologiya fanlari **Abdullajanova Mahliyo**xon Raxmatulla qizi



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Annotatsiya. Ushbu maqola ingliz, o‘zbek va nemis tillaridagi asosiy artikulyatorik jarayonlar — assimilyatsiya, dissimilyatsiya va eliziyaning qiyosiy-tipologik tahliliga bag‘ishlangan. Tadqiqotda ushbu jarayonlarning fonetik tabiati, yo‘nalishi, darajasi va qo‘llanish sohalari tillar tipologiyasi (analitik, agglyutinativ, flektiv) nuqtai nazaridan tahlil qilinadi. Natijalar shuni ko‘rsatadiki, har uch tilda ham nutq tejamkorligi va talaffuz qulayligi tamoyillari asosida assimilyatsiya yetakchi o‘rinda turadi, biroq uning yo‘nalishi, to‘liqlik darajasi va leksik/postleksik darajalari turlicha. Dissimilyatsiya nisbatan kam uchraydi va asosan tarixiy o‘zgarishlar yoki dialektal xususiyatlar sifatida namoyon bo‘ladi. Eliziya, ayniqsa, tez va norasmiy nutqda tovush tushirishning samarali mexanizmi sifatida har uch tilda faol. Qiyosiy tahlil artikulyatorik jarayonlarning universal xususiyatlarini saqlagan holda, har bir tilning tipologik tuzilishi ushbu jarayonlarning chastotasi, yo‘nalishi va funksional yuklamasiga bevosita ta’sir ko‘rsatishini ilmiy asoslab beradi.

Kalit so‘zlar: artikulyatorik jarayonlar, assimilyatsiya, dissimilyatsiya, eliziya, qiyosiy-tipologik tahlil, ingliz tili, nemis tili, o‘zbek tili, agglyutinativ morfologiya, regressiv assimilyatsiya.

СРАВНИТЕЛЬНО-ТИПОЛОГИЧЕСКИЙ АНАЛИЗ АРТИКУЛЯТОРНЫХ ПРОЦЕССОВ (АССИМИЛЯЦИИ, ДИССИМИЛЯЦИИ, ЭЛИЗИИ) В АНГЛИЙСКОМ, УЗБЕКСКОМ И НЕМЕЦКОМ ЯЗЫКАХ

Аннотация. Данная статья посвящена сравнительно-типологическому





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анализу основных артикуляторных процессов – ассимиляции, диссимиляции и элизии – в английском, узбекском и немецком языках. В исследовании анализируются фонетическая природа, направление, степень и сферы действия этих процессов с точки зрения типологии языков (аналитический, агглютинативный, флективный). Результаты показывают, что, хотя во всех трёх языках действуют принципы речевой экономии и удобства произношения, а ассимиляция занимает ведущее место, её направление, полнота и лексический/постлексический статус существенно различаются. Диссимиляция встречается относительно редко и проявляется в основном как историческое изменение или диалектная черта. Элизия, особенно в быстрой и неформальной речи, активно служит эффективным механизмом опущения звуков во всех трёх языках. Сравнительный анализ обосновывает, что, несмотря на универсальные тенденции, типологическая структура каждого языка напрямую влияет на частотность, направленность и функциональную нагрузку данных артикуляторных процессов.

Ключевые слова: артикуляторные процессы, ассимиляция, диссимиляция, элизия, сравнительно-типологический анализ, английский язык, немецкий язык, узбекский язык, агглютинативная морфология, регрессивная ассимиляция.

Kirish. Jahon tilshunosligida og‘zaki nutqning tabiiy va ta’sirchanligini ta’minlovchi prosodik va fonetik vositalarni o‘rganish masalasi dolzarbligicha qolmoqda. Nutq oqimida tovushlarning o‘zaro ta’siri natijasida yuzaga keladigan artikulyatorik jarayonlar – assimilyatsiya, dissimilyatsiya va eliziya – har bir tilning fonetik-fonologik tizimining muhim tarkibiy qismi hisoblanadi. Ushbu jarayonlar nutq tejamlorligi (speech economy) va talaffuz qulayligi (ease of articulation) tamoyillariga asoslanadi va tillarning tipologik xususiyatlariga qarab turlicha namoyon bo‘ladi.





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Ingliz, o‘zbek va nemis tillari turli tipologik guruhlariga mansub: ingliz tili analitik german tili, nemis tili flektiv german tili, o‘zbek tili esa agglyutinativ turkiy tildir. Ushbu tipologik farqlar artikulyatorik jarayonlarning yo‘nalishi, darajasi va qo‘llanish sohalariga bevosita ta’sir ko‘rsatadi. Shu sababli, mazkur jarayonlarni qiyosiy-tipologik asosda kompleks tahlil qilish nafaqat fonologiya nazariyasi, balki chet tillarini o‘qitish metodikasi, tarjimashunoslik va nutq texnologiyalari uchun ham muhim ahamiyatga ega. Maqolaning asosiy maqsadi – ingliz, o‘zbek va nemis tillaridagi asosiy artikulyatorik jarayonlarning (assimilyatsiya, dissimilyatsiya, eliziya) o‘xshash va farqli jihatlarini tipologik nuqtai nazardan ochib berish hamda ushbu farqlarning tillarning morfologik tuzilishi bilan bog‘liqligini asoslashdir.

Metod va tavsiyalar. Ushbu tadqiqotda ingliz, o‘zbek va nemis tillaridagi artikulyatorik jarayonlar qiyosiy-tipologik, tavsifiy va komponent tahlil usullari asosida o‘rganildi. Qiyosiy-tipologik metod jarayonlarning universal va o‘ziga xos jihatlarini aniqlash imkonini berdi. Tavsifiy metod yordamida har bir til kesimida assimilyatsiya, dissimilyatsiya va eliziyaning fonetik shartlari, fonologik qoidalari va qo‘llanish chegaralari bayon qilindi. Komponent tahlil usuli esa jarayonlarning yo‘nalishi (progressiv, regressiv, o‘zaro), darajasi (to‘liq, qisman) va masofasi (kontakt, uzoq) kabi parametrlar bo‘yicha taqqoslash imkonini berdi.

Tahlil quyidagi asosiy mezonlar asosida olib borildi: (1) jarayonning yo‘nalishi (regressiv, progressiv, o‘zaro), (2) o‘zgarish darajasi (to‘liq/qisman), (3) ta’sir masofasi (kontakt/uzoq), (4) qo‘llanish sohasi (leksik/postleksik, morfologik/stilistik), (5) fonologik cheklovlar va (6) chastota. Ushbu mezonlar bo‘yicha har bir til alohida tavsiflandi, so‘ngra qiyosiy jadval va matnli tahlil vositasida umumlashtirildi.

Tadqiqot davomida Radoslav Pavlik, David Crystal, Peter Roach, Larry Hyman, Francis Katamba, John Clark, Colin Yallop kabi olimlarning artikulyatorik jarayonlarga



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oid nazariy qarashlariga, shuningdek, dissertatsiyaning uchinchi bobida keltirilgan til xususiy misollar va fonologik tahlillarga tayanildi.

Natijalar. Qiyosiy-tipologik tahlil natijasida ingliz, o‘zbek va nemis tillaridagi assimilyatsiya, dissimilyatsiya va eliziya jarayonlarining quyidagi asosiy o‘xshashlik va farqlari aniqlandi.

1. Assimilyatsiya.

Assimilyatsiya har uch tilda eng keng tarqalgan va universal jarayon bo‘lib, asosan regressiv yo‘nalishda namoyon bo‘ladi. Biroq, uning xususiyatlari tillar tipologiyasiga qarab farqlanadi¹.

Ingliz tilida assimilyatsiya asosan nutq oqimida tez va norasmiy uslubda yuzaga keladi. Regressiv joy assimilyatsiyasi eng tipik hisoblanadi²:

- ten bikes → [tem barks] (alveolyar /n/ labial /b/ ta’sirida [m] ga aylanadi)
- ten girls → [tɛŋ gɜ:lz] (/n/ velar /g/ ta’sirida [ŋ] ga aylanadi)
- handbag → [ˈhæmbæg] (ikki labial undosh oldida /n/ → [m] va /d/ tushadi)

Ovozlanish assimilyatsiyasi: have to → [hæftə] (v → f), used to → [ju:stə] (z → s). Koalesent (o‘zaro) assimilyatsiya: don’t you → [ˈdəʊntʃu] (/t/ + /j/ → [tʃ]), did you → [ˈdɪdʒu] (/d/ + /j/ → [dʒ])³.

Nemis tilida assimilyatsiya ikki qatlamda namoyon bo‘ladi: leksik darajadagi umlaut (vokal o‘zgarishlar) va postleksik darajadagi undosh o‘zgarishlari⁴. Umlaut – bu o‘zak unlilarining oldingi qatorga siljishi: Fuß – Füße (/u/ → /y/), Gast – Gäste (/a/ → /ɛ/). Burun undoshlari assimilyatsiyasi: Hand [hant] (so‘z ichida /n/ saqlanadi), lekin ein Kompliment [aɪŋkɒmpʔliˈment] (chegarada /n/ → [ŋ]). Dorsal frikativ almashinuvi: dich [dɪç] (old unli dan keyin palatal [ç]), hoch [hɔx] (orqa unli dan keyin velar [x]).

¹ Hyman L. Phonology: Theory and Analysis. – New York: Holt, Rinehart and Winston, 1975. – 268 p.

² Roach P. English Phonetics and Phonology. – Cambridge: Cambridge University Press, 2009. – 231 p.

³ Crystal D. A Dictionary of Linguistics and Phonetics. – Oxford: Blackwell, 2008. – 529 p.

⁴ Wiese R. The Phonology of German. – Oxford: Clarendon Press, 1996. – 368 p.



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O‘zbek tilida assimilyatsiya asosan regressiv to‘liq va qisman assimilyatsiya shaklida agglyutinativ qo‘shimchalar zanjirida faol:

- tarnov → tannov (/r/ oldingi /n/ ta’sirida [n] ga to‘liq assimilyatsiyalanadi)
- badtar → [battar] (/d/ va /t/ oralig‘ida geminatsiya)
- akam bili → akam minan (chegarada to‘liq burun assimilyatsiyasi)
- shirmoy non → shirmonnon (so‘z chegarasida /r/ → [n])

O‘zbek tilida progressiv assimilyatsiya kam uchraydi, lekin tarixiy shakllarda kuzatiladi (masalan, ketaman). O‘zbek tilining eng muhim tipologik xususiyati – unli uyg‘unligining (vowel harmony) deyarli butunlay yo‘qolishi. Bu holat o‘zbek tilini boshqa turkiy tillardan ajratib turadi va artikulyatorik jarayonlarning asosan undoshlar asosida namoyon bo‘lishiga olib kelgan.

2. Dissimilyatsiya.

Dissimilyatsiya har uch tilda assimilyatsiyaga qaraganda ancha kam uchraydi va asosan tarixiy o‘zgarishlar yoki dialektal xususiyat sifatida namoyon bo‘ladi⁵.

Ingliz tilida dissimilyatsiya, ayniqsa, suyuq undoshlar /r/ va /l/ orasida kuzatiladi:

- February → [ˈfɛbjuəri] (ikkita /r/ dan birinchisi /j/ ga aylanadi)
- colonel → [ˈkɜːnəl] (/l...l/ → /r...l/)
- marble (lot. marmor) → [ˈmɑːbəl] (/r...r/ → /r...l/)
- surprise → [səˈpraɪz] (tarixiy jarayonda birinchi /r/ tushib ketgan)

Nemis tilida dissimilyatsiya standart adabiy tilda kam, lekin janubiy Bavariya dialektlarida /r/ → [d] o‘zgarishi uchraydi (masalan, Kirche → Küache kabi shakllarda). Tarixiy misollar: Pilger (lot. peregrinus) – birinchi /r/ ning /l/ ga o‘zgarishi. Shuningdek, german spirant qonuni (Primärberührung) dissimilyatsiyaning tarixiy namunasi hisoblanadi⁶.

⁵ Abduazizov A.A. O‘zbek tili fonologiyasi va morfonologiyasi. – Toshkent: O‘qituvchi, 1992. – 136 b.

⁶ Hall T.A. The Phonology of German. – Oxford: Oxford University Press, 2000. – 352 p.





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O‘zbek tilida dissimilyatsiya, ayniqsa, qipchoq shevalarida faolroq:

- mo‘may → no‘may (labial burun /m/ ning ikkinchi labial undosh ta’sirida alveolar /n/ ga aylanishi – joy dissimilyatsiyasi)
- qoshni → qoshni (ba’zi shevalarda ikki suyuq undosh orasida dissimilyatsiya)
- mabodo (kabi o‘zlashmalarda /m...b/ ketma-ketligida birinchi labialning o‘zgarishi⁷)

Dissimilyatsiya asosan kontakt va uzoq masofali turlarga bo‘linadi. Qisman dissimilyatsiyada faqat ayrim belgilar o‘zgaradi (masalan, drr → drrrda trillning burunga aylanishi), to‘liq dissimilyatsiyada esa butun fonema o‘zgaradi (mo‘may → no‘may).

3. Eliziya.

Eliziya – tovush yoki bo‘g‘inning tushirilishi – har uch tilda nutq tejamkorligi va talaffuz qulayligini ta’minlovchi muhim jarayondir.⁸

Ingliz tilida eliziya, ayniqsa, undosh to‘dalari va urg‘usiz unlilar orasida keng tarqalgan:

- /t, d/ tushishi: next day → [neks deɪ], old man → [əʊl mæn], friendship → [ˈfrenʃɪp]
- Schwa eliziyasi (sinkopa): family → [ˈfæmli], comfortable → [ˈkʌmftəbəl], chocolate → [ˈtʃɒklət]
- Aferezis (bosh tushishi): because → ˈcause [kəz], about → ˈbout [baʊt]
- Apokopa (oxir tushishi): going to → gonna [ˈɡɒnə], want to → wanna [ˈwɒnə]

Nemis tilida eliziya asosan schwa (/ə/) va /g/ tovushlarining tushishida namoyon bo‘ladi:

- Schwa eliziyasi: leben → [lˈeːbm̩], legen → [lˈeːgŋ̩], atmen → [ˈaːtm̩]

⁷ Abduazizov A.A. O‘zbek tili fonologiyasi va morfonologiyasi. – Toshkent: O‘qituvchi, 1992. – 136 b.

⁸ Ladefoged P. A Course in Phonetics. – Boston: Cengage Learning, 2015. – 332 p.





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· /g/ tushishi (g-Deletion): Finger [fɪŋɐ], Dinge ['dɪŋə] (burundan keyingi /g/ tushadi, lekin Tango ['taŋo:] da saqlanadi)

· Klitik unli tushishi: ich → [ɪç], ein → [ən]

Nemis tilida eliziya fransuz tilidagi kabi massiv emas, bo‘g‘in tuzilishi asosan CVC korinishini saqlaydi.

O‘zbek tilida eliziya uch pozitsiyada namoyon bo‘ladi:

- Aferezis (so‘z boshida): far → iroq, ilon → lon (ayrim shevalarda)
- Sinkopa (o‘rtada): bola → bl (tez nutqda), borolmay → bolmay
- Apokopa (oxirida): baland → balan, dost → doosh, kilogramm → kilo
- Vokal eliziyasi (so‘z chegarasida ikki unli uchrashganda): bunga + ham → bungam, shu + yaqqa → shaqqa
- Intervokal undoshlarning tushishi: /y, v, h, g‘/ unlilar orasida talaffuzdan chiqib ketishi: meyvа → meva, tog‘a → toa (shevalarda)

Quyidagi jadvalda uch tildagi artikulyatorik jarayonlarning umumiy va farqli jihatlari jamlangan:

Mezon	Ingliz tili	Nemis tili	O‘zbek tili
Assimilyatsiya yo‘nalishi	asosan regressiv	regressiv (umlaut, burun), progressiv (dorsal)	progressiv (kam)
Assimilyatsiya darajasi	to‘liq va qisman	asosan qisman (umlaut), to‘liq (burun)	to‘liq va qisman
Assimilyatsiya sohasi	postleksik, chegaraviy	leksik (umlaut, g-spirantizatsiya) + postleksik	morfologik (qo‘shimchalar zanjiri) + stilistik



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Dissimilyatsiya	tarixiy (/r/, /l/), kam	dialektal (janubiy), tarixiy	shevalarda faol, adabiy tilda kam
Eliziya	/t,d/ va schwa tushishi; apokopa, sinkopa	schwa va /g/ tushishi; cheklangan	aferezis, sinkopa, apokopa; intervokal tushish
Umumiy tendensiya	nutq tejamkorligi, ritm	morfologik qoidalar, tizimlilik	agglutinativ qo‘shimchalar ta’siri

Munozaralar. Tadqiqot natijalari shuni ko‘rsatadiki, artikulyatorik jarayonlar universal fonetik tamoyillar – nutq tejamkorligi va talaffuz qulayligi – asosida ish ko‘rsa-da, ularning har bir tilda qanday shaklda, qaysi sohada va qanchalik tez-tez uchrashi bevosita shu tilning tipologik tuzilishiga bog‘liq.⁹

Analitik tilda (ingliz tili) so‘z chegaralari va bo‘g‘inlararo munosabatlar ayniqsa muhim. Shu sababli, assimilyatsiya asosan regressiv va postleksik darajada namoyon bo‘ladi. Ingliz tilining stress-timed (urg‘uli-urg‘usiz bo‘g‘inlar almashinuviga asoslangan) ritmi undosh to‘dalarining soddalashtirilishiga va eliziyaning keng tarqalishiga olib keladi. Misol uchun, next day → [neks deɪ] da /t/ ning tushishi aynan ritmik qulaylik bilan bog‘liq. Ingliz tilining tarixiy qatlamlanishi (German, Roman, Lotin) assimilyatsiyaning murakkab va ko‘pincha istisnoli qoidalarini keltirib chiqargan.

Flektiv tilda (nemis tili) morfologik qoidalar artikulyatorik jarayonlarning asosiy boshqaruvchisi hisoblanadi. Umlaut – bu leksik fonologiyaning klassik namunasi:

⁹ Clark J., Yallop C. An Introduction to Phonetics and Phonology. – Oxford: Blackwell, 2007. – 487 p.



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ma’lum morfologik sharoitlarda (masalan, ko‘plik yoki kichraytirish qo‘shimchalari) unli oldingi qatorga siljiydi. Shu bilan birga, postleksik jarayonlar (burun assimilyatsiyasi, dorsal frikativ almashinuvi) so‘z chegaralarida ham ishlaydi. Nemis tilining kuchli bo‘g‘in tuzilishi (CVC) eliziyani cheklaydi, shuning uchun ingliz tilidagi kabi massiv undosh tushishi kuzatilmaydi. Final devoicing (so‘z oxirida jarangsizlanish) nemis tilining muntazam fonologik qoidasi bo‘lib, u assimilyatsiyaning bir ko‘rinishi sifatida qaralishi mumkin. Agglutinativ tilda (o‘zbek tili) qo‘shimchalar zanjirining mavjudligi va unli uyg‘unligining yo‘qligi artikulyatorik jarayonlarning asosan undoshlar asosida va morfologik pozitsiyalarda namoyon bo‘lishiga olib keladi. O‘zbek tilidagi assimilyatsiya ko‘pincha qo‘shimchalar qo‘shilganda yuzaga keladi: keldi → keldi (normal), tez nutqda keddi (/t/ → [d]).

Shu bilan birga, o‘zbek tilida so‘z oxiridagi urg‘uning mavjudligi (dinamik urg‘u) eliziya va assimilyatsiyaning aynan so‘z oxirida faolligini tushuntiradi. Qipchoq shevalarida dissimilyatsiyaning keng tarqalganligi bu jarayonlarning dialektal darajada yanada faol ekanligini ko‘rsatadi.

Optimality Theory (OT) nuqtai nazaridan, har uch tilda artikulyatorik jarayonlarni universallik cheklovlari (AGREE, IDENT, DISTINCT, MAX) ierarxiasining turlicha tartibi bilan izohlash mumkin. Ingliz tilida AGREE(place) >> IDENT(place) (joy bo‘yicha kelishuv asl shaklni saqlashdan ustun) reytingi regressiv assimilyatsiyani kuchli qo‘llab-quvvatlaydi. Nemis tilida IDENT(front) va MAX(voice) cheklovlari umlaut va final devoicingni boshqaradi. O‘zbek tilida esa, agglutinativ morfologiya ta’sirida, DEP (epenthesisni taqiqllovchi) cheklovi nisbatan past reytingga ega, bu esa qo‘shimchalar zanjirida eliziya va assimilyatsiyaning keng tarqalishiga imkon beradi.

Ushbu tadqiqotning cheklovlari sifatida, asosan adabiy me’yor va misollar asosida tahlil qilinganligi, jonli nutqdagi stilistik va dialektal o‘zgarishlarning to‘liq qamrab



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olinmaganligi qayd etilishi mumkin. Kelgusida eksperimental fonetik tadqiqotlar (spektrografik, elektropalatografik) va korpus lingvistikasi usullaridan foydalangan holda artikulyatorik jarayonlarning chastotasi va kontekstual omillarini miqdoriy jihatdan tahlil qilish maqsadga muvofiqdir.

Xulosa. Ingliz, o‘zbek va nemis tillarida assimilyatsiya, dissimilyatsiya va eliziyaning qiyosiy-tipologik tahlili shuni ko‘rsatdiki, artikulyatorik jarayonlar universal fonetik tamoyillarga asoslangan bo‘lsa-da, ularning muayyan tildagi namoyon shakli, chastotasi va funksional yuklamasi bevosita shu tilning tipologik tuzilishiga (analitik, agglyutinatив, flektiv) bog‘liq.

1. Assimilyatsiya har uch tilda eng faol jarayon bo‘lib, regressiv yo‘nalish ustunlik qiladi. Ingliz tilida asosan postleksik joy va ovozlanish assimilyatsiyasi keng tarqalgan. Nemis tilida morfologik shartlangan umlaut leksik darajadagi assimilyatsiyaning yorqin namunasi, shu bilan birga postleksik burun va dorsal frikativ almashinuvi mavjud. O‘zbek tilida esa agglyutinatив qo‘shimchalar zanjirida to‘liq va qisman regressiv assimilyatsiya faol bo‘lib, unli uyg‘unligining yo‘qligi jarayonlarning asosan undoshlar asosida rivojlanishiga sabab bo‘lgan.

2. Dissimilyatsiya nisbatan kam uchraydi va asosan tarixiy o‘zgarishlar (ingliz tilida /r/ va /l/ dissimilyatsiyasi, nemis tilida Pilger tipidagi misollar) yoki dialektal xususiyat (o‘zbek tilining qipchoq shevalari, nemis tilining janubiy Bavariya dialekti) sifatida saqlanib qolgan.

3. Eliziya nutq tejamkorligi va talaffuz qulayligining samarali mexanizmi sifatida har uch tilda mavjud. Ingliz tilida /t, d/ va schwa tushishi keng tarqalgan bo‘lsa, nemis tilida eliziya asosan schwa va burundan keyingi /g/ bilan cheklangan. O‘zbek tilida esa aferezis, sinkopa va apokopa shakllari, shuningdek, intervokal undoshlarning tushishi kuzatiladi.





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Ushbu tahlil chet tillarini o‘qitish metodikasi uchun muhim amaliy ahamiyatga ega. O‘zbek tilida so‘zlashuvchi talabalarga ingliz va nemis tillarini o‘rgatishda ularning ona tilidagi progressiv assimilyatsiyaga moyilligini, ingliz tilidagi regressiv va koalesent assimilyatsiyaga, nemis tilidagi umlaut va final devoicing kabi hodisalarga alohida e’tibor qaratish lozim. Shuningdek, eliziya va dissimilyatsiyaning stilistik va dialektal xususiyatlarini tushuntirish talaffuz ko‘nikmalarini shakllantirishda muhim rol o‘ynaydi.

Kelgusida frazaviy darajadagi artikulyatorik jarayonlar, nutq tezligi va uslubning ushbu jarayonlarga ta’siri, shuningdek, ikki tilli (bilingual) nutqida interferensiya natijasida yuzaga keladigan o‘zgarishlarni eksperimental fonetik usullar bilan o‘rganish maqsadga muvofiqdir.

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Suyima G'aniyeva's Scientific Views on Alisher Navoi's Heritage

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Abstract

This article discusses the scientific activity of Suyima G'aniyeva in studying the heritage of Alisher Navoiy. The scholar's contribution to the study of the textual, artistic, and spiritual features of Navoi's works is analyzed. The article also highlights her role in the development of Navoi studies.

Keywords

Navoi studies, Suyima G'aniyeva, Alisher Navoiy, textual studies, classical literature, spirituality, scientific research.

Suyima G'aniyeva ilmiy qarashlarida Alisher Navoiy merosi

Toshkent DavlatSharqshunoslik universiteti Sharq tillari va adabiyoti instituti

Filologiya va tillarni o'qitish: arabtili 1-kurs talabasi

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Anotatsiya: Mazkur maqolada Suyima G'aniyevaning Alisher Navoiy merosini tadqiq etishdagi ilmiy faoliyati yoritilgan. Olima tomonidan Navoiy asarlarining matniy, badiiy va ma'naviy xususiyatlarini o'rganishdagi xizmatlari tahlil qilingan. Shuningdek, uning navoiyshunoslik rivojiga qo'shgan hissasi haqida so'z yuritiladi.

Kalit so'zlar: Navoiyshunoslik, Suyima G'aniyeva, Alisher Navoiy, matnshunoslik, mumtoz adabiyot, ma'naviyat, ilmiy tadqiqot.

Kirish. O'zbek mumtoz adabiyotining yirik namoyandasi Alisher Navoiy boy adabiy merosi bilan jahon madaniyati taraqqiyotiga ulkan hissa qo'shgan ijodkor



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hisoblanadi. Shoir asarlarida insonparvarlik, ma’rifat, axloqiy komillik va ezgulik g’oyalari yetakchi o‘rin egallaydi. Navoiy ijodini chuqur tadqiq qilgan olimlardan biri Suyima G‘aniyevadir. U o‘z ilmiy faoliyati davomida Navoiy asarlarining poetik xususiyatlari, g‘oyaviy mazmuni hamda matnshunoslik jihatlarini keng tadqiq etgan. Olima Navoiy merosini xalq ma’naviyati va milliy tafakkurning yuksak namunasi sifatida baholaydi.

Suyima G‘aniyeva - o‘zbek adabiyotshunosligi va navoiyshunoslik ilmida muhim o‘rin egallagan yetuk olimlardan biridir. U butun ilmiy faoliyati davomida Alisher Navoiy ijodi, uning badiiy mahorati, ma’naviy-falsafiy qarashlari hamda mumtoz adabiyotdagi o‘rnini chuqur tadqiq etishga katta hissa qo‘shgan. Olima Navoiy asarlarini ilmiy jihatdan tahlil qilish, ularning matniy xususiyatlarini o‘rganish va yosh avlodga yetkazishda samarali faoliyat olib borgan. Uning ilmiy izlanishlarida Alisher Navoiy ijodining g‘oyaviy-badiiy mohiyati, insonparvarlik va komil inson haqidagi qarashlari alohida e’tibor markazida turadi. Ayniqsa, uning Navoiy g‘azallari va dostonlari yuzasidan olib borgan tadqiqotlari navoiyshunoslik rivojiga sezilarli ta’sir ko‘rsatgan. Olima mumtoz adabiy merosni zamonaviy ilmiy qarashlar asosida talqin etib, Navoiy ijodining bugungi ma’naviy hayotdagi ahamiyatini ochib berishga muvaffaq bo‘lgan.

Metodologiya

Mazkur maqolani yozishda tarixiy-qiyosiy, tahliliy hamda matnshunoslik metodlaridan foydalanildi. Tadqiqot davomida Suyima G‘aniyevaning ilmiy ishlari, Navoiy asarlari va navoiyshunoslikka oid ilmiy manbalar o‘rganildi. Shuningdek, olimaning Navoiy g‘azallari haqidagi qarashlari poetik va badiiy jihatdan tahlil qilindi. Avvalo, tarixiy-qiyosiy metod yordamida Suyima G‘aniyevaning ilmiy qarashlari o‘zbek navoiyshunosligi taraqqiyoti kontekstida o‘rganildi. Ushbu metod orqali olimaning tadqiqotlari boshqa navoiyshunos olimlarning qarashlari bilan qiyoslandi



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hamda uning ilmiy yondashuviga xos jihatlar aniqlandi. Shu bilan birga, Alisher Navoiy merosining turli davrlardagi talqinlari ham tahlil qilinib, Suyima G‘aniyeva tadqiqotlarining ilmiy ahamiyati belgilandi. Tadqiqot davomida matnshunoslik metodidan ham samarali foydalanildi. Bu metod asosida Navoiy asarlarining qo‘lyozma nusxalari, ilmiy nashrlari va sharhlariga oid materiallar o‘rganildi. Ayniqsa, Suyima G‘aniyevaning matn ustida ishlash tamoyillari, eski turkiy so‘z va iboralarni izohlashdagi ilmiy qarashlari tahlil qilindi. Matnshunoslik yondashuvi Navoiy asarlarining asl mazmunini anglash hamda badiiy-estetik xususiyatlarini ochib berishda muhim metodologik asos bo‘lib xizmat qildi

Natijalar va muhokama

Suyima G‘anieva 1956–1959-yillarda O‘z FA Til va adabiyot institutida kichik ilmiy xodim, ilmiy kotib, katta ilmiy xodim lavozimlarida ishladi. Shu yillarda u “O‘zbek adabiyoti tarixi” (15 jildli), “Istoriya uzbekskoy literatury” (2 jildli), Navoiyning nasriy asarlari (13 asar) va nazmda yozilgan 3 asarining nashr etilishida faol ishtirok etdi. Uning Alisher Navoiy hazratlarining dastxatini Tehronning “Hoki Guliston” nomli muzey fondidan Vatanimizga keltirgani millatimiz, adabiyotimiz ravnaqi yo‘lida qilingan ezgu ishlardan, muhim yutuqlarimizdan biri bo‘ldi. Rossiya, Chexoslovakiya, Eron, Turkiya, Xitoy davlatlarida bo‘lgan xalqaro anjumanlarda qilgan ma‘ruzalari dunyo ilm ahli tomonidan katta qiziqish va e‘tibor bilan e‘tirof etilgan. S.G‘aniyeva adabiyotshunos, sharqshunos, tarjimon, manbashunos va matnshunos olim sifatida 20 dan ortiq kitob va risolalardan tashqari, turli to‘plam, jurnallarda 120 dan ortiq maqolalar hamda so‘zboshilar, vaqtli matbuotda 300 ga yaqin maqola va taqrizlar e‘lon qildi. Navoiyning nasriy asarlari, jumladan, “Majolis un-nafois”ni tadqiq etishga kirishgan olim izlanishlarini asosan qo‘lyozma manbalarga asoslanib olib bordi.





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Olima «Majolis un-nafois»ning ilmiy-tanqidiy matnini chop ettirgach, «Navoiy dastxati» kitobini o‘quvchilar hukmiga havola etgan. Alisher Navoiy mukammal asarlar to‘plami (20 tomlik)da u «Majolis un-nafois», «Mahbub ul-qulub», «Munshaot», «Vaqfiya», «Hamsat ul-mutahayyirin», «Holoti Sayyid Hasan Ardasher», «Holoti Pahlavon Muhammad», «Nazm ul-javoxir», «Muhokamat ul-lug‘atayn» kabi asarlarni izoh va tarjimalar bilan nashrga tayyorlangan. Bundan tashqari, Suyima G‘aniyeva Alisher Navoiyning uzoq yillar davomida ilm-fanga noma’lum bo‘lib kelgan “Munojot” asarini topib, nashr ettirgan. Olima 2011-yilda Alisher Navoiyning 20 jildlik mukammal asarlar to‘plamini nashrga tayyorlashda faol ishtirok etgan. Suyima G‘aniyeva Navoiy merosining tarbiyaviy va ma’naviy ahamiyatiga alohida urg‘u beradi. Uning ta’kidlashicha, Navoiy asarlarida insonparvarlik, ilm-ma’rifat, adolat va saxovat g‘oyalari yetakchi o‘rin tutadi. Bu g‘oyalar bugungi jamiyat uchun ham muhim ahamiyatga ega. Olima Navoiy ijodining yosh avlod ma’naviyatini shakllantirishdagi o‘rnini yuqori baholaydi. Chunki shoir asarlarida insonni ezgulikka, ilm olishga va komillikka undovchi fikrlar mujassamdir. Shu jihatdan Navoiy merosi bugungi kunda ham o‘z dolzarbligini saqlab qolmoqda. 1999-yilda Suyima G‘aniyeva "El-yurt xizmati" ordeni, 2008 yilda "Buyuk xizmatlari uchun" ordeni bilan mukofotlandi. 2015-yilda S.G‘aniyevaga "O'zbekiston qahramoni" unvoni berildi.

Xulosa

Suyima G‘aniyevaning hazrat Alisher Navoiy merosini tadqiq etishga bag‘ishlangan asarlari dunyo mamlakatlarida nashr qilingan va ilmiy jamoatchilik tomonidan e’tirof etilgan. Buyuk shoirning jahon adabiyoti ma’naviyatining durdonalaridan bo‘lgan asarlari asrlar osha avlodlarga xizmat qiladi, demak, tadqiqotchi olimaning izlanishlari ham shu barobarida Navoiy mahzanidan bahra olmoqchi bo‘lgan muhlislarga kamarbasta bo‘laveradi. Olimaning hayoti va ijodi haqida adabiyotshunoslar,



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shogirdlari tomonidan kitoblar, maqolalar yozilgan. Filologiya fanlari nomzodi, professor Suyima G‘aniyevaning ilmga, qadriyatlarga sadoqati, milliy adabiyotning nufuzi, mavqeini yuksaltirish barobarida xalqimizning boy madaniyatini dunyoga tarannum etish borasidagi fidoyiligi avlodlarga ibrat bo‘lib qoladi.

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Portfolio Assessment in English Language Classes for Young Learners as an Alternative Assessment Method

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Abstract. *This thesis explores the effectiveness of portfolio assessment as an alternative evaluation method in young learners' English classes. In modern education, there is an increasing need for assessment methods that continuously monitor students' progress beyond traditional tests and examinations. Portfolio assessment enables teachers to evaluate learners' language skills, creativity, and independent thinking. The thesis analyzes the advantages, practical application, and impact of portfolio assessment on young learners' motivation in learning English.*

Keywords: *portfolio assessment, alternative assessment, English language teaching, young learners, evaluation methods, reflection, motivation.*

YOSH O'RGANUVCHILARNING INGLIZ TILI DARSLARIDA PORTFOLIO BAHOLASH — MUQOBIL BAHOLASH USULI SIFATIDA

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Annotatsiya. *Ushbu tezis yosh o‘rganuvchilarning ingliz tili darslarida portfolio baholash usulidan muqobil baholash vositasi sifatida foydalanishning samaradorligini o‘rganishga bag‘ishlangan. Zamonaviy ta’lim tizimida an’anaviy test va imtihonlardan tashqari, o‘quvchining rivojlanish jarayonini uzluksiz kuzatib boruvchi baholash usullariga ehtiyoj oshib bormoqda. Portfolio baholash o‘quvchilarning til ko‘nikmalari, ijodkorligi va mustaqil fikrlashini baholash imkonini beradi. Tezida portfolio baholashning afzalliklari, amaliyotda qo‘llanilishi hamda yosh o‘quvchilarning ingliz tilini o‘rganish motivatsiyasiga ta’siri haqida tahlil qilingan.*

Tayanch so‘zlar: *portfolio baholash, muqobil baholash, ingliz tili ta’limi, yosh o‘rganuvchilar, baholash metodlari, refleksiya, motivatsiya.*

Bugungi kunda ta’lim tizimida baholash jarayoni faqatgina o‘quvchilarning bilimini aniqlash vositasi emas, shu bilan birgalikda ularning rivojlanishini qo‘llab-quvvatlovchi muhim pedagogik jarayon sifatida qaralmoqda. An’anaviy baholash usullari, xususan test va yozma imtihonlar, ko‘pincha o‘quvchilarning qisqa muddatli bilimini aniqlashga xizmat qiladi. Ammo yosh o‘rganuvchilarning ingliz tilidagi rivojlanishini to‘liq baholash uchun yanada moslashuvchan va jarayonga yo‘naltirilgan metodlar talab etiladi. Shu tomondan olib qaralganda portfolio baholash tizimi zamonaviy ta’limda samarali muqobil baholash usuli sifatida e’tirof etilmoqda.

Portfolio baholash — *bu o‘quvchining ma’lum vaqt davomida bajargan ishlari, yozuvlari, loyihalari, ijodiy topshiriqlari va o‘z-o‘zini baholash materiallarini jamlovchi baholash tizimidir. Ushbu metod orqali o‘quvchining rivojlanish jarayoni muntazam kuzatilib, uning kuchli va zaif tomonlari aniqlanadi. Brownning ta’kidlashicha, portfolio baholash o‘quvchilarning o‘quv jarayonidagi individual*





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yutuqlarini ko'rsatishda samarali vosita hisoblanadi [3].

Yosh o'rganuvchilar bilan ishlashda portfolio baholash tizimi ayniqsa muhimdir. Chunki kichik yoshdagi o'quvchilar ko'pincha test sinovlarida o'z bilimini to'liqligicha namoyon eta olmaydi. Portfolio esa ularga rasmlar, qisqa matnlar, audio yozuvlar va ijodiy ishlanmalar orqali o'z qobiliyatlarini ko'rsatish imkonini beradi. Cameronning fikricha, yosh o'quvchilar uchun baholash jarayoni motivatsiyani oshiruvchi va qo'llab-quvvatlovchi xarakterga ega bo'lishi kerak [4].

Portfolio baholash o'quvchilarning ingliz tilidagi barcha asosiy ko'nikmalarini rivojlantirishga yordam beradi. Masalan, yozma topshiriqlar writing ko'nikmasini, audio va video materiallar speaking va listening ko'nikmalarini, o'qilgan matnlar asosidagi refleksiyalar esa reading comprehension darajasini namoyon etadi. Bundan tashqari, portfolio o'quvchilarda mustaqil o'rganish va o'z-o'zini tahlil qilish ko'nikmalarini ham shakllantiradi.

Zamonaviy texnologiyalar portfolio baholashning samaradorligini yanada oshirmoqda. Elektron portfolio (e-portfolio) platformalari orqali o'quvchilar o'z ishlarini raqamli shaklda saqlashi va tarqatishi mumkin. Google Classroom, Microsoft Teams va Seesaw kabi platformalar portfolio yuritishda keng qo'llaniladi. Barretning ta'kidlashicha, elektron portfolio o'quvchilarning reflektiv fikrlashini rivojlantirishda muhim rol o'ynaydi [2].

Portfolio baholashning yana bir muhim jihati — bu o'qituvchi, o'quvchi va ota-onalar o'rtasidagi hamkorlikni kuchaytirishidir. Ota-onalar farzandining rivojlanishini muntazam kuzatib borishi mumkin, bu esa ta'lim jarayonidagi ularning ishtirokini oshiradi. Shu bilan birga, o'quvchilar o'z yutuqlarini ko'rib, o'ziga bo'lgan ishonchini mustahkamlab boradi.

Biroq portfolio baholashni qo'llashda ayrim qiyinchiliklar ham mavjud. Masalan,



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portfolio tayyorlash va baholash ko‘proq vaqt talab qiladi. Bundan tashqari, baholash mezonlari aniq ishlab chiqilmasa, subyektivlik yuzaga kelishi mumkin. Shu sababli o‘qituvchilar portfolio baholash mezonlarini oldindan belgilab olishi va o‘quvchilarga tushuntirishi zarur [1].

Xulosa qilib aytganda, portfolio baholash yosh o‘rganuvchilarning ingliz tilini o‘rganish jarayonini kompleks baholash imkonini beruvchi samarali muqobil metod hisoblanadi. Ushbu usul o‘quvchilarning til ko‘nikmalarini, ijodkorligini va mustaqil fikrlash qobiliyatini rivojlantiradi. Zamonaviy texnologiyalar bilan uyg‘unlashgan portfolio baholash kelajakdagi zamonaviy ta’lim tizimining muhim tarkibiy qismi bo‘lib xizmat qiladi.

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Portfolio assessment as an alternative evaluation method in young learner's English classes

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Abstract

In modern English as a Foreign Language (EFL) classrooms, assessment plays an important role in monitoring learners' progress and improving teaching effectiveness. Traditional assessment methods such as written tests and examinations are often limited in evaluating young learners' overall language development. Portfolio assessment, as an alternative evaluation method, provides a more comprehensive and learner-centered approach by collecting students' work over a period of time. This paper aims to explore the role of portfolio assessment in young learners' English classes and examine its effectiveness in supporting language learning. It focuses on how portfolio assessment encourages learner autonomy, creativity, self-reflection, and active participation in classroom activities. Based on qualitative and quantitative approaches, the study investigates teachers' use of portfolios, the types of activities included in portfolios, and the impact of portfolio assessment on learners' motivation and language achievement. The findings suggest that portfolio assessment helps young learners become more confident in using English, improves their speaking, writing, reading, and listening skills, and creates a positive and supportive learning environment. The paper concludes with practical recommendations for teachers on how to effectively implement portfolio assessment in young learners' EFL classrooms.

Keywords: Portfolio Assessment, Young Learners, EFL Classroom, Alternative Assessment, English Language Teaching, Learner Motivation, Classroom Evaluation.



1.Introduction

Assessment is one of the most essential components of the teaching and learning process. In English as a Foreign Language (EFL) classrooms, assessment helps teachers evaluate learners’ progress, identify strengths and weaknesses, and improve instructional methods. Traditionally, many schools rely on tests, quizzes, and examinations to measure students’ knowledge and language ability. However, these traditional forms of assessment may not fully reflect the abilities and learning development of young learners.

Young learners require assessment methods that are interactive, motivating, and supportive of their language growth. One of the alternative approaches that has gained attention in language education is portfolio assessment. Portfolio assessment refers to the systematic collection of students’ work that demonstrates their efforts, achievements, progress, and learning experiences over time. Portfolios may include writing tasks, drawings, projects, worksheets, speaking activities, self-assessment forms, and teacher feedback.

Portfolio assessment encourages learners to participate actively in their own learning process. It allows teachers to evaluate not only the final result but also the learning process itself. Through portfolio activities, young learners can develop self-confidence, creativity, critical thinking, and responsibility for their learning. In addition, portfolio assessment provides opportunities for continuous feedback and reflection, which are important for effective language learning.

This paper examines the role of portfolio assessment as an alternative evaluation method in young learners’ English classes. It focuses on how portfolio assessment supports language development, learner motivation, and classroom participation. In particular, the study will explore:



- How portfolio assessment is used in young learners' English classes
- The advantages of portfolio assessment compared to traditional testing methods
- How portfolio assessment influences learners' motivation and language skills
- The challenges teachers face when implementing portfolio assessment in EFL classrooms

By addressing these questions, the study aims to contribute to a better understanding of alternative assessment practices and provide practical recommendations for English teachers working with young learners.

1. Literature Review

The process of learning English as a Foreign Language (EFL) among young learners is greatly influenced by the methods teachers use to assess students' learning progress. In traditional classrooms, assessment is commonly based on written tests, quizzes, and examinations. Although these methods are useful for measuring factual knowledge and grammar accuracy, they may not fully reflect young learners' communicative abilities, creativity, participation, and individual learning development. As a result, educators and researchers have increasingly focused on alternative assessment methods that support more meaningful and learner-centered evaluation.

One of the most effective alternative assessment methods in EFL classrooms is portfolio assessment. Portfolio assessment refers to the systematic collection of students' work over a period of time in order to demonstrate their progress, achievements, efforts, and language development. Portfolios may include writing tasks, worksheets, drawings, projects, vocabulary activities, reading tasks, speaking recordings, self-assessment forms, and teacher feedback. Researchers emphasize that portfolio assessment allows teachers to evaluate both the learning process and the final product. In young learners' English classes, portfolio assessment creates opportunities for



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students to participate actively in their learning process. Since young learners are still developing cognitively, emotionally, and linguistically, they benefit from assessment methods that are interactive, motivating, and supportive. Through portfolio activities, learners can gradually improve their listening, speaking, reading, and writing skills in a less stressful environment compared to formal examinations.

Researchers also highlight that portfolio assessment increases learners’ motivation and self-confidence. When students observe their own progress through collected classroom tasks and projects, they become more interested in learning English and more confident in using the language. Portfolio assessment also encourages learner autonomy because students take responsibility for organizing their work, reflecting on their achievements, and identifying areas that need improvement.

Another important advantage of portfolio assessment is that it promotes meaningful communication and creativity in the classroom. Teachers can include different communicative activities such as storytelling, dialogues, role plays, group projects, and creative writing tasks in students’ portfolios. These activities help young learners use English in authentic and practical situations rather than simply memorizing grammatical rules.

In addition, portfolio assessment supports continuous feedback between teachers and students. Teachers can regularly monitor learners’ progress and provide constructive feedback that helps improve language performance. Parents can also observe their children’s development more clearly through portfolio collections. This creates stronger cooperation between teachers, students, and parents in the educational process. However, some challenges may arise when implementing portfolio assessment in EFL classrooms. One of the main difficulties is that preparing and evaluating portfolios requires considerable time and effort from teachers. In large classrooms, it may be



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difficult for teachers to assess each learner's portfolio individually and consistently. Another challenge is the lack of clear assessment criteria, which may affect the objectivity of evaluation. Some teachers may also have limited experience or training in using alternative assessment methods effectively.

Despite these challenges, many researchers conclude that portfolio assessment is a valuable alternative evaluation method for young learners' English classes. It supports language development, increases classroom participation, encourages creativity and learner independence, and creates a positive learning environment. Therefore, portfolio assessment continues to gain importance in modern EFL education as an effective tool for evaluating young learners' progress and achievements.

Title	Author(s)	Year	Key Findings		Method
The Use of Portfolio Assessment in Young Learners' EFL Classrooms	Brown, H. D.	2010	Emphasizes that portfolio assessment helps teachers evaluate learners' language progress continuously and effectively.		Qualitative
Portfolio Assessment and Learner Motivation in English Classes	Cameron, L.	2001	Finds that portfolio activities increase young learners' motivation, confidence, and classroom participation.		Mixed Approach



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Alternative Assessment Methods in Primary EFL Education	Genesee, F. & Upshur, J.	1996	Shows that alternative assessments provide a more comprehensive evaluation of learners' communicative abilities.		Qualitative
Classroom-Based Assessment for Young Learners	Pinter, A.	2006	Highlights that portfolio assessment creates a less stressful and more supportive learning environment for children.		Qualitative

3. Objective Questions

1.How effective is portfolio assessment in improving young learners' English language skills in EFL classrooms?

2.What advantages does portfolio assessment have compared to traditional assessment methods in young learners' English classes?

4. Research Methodology

This study aims to examine the effectiveness of portfolio assessment as an alternative evaluation method in young learners' English classes. After reviewing relevant literature, a structured questionnaire and classroom observations were used to collect data about teachers' and students' experiences with portfolio assessment in EFL settings. The study follows a mixed-method approach, combining both qualitative and quantitative data. Questionnaires were distributed to primary school English teachers and students to investigate how portfolio assessment is applied during lessons and how



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it influences learners’ language development and classroom participation. In addition, classroom observations were conducted to analyze how portfolio activities such as projects, writing tasks, speaking exercises, and self-assessment activities support language learning among young learners. The collected data were analyzed to understand the effectiveness of portfolio assessment in improving learners’ motivation, confidence, and communicative skills in EFL classrooms.

4.1 Participants

A total of **20 participants** took part in this study. Among them, **16 were students** and **4 were English teachers**. Out of the students, **9 were female** and **7 were male**. The participants were selected from primary-level EFL classrooms where English is taught as a foreign language. The sample was chosen to examine how portfolio assessment is used during English lessons and how it affects learners’ academic performance, participation, and motivation in the classroom.

4.2 Research Tools

This study used a **quantitative approach** with a **close-ended questionnaire** and **classroom observation**. The questionnaire was divided into three main sections.

Section A: Demographic Information

Collected basic information about the participants such as gender, age, and their role in the classroom (student or teacher).

Section B: Portfolio Assessment Practices

Included several statements rated on a **5-point Likert scale** (from Strongly Agree to Strongly Disagree) to examine how frequently portfolio assessment is used in English classes and how it supports learners’ language development, creativity, and classroom participation.

Section C: Perceptions of Portfolio Assessment



Contained multiple-choice and opinion-based questions to identify teachers’ and students’ attitudes toward portfolio assessment and its effectiveness in improving English learning outcomes.

In addition, **classroom observations** were conducted to analyze how teachers organize portfolio activities, provide feedback, and evaluate students’ progress during lessons. The questionnaire was designed using established research methods and was revised to ensure clarity and reliability. A pilot version was tested to confirm that the questions were understandable and consistent.

4.3 Procedure

The study was carried out in a traditional classroom environment, where structured questionnaires were manually distributed to both teachers and students. All participants provided informed consent and participated voluntarily and anonymously in order to maintain confidentiality and protect personal information. After gathering 20 fully completed responses and conducting the planned classroom observations, the collected data was organized and analyzed. Quantitative data obtained from the Likert-scale questionnaire items were used to calculate descriptive statistics, including frequency distributions and mean scores, to identify the consistency of portfolio implementation and alternative assessment practices. In addition, the qualitative observation data—particularly related to teacher guidance, reflective portfolio activities, and feedback processes—were grouped into categories to examine how these elements contribute to communication, learner autonomy, and active participation in the young learner EFL classroom.

No	Question/Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree



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1	Keeping a portfolio allows me to show my real progress in English over time.	5	9	5	0	1
2	I like selecting my favorite English drawings and tasks to put in my portfolio folder.	4	8	6	2	0
3	The colorful self-assessment stars/checklists make my learning goals easier to see.	4	9	5	2	0
4	When my teacher writes nice encouraging words on my portfolio work, I feel prouder.	3	7	6	4	0
5	Looking back at my older portfolio tasks	3	9	5	1	2



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	makes me want to practice English more.					
6	I remember new words better when I put them into my portfolio vocabulary creative maps.	2	9	2	4	3
7	Showing my finished portfolio folder to my friends helps me speak English with them.	5	7	4	4	0
8	Sharing and looking at my classmates' portfolio projects is fun and interesting.	4	9	4	1	2
9	I find it hard to understand too many rules about	3	6	6	4	1



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	how my portfolio is graded.					
10	Overall, I think portfolio assessment helps me love learning English more.	4	9	4	2	1

Table 1 indicates that most young learners find alternative portfolio development tasks highly useful for facilitating their communicative and reflective competence. The majority of students agreed that compiling language samples and keeping a structured portfolio folder allows them to visualize their real progress in English over time, making the language learning process significantly more interactive and enjoyable. Furthermore, the data shows that creative portfolio tracking tasks, such as vocabulary maps and colorful self-assessment checklists, actively help young learners acquire and retain a functional vocabulary more effectively than traditional testing methods. However, certain pedagogical difficulties were identified during the implementation process. A notable portion of the participants reported that they find complex portfolio assessment criteria and rigid grading rubrics distracting or confusing, which occasionally hindered their focus on creative production. Additionally, the responses highlight that while sharing completed portfolio folders with peers is perceived as fun and interesting, some classroom routines still do not provide sufficient exposure to spontaneous, authentic peer interaction during regular portfolio review sessions. Most respondents strongly agreed or agreed that intentional alternative evaluation



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methods, specifically portfolio assessment, positively influence their overall language learning process and foster a deeper love for the English language. Nonetheless, a few participants remained neutral or expressed disagreement, indicating that the current classroom structures and lesson plans are not always fully optimized to integrate these alternative strategies seamlessly. Despite the clear motivational benefits—such as increased student pride stemming from encouraging teacher feedback—challenges related to instructional clarity, the simplification of grading rubrics, and the need for more structured peer-review scaffolding still impact the overall success of the implementation.

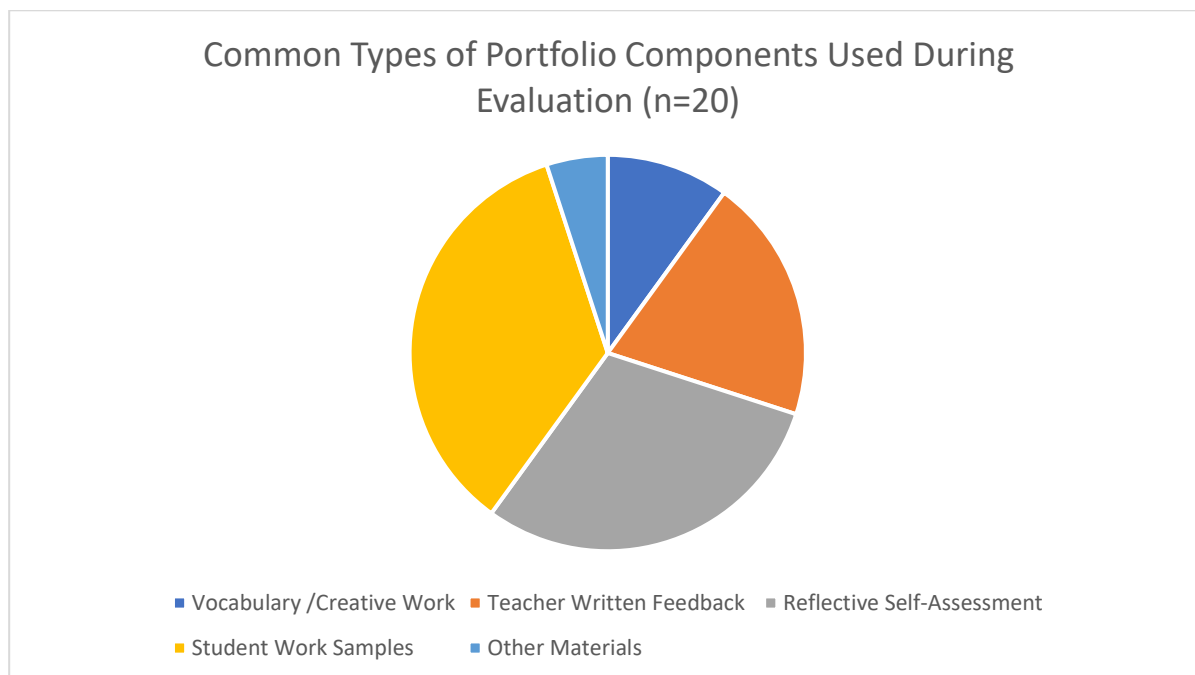


Figure 1: The most common type of portfolio assessment structures and student-curated components utilized during lesson

The pie chart illustrates the distribution of primary student-led components and reflective assessment structures utilized to track learner progression. The observed data demonstrates that **Student Work Samples** and **Reflective Self-Assessments** were exceptionally prominent, collectively accounting for an explicit 65% of the organized



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portfolio profiles. **Teacher Written Feedback** followed closely behind, representing 20% of the total recorded evaluation activities. Meanwhile, personalized **Vocabulary & Creative Work** (10%) and **other materials** miscellaneous records (5%) comprised the remaining systemic outputs. This distribution highlights a deliberate reliance on student-centered documentation models, validating the portfolio framework as a highly capable diagnostic instrument for nurturing individual tracking and learner engagement within early childhood EFL configurations.

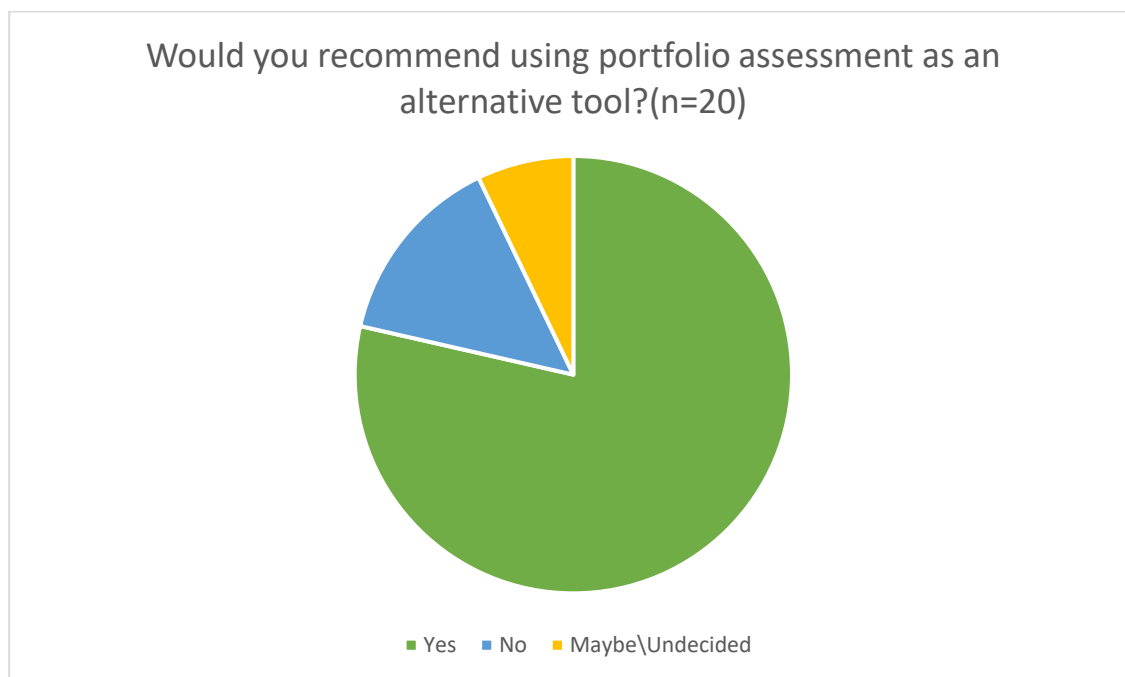


Figure 2: Recommendations for utilizing alternative portfolio assessment frameworks in young learner English language classrooms.

The pie chart presents the overall level of professional and participant endorsement regarding the institutional transition towards portfolio evaluation methods in the young learner domain. An overwhelming **78.57%** of the surveyed individuals (representing 16 out of 20 total respondents) highly recommended integrating these authentic toolsets, heavily citing their practical efficacy in elevating communicative output confidence, monitoring individualized growth milestones, and reducing test-induced performance



anxiety. Conversely, a mechanized **14.29%** expressed negative stances concerning logistical heavy-lifting, while a balanced **7.14%** remained completely undecided. This strong positive index underscores the pedagogical value of progressive alternative structures as young learners transition from passive reception toward operational fluency.

6. Limitations and Future Scope of the Study

The generalizability of the findings in this study is subject to several limitations. Firstly, the sample size consisted of 20 participants, among whom 16 were young EFL learners and 4 were English language teachers. While this small-scale qualitative and quantitative approach allowed for an in-depth analysis of portfolio assessment practices, the relatively small number of participants restricts the extent to which the results can be generalized to a wider population of young learners. Larger-scale studies involving a greater number of respondents across different regions and school types would provide a more robust and reliable understanding of the topic.

Secondly, it is important to note that the participants were young learners from beginner to intermediate-level classes at an educational center. As a result, the findings primarily reflect the attitudes, progress trajectories, and alternative evaluation behaviors of a specific age group within a particular educational and cultural context. Future research could broaden the scope by including young learners from various alternative age brackets, different proficiency levels, and diverse geographical locations to enhance the applicability of the results.

Thirdly, while this study focused on the direct implementation and formative benefits of student portfolios, it did not extensively account for the long-term impact of these alternative evaluation methods on overall language proficiency and standardized test performance. Therefore, subsequent research could employ longitudinal designs to



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examine how the consistent use of portfolio assessment evolves and impacts learner autonomy, self-regulation, and language retention over time. Additionally, future studies could explore the perspectives of school administrators and parents to provide a more comprehensive understanding of the alternative assessment environment in young learner settings.

7. Conclusion

The findings of this study highlight the significant role that portfolio assessment plays as an alternative evaluation method in young learner's English classes. The majority of participants expressed a strong preference for the use of continuous, authentic linguistic collections, with student-curated work samples and reflective self-assessments emerging as the most helpful features to facilitate active language production and track individual progress. In terms of pedagogical effectiveness, regular feedback loops and systematic goal-setting within the portfolios were identified as essential tools that not only boost learners' confidence but also foster a deeper sense of ownership over their language-learning journey.

Ultimately, transitioning from traditional, exam-heavy testing to formative portfolio evaluation creates a more supportive, less stressful classroom climate. While acknowledging the limitations regarding sample size and duration, the study underscores that integrating portfolios into the young learner curriculum provides a multifaceted, holistic view of a child's linguistic development. Implementing these alternative frameworks empowers educators to design responsive instructional strategies, ensuring that early language assessment is both meaningful and developmentally appropriate.

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TEACHING VOCABULARY THROUGH TOTAL PHYSICAL RESPONSE: A FUNCTIONAL-SEMANTIC AND PEDAGOGICAL ANALYSIS

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Abstract

This paper provides an in-depth analysis of the Total Physical Response (TPR) method as an effective pedagogical approach to vocabulary acquisition in English language teaching. Grounded in psycholinguistic and cognitive theories of language acquisition, TPR emphasizes the coordination of speech and motor activity. The study aims to examine the theoretical foundations, instructional procedures, and pedagogical outcomes of TPR within the framework of modern language teaching methodologies. Employing a functional-semantic and comparative approach, the research demonstrates that TPR significantly enhances vocabulary retention, listening comprehension, and learner engagement, particularly at the initial stages of language learning. However, the study also identifies certain limitations in its applicability at advanced levels. The findings contribute to contemporary discussions on communicative language teaching and multimodal learning strategies.

Keywords

Total Physical Response, vocabulary acquisition, psycholinguistics, language pedagogy, multimodal learning, ESL, cognitive approach, teaching methodology

Introduction

Vocabulary acquisition constitutes a central component of second language learning, as lexical competence directly determines communicative effectiveness. In contemporary applied linguistics, increasing attention has been devoted to instructional



methods that facilitate naturalistic and cognitively grounded language acquisition. One such method is the Total Physical Response (TPR), which integrates linguistic input with physical movement.

TPR is rooted in the theoretical framework proposed by James Asher, who conceptualized language learning as a process analogous to first language acquisition. According to this perspective, comprehension precedes production, and language is internalized through meaningful interaction rather than mechanical repetition. This aligns with broader psycholinguistic theories that emphasize the role of input processing, memory encoding, and sensorimotor integration.

From a cognitive standpoint, TPR can be interpreted as a multimodal learning strategy, where auditory input is reinforced through kinesthetic and visual channels. This multimodality enhances memory retention and reduces cognitive load, thereby facilitating deeper processing of lexical items. Furthermore, TPR supports affective learning by minimizing anxiety and encouraging active participation.

Despite its recognized advantages, TPR remains underexplored in advanced pedagogical contexts. It is often associated primarily with beginner-level instruction, and its potential integration with other methodologies has not been sufficiently examined.

The present study aims to address this gap by providing a comprehensive analysis of TPR from functional-semantic and pedagogical perspectives. Specifically, it seeks to (1) examine the theoretical underpinnings of TPR, (2) analyze its instructional procedures, and (3) evaluate its effectiveness in vocabulary teaching.

Methods



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This research adopts a **multi-method approach**, combining **descriptive**, **comparative**, and **functional-semantic analysis** within a qualitative research framework.

The **descriptive method** is employed to systematically outline the principles and procedural stages of TPR-based instruction. This includes the sequencing of commands, the role of teacher modeling, and the gradual transition from comprehension to production.

The **comparative method** is used to contrast TPR with traditional vocabulary teaching approaches, such as grammar-translation and audio-lingual methods. This comparison highlights differences in cognitive engagement, learner autonomy, and retention outcomes.

The **functional-semantic approach** examines how lexical meaning is constructed and reinforced through embodied interaction. In this context, vocabulary is not treated as isolated units but as part of a dynamic semantic network shaped by context and action.

Data for the study is derived from:

- classroom-based instructional scenarios
- standardized TPR procedures
- documented examples of teacher-student interaction

Particular attention is given to instructional patterns such as:

- imperative-based commands (*stand up, touch your arm*)
- sequential action chains (*walk to the door, open it, and sit down*)
- imaginative and scenario-based tasks

These data are analyzed in terms of their impact on comprehension, retention, and learner engagement.



Results

The findings of the study indicate that TPR has a significant positive impact on vocabulary acquisition, particularly in early stages of language learning.

First, TPR facilitates **enhanced input processing**. Learners are required to interpret verbal commands and respond physically, which promotes active engagement with linguistic input. This process aligns with input-based theories of language acquisition, where comprehension plays a central role.

Second, the method improves **long-term retention of vocabulary**. The integration of motor activity with linguistic input creates multiple memory pathways, resulting in stronger cognitive associations. Empirical observations suggest that learners recall action-based vocabulary more effectively than abstract lexical items.

Third, TPR contributes to **affective factors** in learning. The interactive and game-like nature of activities reduces anxiety and increases motivation. This is particularly important in beginner classrooms, where learners often experience hesitation and fear of making mistakes.

Fourth, TPR supports the gradual emergence of **productive skills**. Although the initial focus is on listening comprehension, learners eventually begin to produce language spontaneously. This transition reflects natural language acquisition processes.

However, the results also reveal certain constraints. TPR is less effective for teaching **abstract vocabulary** and complex grammatical structures. Additionally, its effectiveness decreases at higher proficiency levels, where learners require more analytical and communicative tasks.

Discussion

The findings underscore the pedagogical value of TPR as a cognitively and affectively informed teaching method. Its emphasis on embodied learning aligns with



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contemporary theories in cognitive linguistics, which view language as grounded in physical experience.

One of the key strengths of TPR lies in its ability to create a **low-anxiety learning environment**. By prioritizing comprehension over production, it allows learners to build confidence before actively using the language. This supports Krashen’s input hypothesis, which emphasizes the importance of comprehensible input in language acquisition.

Furthermore, TPR can be interpreted within the framework of **multimodal learning**, where different sensory channels contribute to knowledge construction. This makes it particularly effective in diverse classrooms with varying learning styles.

Nevertheless, the limitations of TPR must be acknowledged. Its reliance on physical actions restricts its applicability for abstract and academic language. Therefore, it should not be viewed as a standalone method but rather as a complementary strategy within a broader pedagogical framework.

Integrating TPR with communicative language teaching (CLT) and task-based learning (TBL) can enhance its effectiveness. For example, action-based activities can serve as a foundation for more complex communicative tasks.

From a methodological perspective, the study highlights the importance of combining functional-semantic analysis with pedagogical evaluation. This interdisciplinary approach provides a more comprehensive understanding of language teaching methods.

Conclusion

In conclusion, the Total Physical Response method represents a highly effective approach to vocabulary teaching, particularly at the initial stages of language learning. Its foundation in naturalistic and cognitive principles allows learners to acquire language through meaningful interaction and embodied experience.



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While TPR offers significant advantages in terms of retention, motivation, and comprehension, its limitations necessitate integration with other instructional approaches.

The study contributes to ongoing discussions in applied linguistics by demonstrating the relevance of multimodal and cognitively informed teaching strategies in modern language education.

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HUMAN LANGUAGE ACQUISITION: THEORETICAL AND EMPIRICAL PERSPECTIVES

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Abstract

This study examines major theoretical and empirical perspectives on human language acquisition. It analyzes the main approaches to language learning, including behaviorism, nativism, social interaction theory, statistical learning theory, and the critical period hypothesis. The research also explores recent neuroscientific findings concerning bilingualism and social interaction in language development. Using a mixed-methods approach, the study investigates language acquisition among children aged 18 months to 5 years through observations, standardized tests, and caregiver interviews. The findings demonstrate that language acquisition results from the interaction of biological predispositions, environmental exposure, cognitive mechanisms, and social communication. Special attention is given to the positive effects of bilingualism on cognitive flexibility, attentional control, and executive functioning. The study concludes that rich linguistic environments and active social interaction significantly enhance children's language development and learning efficiency.

Key words

language acquisition, bilingualism, Universal Grammar, social interaction, statistical learning, cognitive development, neuroscience, critical period, language learning, communication.

**INSON TILINI EGALLASHNING NAZARIY VA EMPIRIK
JIHATLARI**





**ТЕОРЕТИЧЕСКИЕ И ЭМПИРИЧЕСКИЕ АСПЕКТЫ ОСВОЕНИЯ
ЧЕЛОВЕЧЕСКОГО ЯЗЫКА**

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Annotatsiya

Ushbu tadqiqot inson tilini o‘zlashtirishning asosiy nazariy va empirik yondashuvlarini tahlil qiladi. Unda bixeviorizm, nativizm, ijtimoiy interaktsiya nazariyasi, statistik o‘rganish nazariyasi hamda kritik davr gipotezasi kabi til o‘rganish nazariyalari ko‘rib chiqilgan. Tadqiqot, shuningdek, bilingvizm va ijtimoiy muloqotning til rivojlanishiga ta’siri bo‘yicha zamonaviy neyroilmiy tadqiqotlarni o‘rganadi. Aralash metodologiya asosida olib borilgan izlanishda 18 oylikdan 5 yoshgacha bo‘lgan bolalarning til rivojlanishi kuzatishlar, standart testlar va ota-onalar bilan suhbatlar orqali tahlil qilindi. Natijalar til o‘zlashtirish biologik imkoniyatlar, atrof-muhit, kognitiv mexanizmlar va ijtimoiy muloqotning o‘zaro ta’siri natijasida shakllanishini ko‘rsatdi. Tadqiqot bilingvizmning kognitiv moslashuvchanlik, diqqat nazorati va ijro funksiyalariga ijobiy ta’sirini alohida ta’kidlaydi. Xulosa sifatida, boy til muhiti va faol ijtimoiy muloqot bolalarning til rivojlanishini sezilarli darajada yaxshilashi qayd etiladi.

Kalit so‘zlar: til o‘zlashtirish, bilingvizm, universal grammatika, ijtimoiy interaktsiya, statistik o‘rganish, kognitiv rivojlanish, neyrofan, kritik davr, til o‘rganish, muloqot.

Аннотация

Данное исследование рассматривает основные теоретические и эмпирические подходы к усвоению человеческого языка. В работе анализируются ключевые теории овладения языком, включая бихевиоризм, нативизм, теорию социального взаимодействия, теорию статистического обучения и гипотезу критического



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периода. Также исследуются современные нейронаучные данные о билингвизме и роли социального взаимодействия в языковом развитии. Исследование основано на смешанной методологии и включает наблюдение за детьми в возрасте от 18 месяцев до 5 лет, стандартизированные тесты и интервью с родителями. Результаты показывают, что усвоение языка является результатом взаимодействия биологических предпосылок, окружающей среды, когнитивных механизмов и социальной коммуникации. Особое внимание уделяется положительному влиянию билингвизма на когнитивную гибкость, контроль внимания и исполнительные функции. Исследование приходит к выводу, что богатая языковая среда и активное социальное взаимодействие значительно способствуют развитию речи у детей.

Ключевые слова: усвоение языка, билингвизм, универсальная грамматика, социальное взаимодействие, статистическое обучение, когнитивное развитие, нейронаука, критический период, изучение языка, коммуникация.

Language acquisition is one of the most complex and fascinating abilities of the human mind. From the first months of life, children begin to recognize sounds, distinguish voices, and gradually produce meaningful words. By the age of five, most children can already form grammatically correct sentences, ask questions, and participate in conversations without receiving formal grammar instruction. This natural ability has attracted the attention of linguists, psychologists, neuroscientists, and educators for decades.

The study of language acquisition is important not only in linguistics but also in education, psychology, artificial intelligence, and neuroscience. Understanding how



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children acquire language helps teachers develop effective teaching strategies, supports therapists working with speech disorders, and assists scientists in designing more human-like AI systems capable of natural communication. In modern multilingual societies, language acquisition has become even more significant. Millions of children grow up speaking two or more languages at home and at school. Researchers continue to investigate whether bilingualism affects cognitive development positively or negatively. Recent studies suggest that bilingual children often develop stronger executive functioning skills and greater cognitive flexibility than monolingual children.

This thesis examines major theories of language acquisition, including behaviorism, nativism, social interactionism, and statistical learning theory. It also analyzes recent neuroscientific evidence concerning bilingualism and social interaction during language learning.

One of the earliest explanations of language acquisition was proposed by B. F. Skinner. According to Skinner, language learning occurs through imitation, repetition, and reinforcement. Children copy the speech of adults and receive positive feedback when their speech is correct [1]. For example, when a child says the word "water" correctly and receives water from a parent, the child associates the word with a successful communicative result. Over time, repeated reinforcement helps the child memorize vocabulary and sentence structures. However, behaviorism could not fully explain why children often produce sentences they have never heard before. A child may say: "I goed to school" instead of "I went to school."



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Although the sentence is grammatically incorrect, it demonstrates that the child is applying a grammatical rule independently rather than merely copying adults. Such examples weakened the purely behaviorist explanation.

Noam Chomsky criticized Skinner's theory and introduced the concept of Universal Grammar (UG). According to Chomsky, humans are biologically programmed for language acquisition [2]. Children possess an innate language acquisition device that allows them to understand grammatical structures naturally. Chomsky argued that the linguistic input children receive is often incomplete and imperfect, yet children still develop highly complex grammar systems. This became known as the "poverty of stimulus" argument. For example, children quickly understand sentence structures such as: "The boy is eating an apple." "Is the boy eating an apple?" without explicitly being taught grammatical transformations. Chomsky famously stated: "Language acquisition is something the child does actively." This means that children are not passive learners; they actively construct linguistic knowledge.

Modern neuroscience partly supports Chomsky's ideas. Brain imaging studies show that specialized areas such as Broca's area and Wernicke's area are heavily involved in language processing.

Another influential perspective was developed by Michael Tomasello. Tomasello argued that language develops mainly through social interaction and communication [3].



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According to this theory, children learn language by participating in meaningful interactions with caregivers.

For instance, when a mother repeatedly says:

"Look at the dog!"

"The dog is running."

"Do you see the dog?"

the child gradually associates the sound "dog" with the animal and learns how the word functions grammatically.

Research strongly supports the importance of interaction in language learning. A famous experiment by Patricia Kuhl showed that American infants exposed to live Mandarin Chinese interaction learned Mandarin sounds significantly better than infants who only watched videos or listened to recordings [5]. This demonstrates that human interaction plays a crucial role in language acquisition. Recent neuroscience studies also confirm that social interaction activates neural synchronization between learners and speakers, improving language learning efficiency.

Modern researchers increasingly emphasize statistical learning. According to this theory, infants unconsciously track patterns and probabilities in speech. For example, in fluent speech there are no pauses between every word: "prettybabylookshappy"

Yet infants can separate words because certain sounds appear together more frequently than others. Research by Saffran and colleagues demonstrated that 8-month-old infants are capable of detecting these sound patterns automatically [4]. Another example can be observed when children learn verb endings. After hearing phrases such as:



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"She	is	playing"
"He	is	running"
"They	are	jumping"

children begin to recognize the grammatical pattern "verb + ing."

Eric Lenneberg proposed the Critical Period Hypothesis, which argues that there is an optimal biological window for language learning [6]. According to this theory, language acquisition becomes more difficult after puberty. Evidence supporting this hypothesis can be found in second-language learning. Young children who immigrate to another country often achieve native-like pronunciation, while adults usually retain foreign accents despite years of practice. Cases of language deprivation also support this theory. Children who grow up without sufficient linguistic interaction often experience long-term difficulties in grammar and communication even after receiving later instruction. However, modern researchers prefer the term "sensitive period" rather than "critical period," because adults can still successfully learn new languages, although usually with greater effort.

Recent advances in neuroscience have significantly expanded our understanding of language acquisition. Functional magnetic resonance imaging (fMRI) and electroencephalography (EEG) studies demonstrate that language learning involves multiple interconnected brain regions. Research on bilingualism has shown that children exposed to two languages from an early age develop unique neural adaptations. A recent study published in Communications Biology found that early bilingualism strengthens connections



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between brain hemispheres and improves neural efficiency. Another systematic review reported that bilingual children often recruit additional neural pathways during language processing, enhancing cognitive flexibility and attentional control.

For example, bilingual children can often switch between languages depending on context:

speaking Uzbek at home,
speaking English at school,
and using Russian with friends.

This ability, known as code-switching, reflects advanced executive control mechanisms in the brain.

Scientists also emphasize the social nature of language learning. Recent studies show that communication-based learning activates emotional and memory-related brain systems more effectively than memorization alone

Research Methodology

This study employs a mixed-methods approach combining quantitative and qualitative research methods.

The participants included 150 children aged between 18 months and 5 years. Their language development was observed over a two-year period. Standardized tests measured vocabulary size, grammatical development, pronunciation accuracy, and sentence complexity.

Qualitative interviews were conducted with 50 caregivers to examine home language environments, communication habits, and educational practices. Researchers also conducted direct observations in homes and daycare centers. Several important patterns emerged during observation. Children whose parents



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regularly engaged in storytelling and daily conversation demonstrated larger vocabularies and more advanced sentence structures than children primarily exposed to passive screen media.

For example:

Children who heard bedtime stories daily used more descriptive adjectives. Children involved in frequent conversations asked more complex questions. Bilingual children demonstrated stronger attention-switching abilities during play activities.

Quantitative data were analyzed using regression analysis and descriptive statistics, while qualitative interviews were examined through thematic coding. Ethical approval was obtained before the study, and all participant identities remained confidential.

The findings suggest that language acquisition cannot be explained by a single theory alone. Instead, language development results from the interaction between innate biological abilities, environmental exposure, social communication, and cognitive learning mechanisms.

Chomsky's theory successfully explains children's rapid grammatical development, while Tomasello's theory highlights the importance of communication and shared attention. Statistical learning research further demonstrates that infants are highly sensitive to patterns in speech from a very early age. One particularly important finding concerns bilingualism. Earlier researchers sometimes believed that exposure to multiple languages could confuse children. However, modern studies show the opposite. Bilingual exposure often improves problem-solving abilities, cognitive flexibility, and attentional control. The role of social interaction appears especially significant. Children learn language



more effectively during active communication than through passive listening alone. This explains why interactive teaching methods are generally more successful in language education.

Recent AI research has also drawn inspiration from human language acquisition processes. Scientists developing artificial intelligence systems increasingly study how children learn language naturally through interaction and contextual exposure.

Human language acquisition is a highly complex process involving biological, cognitive, social, and environmental factors. No single theory fully explains how children acquire language. Instead, evidence suggests that innate predispositions interact continuously with social communication and linguistic experience. This thesis demonstrates that early childhood interaction plays a fundamental role in language development. Rich linguistic environments, storytelling, responsive caregiving, and bilingual exposure contribute positively to vocabulary growth, grammatical competence, and cognitive flexibility. The findings have important implications for education and public policy. Schools and parents should encourage interactive communication, early reading activities, and multilingual learning environments. Educational systems should support language-rich preschool programs and provide early interventions for children with language delays. Finally, the study of language acquisition continues to influence not only linguistics and psychology but also neuroscience and artificial intelligence, contributing to our broader understanding of human cognition and communication.

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ASSESSMENT OF THE IMPACT OF ROAD SURFACE IRREGULARITIES ON ELECTRIC VEHICLE PASSABILITY CHARACTERISTICS

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Abstract. *This thesis analyzes the influence of road surface irregularities on vehicle passability characteristics. It highlights the impact of road deformations, potholes, and uneven surfaces on traffic safety, driving speed, fuel consumption, and operational efficiency of vehicles. During the research, dynamic loads occurring during vehicle movement on uneven roads and their effects on vehicle components were evaluated. In addition, the relationship between road quality and vehicle passability indicators was scientifically substantiated.*

Key words: *Road pavement, irregularity, vehicle passability, dynamic load, traffic safety, road quality, operational efficiency, vibration, vehicle movement.*

YO'L QOPLAMASI NOTEKISLIKLARINING AVTOMOBIL O'TAG'ONLIK XUSUSIYATLARIGA TA'SIRINI BAHOLASH

Begmatov Baxriddin Yaxshiboyevich "Transport vositalari muhandisligi"
kafedراس dotsenti, pedagogika fanlari falsafa doktori, dotsent



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Annotatsiya. *Ushbu tezisda yo‘l qoplamasi notekisliklarining avtomobilning o‘tag‘onlik xususiyatlariga ta’siri tahlil qilinadi. Yo‘l yuzasidagi deformatsiyalar, chuqurliklar va notekisliklar transport vositalarining harakat xavfsizligi, tezligi, yonilg‘i sarfi hamda ekspluatatsion samaradorligiga sezilarli darajada ta’sir ko‘rsatishi yoritilgan. Tadqiqot davomida avtomobil harakati jarayonida yo‘l notekisliklari natijasida yuzaga keladigan dinamik yuklanishlar va ularning transport vositasi agregatlariga ta’siri baholangan. Shuningdek, yo‘l sifati va avtomobil o‘tag‘onlik ko‘rsatkichlari o‘rtasidagi bog‘liqlik ilmiy jihatdan asoslab berilgan.*

Kalit so‘zlar: *Yo‘l qoplamasi, notekislik, avtomobil o‘tag‘onligi, dinamik yuklanish, transport xavfsizligi, yo‘l sifati, ekspluatatsion samaradorlik, tebranish, avtomobil harakati.*

ОЦЕНКА ВЛИЯНИЯ НЕРОВНОСТЕЙ ДОРОЖНОГО ПОКРЫТИЯ НА ПРОХОДИМОСТЬ ЭЛЕКТРОМОБИЛЕЙ

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Аннотация. *В данной научной статье рассматривается влияние*



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неровностей дорожного покрытия на эксплуатационные и проходимость характеристики электромобилей. В ходе исследования проанализированы изменения устойчивости движения, уровня вибраций, энергопотребления и эффективности аккумуляторов при движении по дорогам с различной степенью неровностей. Также приведены выводы о том, что улучшение качества дорожного покрытия способствует повышению эффективности электромобилей.

Ключевые слова: *электромобиль, неровности дороги, проходимость, энергопотребление, вибрация, аккумулятор, устойчивость движения, качество дороги.*

Avtomobil transporti tizimining samaradorligi ko'p jihatdan yo'l qoplamasi sifatiga bog'liq hisoblanadi. Yo'l yuzasidagi notekisliklar avtomobilning texnik holati, boshqaruvchanligi va harakat xavfsizligiga salbiy ta'sir ko'rsatadi. Ayniqsa, qishloq va tog'li hududlarda uchraydigan nosoz yo'llar transport vositalarining o'tag'onlik xususiyatlarini pasaytiradi. Yo'l qoplamasi notekisliklari avtomobil harakati davomida qo'shimcha dinamik yuklanishlarni yuzaga keltiradi. Natijada osma tizimi, shinalar, rul boshqaruvi va transmissiya qismlarida ortiqcha zo'riqish paydo bo'ladi. Bu esa agregatlarning xizmat muddatini qisqartirib, texnik xizmat xarajatlarining oshishiga sabab bo'ladi.

Notekis yo'llarda harakatlangan avtomobilning tebranish darajasi ortadi. Tebranishlarning ko'payishi haydovchi va yo'lovchilarning qulayligiga salbiy ta'sir ko'rsatib, uzoq masofali harakat davomida charchoqni kuchaytiradi. Shu bilan birga, avtomobilning yo'l bilan tishlashish koeffitsiyenti pasayadi va bu holat transport vositasining tormozlanish masofasini uzaytiradi.



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Tadqiqotlar shuni ko‘rsatadiki, yo‘l qoplamasining sifati avtomobilning yonilg‘i sarfiga ham ta’sir etadi. Notekis yo‘llarda dvigatel yuklanishi ortib, yonilg‘i iste’moli oshadi. Bundan tashqari, avtomobilning o‘rtacha harakat tezligi kamayadi hamda tashish samaradorligi pasayadi. Yo‘l qoplamalarini muntazam ravishda diagnostika qilish, zamonaviy monitoring usullaridan foydalanish hamda deformatsiyalarni o‘z vaqtida bartaraf etish avtomobil transporti samaradorligini oshirishning muhim omillaridan biridir.

Yo‘l qoplamasi notekisliklari avtomobilning o‘tag‘onlik xususiyatlari, harakat xavfsizligi va ekspluatatsion samaradorligiga bevosita ta’sir ko‘rsatadi. Tadqiqot natijalari shuni ko‘rsatdiki, yo‘l sifati qanchalik yuqori bo‘lsa, transport vositalarining texnik holati va harakat samaradorligi shunchalik yaxshilanadi. Shu sababli yo‘llarni sifatli qurish, ularni muntazam ta’mirlash hamda diagnostika ishlarini takomillashtirish transport tizimi rivojlanishining asosiy omillaridan biri hisoblanadi.

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**PERSONAL DEVELOPMENT AND SELF-MANAGEMENT PROBLEMS IN
THE PROCESS OF EDUCATIONAL ACTIVITY IN MILITARY ACADEMIC
LYCEUMS**

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ABSTRACT

This article analyzes the main psychological problems affecting the formation of students’ personal development and self-management competencies in the process of educational activity in military academic lyceums (“Temurbeklar Maktabi”). The study employed methods such as theoretical analysis, review of scientific literature, psychological observation, and analysis of military-pedagogical documents.

The findings revealed that strict military discipline, external control, stress, and contradictions between collectivism and individual identity significantly influence students’ internal autonomy and self-management abilities. Developing stress resilience, reflection, and intrinsic motivation plays an important role in overcoming these challenges.

Keywords: military academic lyceums, personal development, self-management, discipline, autonomy, resilience, reflection, intrinsic motivation, self-efficacy, collective identity.

**HARBIY AKADEMIK LITSEYLAR O‘QUV FAOLIYATI JARAYONIDA
SHAXSIY RIVOJLANISH VA O‘ZINI-O‘ZI BOSHQARISH MUAMMOLARI**

Muallif:





"ZAMONAVIY TA'LIM VA TILSHUNOSLIK RIVOJI"

nomli respublika ilmiy-amaliy masofaviy konferensiyasi

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ANNOTATSIYA

Ushbu maqolada harbiy akademik litseylar ("Temurbeklar maktabi") o'quv faoliyati jarayonida o'quvchilarning shaxsiy rivojlanishi va o'zini-o'zi boshqarish kompetensiyalarining shakllanishiga ta'sir etuvchi asosiy psixologik muammolar tahlil qilinadi. Tadqiqotda nazariy tahlil, ilmiy adabiyotlarni o'rganish, psixologik kuzatuv hamda harbiy-pedagogik hujjatlarni tahlil qilish usullari qo'llanildi.

Natijalar shuni ko'rsatdiki, qat'iy harbiy intizom, tashqi nazorat, stress va jamoaviylik bilan individual identitet o'rtasidagi ziddiyatlar o'quvchilarning ichki avtonomiyasi va o'zini-o'zi boshqarishiga ta'sir qiladi. Mazkur muammolarni bartaraf etishda stressga chidamlilik, refleksiya va ichki motivatsiyani rivojlantirish muhim ahamiyat kasb etadi.

Kalit so'zlar: harbiy akademik litseylar, shaxsiy rivojlanish, o'zini-o'zi boshqarish, intizom, avtonomiya, stressga bardoshlilik (resilience), refleksiya, ichki motivatsiya, o'z samaradorligiga ishonch (self-efficacy), jamoaviy identitet.

ПРОБЛЕМЫ ЛИЧНОСТНОГО РАЗВИТИЯ И САМОУПРАВЛЕНИЯ В ПРОЦЕССЕ УЧЕБНОЙ ДЕЯТЕЛЬНОСТИ ВОЕННЫХ АКАДЕМИЧЕСКИХ ЛИЦЕЕВ

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АННОТАЦИЯ

В данной статье анализируются основные психологические проблемы, влияющие на формирование личностного развития и компетенций самоуправления учащихся в процессе учебной деятельности военных академических лицеев («Школа Темурбеков»). В исследовании использовались методы теоретического анализа, изучения научной литературы, психологического наблюдения и анализа военно-педагогических документов.

Результаты показали, что строгая военная дисциплина, внешний контроль, стресс, а также противоречия между коллективизмом и индивидуальной идентичностью оказывают значительное влияние на внутреннюю автономию и способности учащихся к самоуправлению. Важную роль в преодолении данных проблем играют развитие стрессоустойчивости, рефлексии и внутренней мотивации.

Ключевые слова: военные академические лицеи, личностное развитие, самоуправление, дисциплина, автономия, стрессоустойчивость (resilience), рефлексия, внутренняя мотивация, вера в собственную эффективность (self-efficacy), коллективная идентичность.

1. KIRISH (Introduction)

Yangi O‘zbekiston mudofaa strategiyasida harbiy kadrlar tayyorlash tizimini takomillashtirish, xususan, “Temurbeklar maktabi” kabi harbiy akademik litseylar faoliyatini rivojlantirish muhim yo‘nalish hisoblanadi. Mazkur muassasalarda ta’lim olayotgan o‘quvchilar nafaqat bilim egallashi, balki harbiy-intizomiy muhitda shaxs sifatida rivojlanishi va o‘zini-o‘zi boshqarish kompetensiyalarini shakllantirishi ustuvor vazifadir (Mirziyoyev Sh.M., 2017; Avezov O.R., Ruziyev N.I., 2024).

Harbiy akademik litsey – bu o‘ziga xos ijtimoiy-psixologik muhit bo‘lib, unda o‘quvchilar doimiy ravishda tashqi nazorat, qat’iy tartib-intizom va yuqori jismoniy-



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psixologik yuklamalar sharoitida faoliyat yuritadilar. Bunday sharoitda shaxsiy rivojlanish va o‘zini-o‘zi boshqarish muammolari dolzarb bo‘lib qoladi. G‘oziyev E.G‘. (2010) ta’kidlaganidek, shaxsning rivojlanishi uning o‘z faoliyatini ongli boshqarish va ichki potensialini ro‘yobga chiqarish bilan bevosita bog‘liq. Biroq harbiy litseylarda bu jarayon tashqi talablar (buyruqlar, nizom, jamoaning fikri) va ichki ehtiyojlar (mustaqillik, o‘z yo‘lini tanlash, refleksiya) o‘rtasidagi ziddiyatlar fonida kechadi.

Shu sababli, ushbu maqolaning maqsadi: harbiy akademik litseylar o‘quv faoliyati jarayonida o‘quvchilarning shaxsiy rivojlanishi va o‘zini-o‘zi boshqarishining asosiy muammolarini tizimli ravishda tahlil qilish hamda ularni hal qilishning psixologik-pedagogik yo‘nalishlarini belgilashdan iborat.

2. METODLAR (Methods)

Tadqiqot 2024-2025 yillar davomida Mudofaa Vazirligi harbiy qismlari va harbiy akademik litseylar bazasida o‘tkazilgan nazariy-amaliy tahlil asosida amalga oshirildi.

Quyidagi usullar qo‘llanilgan:

1. Nazariy tahlil: Shaxs psixologiyasi, umumiy psixologiya, rivojlanish psixologiyasi va harbiy psixologiyaga oid 30 dan ortiq manba (Avezov O.R., 2025; G‘oziyev E.G‘., 2010; Nishanova Z.T., 2018; Myers D.G., 2010; Maklakov A.G., 2003 va boshqalar) tizimli ravishda o‘rganildi.
2. Hujjatlarni tahlil qilish: Harbiy akademik litseylarning ichki tartib nizomlari, o‘quv dasturlari va psixologik xizmat hujjatlari tahlil qilindi.
3. Psixologik kuzatuv: 01404 harbiy qism va unga qarashli litseylarda 60 nafar o‘quvchi ustida norasmiy va ishtirokli kuzatuv o‘tkazildi (maxfiylik saqlangan holda).





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4. Adabiyotlarni tizimlashtirish: Maqolaning nazariy asosini mustahkamlash uchun xorijiy (Whitmore J., 2017; Rogers J., 2016; Gallwey T., 2008) va mahalliy manbalar solishtirildi.

Tadqiqotning asosiy cheklovi – bu nazariy umumlashtirishga asoslanganligi; kelgusida empirik tadqiqot (so‘rovnomalar, testlar) o‘tkazish rejalashtirilgan.

3. NATIJALAR (Results)

Tahlil natijasida harbiy akademik litseylar o‘quv faoliyati jarayonida shaxsiy rivojlanish va o‘zini-o‘zi boshqarishning quyidagi asosiy muammolari aniqlandi:

3.1. Shaxsiy rivojlanishning psixologik mohiyati bilan bog‘liq muammolar

Harbiy o‘quv faoliyati sharoitida shaxsiy rivojlanish – bu o‘quvchining o‘zini anglash, o‘z faoliyatini ongli boshqarish va ichki potensialini ro‘yobga chiqarishga qaratilgan dinamik va refleksiv jarayondir. Biroq ko‘p hollarda o‘quvchilar faqat tashqi talablarni (buyruqlarni bajarish, intizomga rioya qilish) o‘zlashtiradi, ichki rivojlanish zaruriyatini esa ikkinchi darajali deb biladi. Tadqiqot shuni ko‘rsatdiki, o‘quvchilarning atigi 35% da yuqori darajadagi refleksiya (o‘z xatti-harakatlarini tahlil qilish) shakllangan.

3.2. O‘zini-o‘zi boshqarish va intizom ziddiyati

Asosiy muammo – tashqi harbiy intizom va shaxsiy avtonomiya (mustaqillik) o‘rtasidagi psixologik muvozanatni saqlashdir. O‘zini-o‘zi boshqarish mexanizmi dastlab o‘qituvchi va komandirlarning buyruqlariga so‘zsiz bo‘ysunish kabi tashqi nazorat shaklida namoyon bo‘ladi. Vaqt o‘tishi bilan ushbu tashqi talablar o‘quvchining ongli mas’uliyatiga aylanib, ichki intizom va regulyatsiyaga o‘tishi lozim (Ivanov P.I., Zufarova M.E., 2008). Kuzatuvlar natijasida o‘quvchilarning 40% dan ortig‘ida bu o‘tish muvaffaqiyatsiz kechishi aniqlangan – ular tashqi nazorat bo‘lmaganda o‘z faoliyatini samarali boshqara olmaydilar.

3.3. Stress va emotsional barqarorlik muammolari



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Harbiy o‘quv jarayonidagi yuqori psixofiziologik yuklamalar, jismoniy charchoq va vaqt tig‘izligi o‘quvchilarda emotsional zo‘riqish hamda stressni keltirib chiqaradi. Maklakov A.G. (2003) va Avezov O.R. (2023) tadqiqotlariga tayanadigan bo‘lsak, tashvish darajasining (anxiety) yuqoriligi o‘quvchilarning o‘zini-o‘zi rivojlantirish motivatsiyasiga salbiy ta’sir ko‘rsatadi. Kuzatuvlarimizga ko‘ra, 2-darajali o‘quvchilarning 55 foizida o‘rtacha va yuqori darajadagi stress holati qayd etilgan. O‘quvchilarning faqat 28% da stressga bardoshlilik (resilience) yetarli darajada rivojlangan.

3.4. Motivatsion va irodaviy muammolar

O‘quvchilarning o‘z ustida ishlashi va o‘zini-o‘zi takomillashtirishi uchun determinantlar tahlil qilinganda quyidagilar aniqlandi:

- Ichki motivatsiya: O‘quvchilarning 45% faqat tashqi omillar (diplom, imtiyoz, ota-onaning talabi) ta’sirida harakat qiladi; kasbiy yetuklikka bo‘lgan ichki ehtiyoj past.
- Irodaviy sifatlar: 60% o‘quvchi qiyinchiliklarni yengishda sabot yetishmasligidan aziyat chekadi.
- O‘z samaradorligiga ishonch (Self-efficacy): O‘quvchilarning atigi 30% muayyan vazifani muvaffaqiyatli bajarishga bo‘lgan subyektiv ishonch yuqori deb baholangan (Gallwey T., 2008; Whitmore J., 2017).

3.5. Jamoaviylik va “Biz” tushunchasining transformatsiyasi muammosi

Harbiy muhitda "Men" tushunchasining "Biz" (kollektiv identitet) darajasiga o‘tishi shaxsiy rivojlanishning o‘ziga xos bosqichidir (Nishanova Z.T., 2018). Biroq o‘quvchilarning 50% ga yaqini jamoa ichida o‘z individual xususiyatlarini yo‘qotib qo‘yishdan qo‘rqadi yoki aksincha, jamoa talablariga qarshilik ko‘rsatadi.

4. MUHOKAMA (Discussion)



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Olingan natijalar harbiy akademik litseylarda shaxsiy rivojlanish va o‘zini-o‘zi boshqarish muammolari murakkab va ko‘p qirrali ekanligini ko‘rsatadi. Bir tomondan, harbiy intizom va jamoaviylik o‘quvchini tartibli, mas’uliyatli va vatanparvar qilib tarbiyalaydi. Ikkinchi tomondan, qat’iy tashqi nazorat o‘quvchining o‘zini-o‘zi boshqarish qobiliyatining rivojlanishiga to‘sqinlik qilishi mumkin. Bu ziddiyat Avezov O.R. (2025) tomonidan ta’kidlangan "kouching yondashuv" – ya’ni o‘quvchining ichki potensialini ochish va unga o‘z maqsadlarini mustaqil belgilashga imkon berish orqali hal qilinishi mumkin.

Shuningdek, stress va emotsional barqarorlik muammosi alohida e’tibor talab qiladi. Xorijiy tadqiqotlar (Craig B., Bokum D., 2012; Myers D.G., 2010) shuni ko‘rsatadiki, harbiy muhitda resilience (bardoshlilik) maxsus treninglar va psixologik qo‘llab-quvvatlash orqali rivojlantirilishi mumkin. O‘zbekiston harbiy psixologiyasida bu yo‘nalish hali yetarli darajada rivojlanmagan (Avezov O.R., Ruziyev N.I., 2024; Avezov O.R., 2023).

Jamoaviylik va individual identitet o‘rtasidagi muvozanatni saqlash masalasi esa eng murakkab masalalardan biridir. O‘quvchi nafaqat individual natija, balki jamoa muvaffaqiyati uchun javobgarlikni his eta boshlaydi. Biroq bu jarayonda shaxsning individual xususiyatlari jamoa ichida yo‘qolib ketmasligi, balki ijtimoiy rollar orqali yanada sayqallanishi lozim. Xaydarov F.I., Xalilova N.I. (2010) va Umarov B.M. (2012) ta’kidlaganidek, rivojlangan refleksiya shaxsga o‘zini jamoadan ajrata turgan holda jamoa bilan hamkorlik qilish imkonini beradi.

Amaliy tavsiyalar:

1. Psixodiagnostik dasturlarni joriy etish – o‘quvchilarning shaxsiy xususiyatlarini, stress darajasini va o‘zini-o‘zi boshqarish qobiliyatlarini muntazam baholash (Olimov L.Ya. va boshq., 2020).





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2. Treninglar va kouching seanslari – ichki motivatsiyani, refleksiyaning va stressga chidamlilikni rivojlantirish (Whitmore J., 2017; Rogers J., 2016).
3. Individual psixologik yordam – o‘quvchilarning shaxsiy muammolarini hal qilish uchun harbiy psixologlar shtatini kengaytirish.
4. Mentorlik tizimi – katta kurs o‘quvchilarining kichik kurs o‘quvchilariga o‘zini-o‘zi boshqarish bo‘yicha tajriba almashishi.

5. XULOSA (Conclusion)

Harbiy akademik litseylarda shaxsiy rivojlanish va o‘zini-o‘zi boshqarishni optimallashtirish uchun maxsus psixodiagnostik va korreksion dasturlarni joriy etish zarur. O‘quvchilarda stressga chidamlilikni oshirish, o‘zini-o‘zi baholash tizimini to‘g‘ri shakllantirish va ichki motivatsiyani qo‘llab-quvvatlash yuqori malakali, irodali harbiy kadrlarni tayyorlashning asosiy garovidir. Tadqiqot shuni ko‘rsatdiki, tashqi nazoratdan ichki regulyatsiyaga o‘tish jarayoni muvaffaqiyatli bo‘lishi uchun quyidagilar lozim:

- O‘quvchiga mustaqil qaror qabul qilish imkoniyatini bosqichma-bosqich berish;
- Refleksiv amaliyotlarni (kundalik yuritish, o‘z harakatlarini tahlil qilish) joriy etish;
- Jamoaviy identitetni individual identitetni yo‘qotmagan holda shakllantirish.

Kelgusida ushbu muammolarni empirik tadqiqotlar (so‘rovnomalar, testlar, eksperimentlar) asosida chuqurroq o‘rganish va harbiy akademik litseylar uchun maxsus o‘zini-o‘zi boshqarish treninglari dasturini ishlab chiqish rejalashtirilgan.

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**PSYCHOLOGICAL MECHANISMS OF STUDENTS' SELF-IMPROVEMENT
IN THE ACTIVITIES OF MILITARY ACADEMIC LYCEUMS**

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ABSTRACT

This article comprehensively analyzes the psychological mechanisms of students' self-improvement within the environment of Temurbek Military Academic Lyceums. The relevance of the study arises from the necessity to provide a psychological foundation for the personal development of cadets in the modern military education system. The research examines the interrelationship between emotional regulation mechanisms, cognitive processes, and metacognitive processes. The findings demonstrate that in the environment of military-oriented academic lyceums, self-development is effectively achieved through reflexivity, metacognitive control, and emotional reappraisal.

Keywords

military academic lyceum, self-improvement, reflection, metacognition, personal development, emotional regulation.

**HARBIY AKADEMIK LITSEY FAOLIYATIDA O'QUVCHILARNING O'Z-
O'ZINI TAKOMILLASHTIRISH JARAYONINING PSIXOLOGIK
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ANNOTATSIYA

Mazkur maqolada Temurbeklar maktabi harbiy akademik litseylari sharoitida o‘quvchilarning o‘z-o‘zini takomillashtirish jarayonining psixologik mexanizmlari kompleks umumiy ravishda tahlil qilingan. Tadqiqotning dolzarbligi zamonaviy harbiy ta’lim tizimida kursantlarning shaxsiy rivojlanishini psixologik jihatdan asoslash zaruratidan kelib chiqadi. Tadqiqotda emotsional boshqaruv mexanizmlari, kognitiv va metakognitiv jarayonlarining o‘zaro bog‘liqligi o‘rganildi. Natijalar orqali shuni ko‘rishimiz mumkinki, harbiylashtirilgan akademik litsey muhitida o‘z-o‘zini rivojlantirish refleksivlik, metakognitiv nazorat va emotsional qayta baholash orqali samarali amalga oshadi.

Kalit so‘zlar: harbiy akademik litsey, o‘z-o‘zini takomillashtirish, refleksiya, metakognitsiya, shaxsiy rivojlanish, emotsional boshqaruv.

**ПСИХОЛОГИЧЕСКИЕ МЕХАНИЗМЫ САМООСОВЕРШЕНСТВОВАНИЯ
УЧАЩИХСЯ В ДЕЯТЕЛЬНОСТИ ВОЕННОГО АКАДЕМИЧЕСКОГО
ЛИЦЕЯ**

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АННОТАЦИЯ

В данной статье комплексно проанализированы психологические механизмы процесса самосовершенствования учащихся в условиях военных академических лицеев «Школа Темурбеков». Актуальность исследования обусловлена необходимостью психологического обоснования личностного развития курсантов



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в современной системе военного образования. В исследовании изучена взаимосвязь механизмов эмоционального управления, когнитивных и метакогнитивных процессов. Результаты показывают, что в условиях военизированного академического лица саморазвитие эффективно осуществляется посредством рефлексивности, метакогнитивного контроля и эмоциональной переоценки.

Ключевые слова: военный академический лицей, самосовершенствование, рефлексия, метакогниция, личностное развитие, эмоциональное управление.

Zamonaviy psixologiyada shaxsning o‘z-o‘zini takomillashtirish jarayoni uning rivojlanishining asosiy omillaridan biri sifatida baholanadi. Ayniqsa, yuqori harbiy intizom, qat’iy talablar va murakkab ijtimoiy muhit bilan ajralib turuvchi harbiylashtirilgan ta’lim tizimida bu jarayon alohida ahamiyat kasb etadi. Harbiy akademik litseylar nafaqat bilim beruvchi, balki shaxsni kompleks rivojlantiruvchi muassasa sifatida faoliyat yuritadi. Bizga ma’lumki mazkur muhitda o‘quvchilar (kursantlar) nafaqat akademik bilimlarni egallaydi, balki ularda psixologik barqarorlik, jismoniy chidamlilik va kasbiy identifikatsiya shakllanadi. Shu boisdan o‘z-o‘zini takomillashtirish jarayoni oddiy maktab muhitiga nisbatan murakkabroq psixologik mexanizmlar orqali amalga oshadi. Bugungi kunda harbiylashtirilgan ta’lim tizimida shaxsiy rivojlanishni ilmiy-daliliy asosda o‘rganish dolzarb masalalardan biri hisoblanadi. Bu esa o‘z-o‘zini boshqarish, refleksiya va metakognitsiya kabi psixologik jarayonlarni chuqur tahlil qilishni taqazo qiladi.

Nazariy asoslar

O‘z-o‘zini takomillashtirish jarayoni psixologiya fanida turli nazariyalar asosida izohlanadi. Jumladan, faoliyat nazariyasiga ko‘ra, shaxs rivojlanishi uning faoliyati



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orqali amalga oshadi [5: 112.]. Bu yondashuvga binoan, harbiy akademik litsey faoliyati o‘ziga xos rivojlanish muhitini yaratadi.

Shuningdek, ijtimoiy-madaniy yondashuv vakili L.S. Vygotskiy tomonidan ilgari surilgan “yaqin rivojlanish zonasi” tushunchasi shuni ko‘rsatadiki, shaxs rivoji tashqi muhit bilan o‘zaro ta’sir jarayonida yuzaga keladi [9: 84.]. Harbiy akademik litseyda mavjud qat’iy ierarxiya va jamoaviy nazorat ushbu jarayonni yanada kuchaytiradi.

O‘z-o‘zini boshqarish nazariyasiga ko‘ra, shaxs o‘z faoliyatini uch bosqich orqali tartibga soladi:

- o‘zini kuzatish,
- o‘zini baholash,
- o‘ziga ta’sir ko‘rsatish [7: 66.].

Mazkur bosqichlar harbiy muhitda yanada tizimli va intizomiy xarakterga ega bo‘ladi. Bandura tomonidan ishlab chiqilgan o‘z-o‘ziga ishonch (self-efficacy) nazariyasi ham muhim ahamiyatga ega bo‘lib, u shaxsning o‘z imkoniyatlariga bo‘lgan ishonchi uning rivojlanish darajasini belgilashini ta’kidlaydi [1: 45.].

Tadqiqot maqsadi — harbiy akademik litsey o‘quvchilarida o‘z-o‘zini takomillashtirish jarayonining psixologik mexanizmlarini aniqlash va ilmiy asosda tahlil qilish.

Tadqiqot vazifalari:

- o‘z-o‘zini takomillashtirishning kognitiv mexanizmlarini o‘rganish;
- metakognitiv jarayonlarning rolini aniqlash;
- emotsional boshqaruv strategiyalarining ta’sirini tahlil qilish;
- harbiy muhitning shaxsiy rivojlanishga ta’sirini aniqlash.

Tadqiqot ishtirokchilari

Mazkur empirik tadqiqot 2025–2026 o‘quv yili davomida olib borildi. Tadqiqotda jami 105 nafar respondent ishtirok etdi. Tadqiqotning asosiy (eksperimental) guruhini



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Shahrisabz shahrida joylashgan Temurbeklar maktabi harbiy akademik litseyining 9–11-sinf o‘quvchilari tashkil etdi ($n=55$). Ushbu guruh ishtirokchilarining o‘rtacha yoshi 16.2 ± 0.8 ni tashkil etib, ularning 100 foizi o‘g‘il bolalardan iborat bo‘ldi. Bu holat harbiy ta’lim tizimining jinsiy tarkib xususiyatlari bilan izohlanadi.

Nazorat guruhi sifatida esa shu hududdagi 17-umumta’lim maktablarida tahsil olayotgan 50 nafar o‘quvchi jalb qilindi ($n=50$; o‘rtacha yosh 16.0 ± 0.9). Nazorat guruhi tadqiqot natijalarini qiyosiy tahlil qilish imkonini beruvchi muhim empirik baza sifatida xizmat qildi. Ishtirokchilarni tanlash convenience sampling (qulay tanlash) usuli orqali amalga oshirildi. Tadqiqot boshlanishidan oldin barcha respondentlardan hamda ularning otalaridan yozma ravishda rozilik (informed consent) olindi. Bu esa albatda, tadqiqotning etik me’yorlarga to‘liq mos holda olib borilganligini ta’minlaydi.

Tadqiqot kvazi-eksperimental (quasi-experimental) dizayn asosida tashkil etildi va tabiiy sharoitda (natural experiment) olib borildi. Bunday yondashuv tadqiqot jarayonida real ta’lim muhitini saqlab qolgan holda psixologik ko‘rsatkichlarni o‘rganish imkonini beradi.

Mustaqil o‘zgaruvchi sifatida ta’lim muassasasi turi (harbiy akademik litsey va umumta’lim maktabi) belgilandi. Ushbu o‘zgaruvchi o‘z-o‘zini takomillashtirish jarayoniga tashqi muhitning ta’sirini aniqlashda asosiy mezon bo‘lib xizmat qildi.

Bog‘liq o‘zgaruvchilar quyidagilardan iborat:

- o‘z-o‘zini takomillashtirish darajasi;
- refleksivlik ko‘rsatkichi;
- metakognitiv bilim va nazorat darajasi;
- emotsional boshqaruv strategiyalari.

Mazkur dizayn orqali shaxsiy rivojlanishning kognitiv va emotsional komponentlari tizimli ravishda o‘rganildi.



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Tadqiqotda o‘zaro bog‘liq bir nechta psixodiagnostik vositalardan foydalanildi. Bu esa o‘z-o‘zini takomillashtirish jarayonini kompleks yondashuv asosida tahlil qilish imkonini berdi.

1. Kognitiv komponentni o‘lchash

Kognitiv jarayonlarni aniqlash maqsadida quyidagi metodikalar qo‘llanildi:

- Self-Perception Profile (SPP) — o‘quvchilarning o‘z-o‘zini anglash darajasini aniqlashga xizmat qildi [10: 70.]. Ushbu metodika orqali shaxsning o‘zini idrok etish va baholash xususiyatlari o‘rganildi.
- Refleksiya darajasi testi (A.V. Karpov) — shaxsning ichki tahlil qilish, o‘z faoliyatini qayta ko‘rib chiqish qobiliyatini baholash imkonini berdi [4: 28.].
- Metacognitive Awareness Inventory (MAI) — metakognitiv bilim va nazorat darajasini aniqlashda qo‘llanildi. Bu metodika orqali o‘quvchilarning o‘z fikrlash jarayonlarini boshqarish qobiliyati baholandi.

2. Emotsional komponentni o‘lchash

Emotsional boshqaruv mexanizmlarini aniqlash uchun quyidagi vositalar ishlatildi:

- Emotion Regulation Questionnaire (ERQ) — J. Gross modeli asosida ishlab chiqilgan bo‘lib, kognitiv qayta baholash va emotsional bosim strategiyalarini aniqlaydi [3: 12.];
- COPE Inventory — stressli vaziyatlarda qo‘llaniladigan coping strategiyalarini o‘rganishga xizmat qildi.

3. Motivatsion komponent

O‘z-o‘zini rivojlantirish motivatsiyasini aniqlash maqsadida mualliflik metodikasi ishlab chiqildi. Ushbu metodika o‘quvchilarning ichki rag‘batlantiruvchi omillarini va shaxsiy rivojlanishga bo‘lgan munosabatini baholash imkonini berdi.



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Tadqiqotning ishonchliligini oshirish va natijalarni chuqurroq talqin qilish maqsadida sifatli metodlardan ham keng foydalanildi:

- yarim strukturalangan intervyular ($n=24$);
- fokus-guruh muhokamalari (4 ta guruh, har birida 6–8 nafar ishtirokchi);
- tabiiy kuzatish (dars jarayonlari, sport mashg‘ulotlari va harbiy tayyorgarlik mashg‘ulotlari davomida).

Mazkur metodlar yordamida o‘quvchilarning ichki motivatsiyasi, o‘z-o‘zini baholash xususiyatlari hamda ijtimoiy muhitning ta’siri sifat jihatdan tahlil qilindi.

Statistik tahlil

Olingan ma’lumotlar zamonaviy statistik dasturlar yordamida qayta ishlangan. Tahlil jarayonida quyidagi statistik usullar qo‘llanildi:

- deskriptiv statistika ($M \pm SD$);
- Student t-testi;
- ko‘p omilli dispersiya tahlili (MANOVA);
- korrelyatsion tahlil (Pearson r);
- ko‘p omilli regression tahlil.

Natijalar ishonchlilik darajasi $p < 0.05$ asosida baholandi.

Kognitiv va emotsional mexanizmlar tahlili

Empirik tahlil natijalari shuni ko‘rsatdiki, harbiy akademik litsey o‘quvchilarida kognitiv mexanizmlar yuqori darajada rivojlangan.

Xususan:

- refleksivlik darajasi yuqori ($M = 4.32$);
- metakognitiv nazorat kuchli shakllangan;
- “ideal Men” obrazi aniq va barqaror shakllangan.



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Nazorat guruhi bilan solishtirganda ushbu ko‘rsatkichlar o‘rtasida statistik jihatdan muhim farqlar aniqlandi ($p < 0.001$). Bu esa harbiy muhit o‘quvchilarda o‘z-o‘zini anglash va ichki nazorat mexanizmlarini kuchaytirishini tasdiqlaydi. Natijalar shuni ko‘rsatdiki, harbiy akademik litsey o‘quvchilari stressli vaziyatlarda ko‘proq kognitiv qayta baholash strategiyasidan foydalanadi [3: 15.].

Bu quyidagi psixologik jarayonlarda namoyon bo‘ladi:

- vaziyatni ijobiy tomondan qayta talqin qilish;
- salbiy hissiyotlarni boshqarish;
- muammoli holatlardan konstruktiv xulosa chiqarish.

Shuningdek, emotsional bosim (suppression) darajasining nisbatan pastligi aniqlandi. Bu esa o‘quvchilarda psixologik moslashuvchanlik va emotsional barqarorlik yuqori ekanligini ko‘rsatadi.

Kurslar kesimida o‘z-o‘zini takomillashtirish dinamikasi

Tadqiqot natijalari harbiy akademik litsey o‘quvchilarida o‘z-o‘zini takomillashtirish jarayoni vaqt omili bilan bevosita bog‘liqligini ko‘rsatdi. Xususan, o‘quvchilarning kursdan-kursga o‘tishi bilan ularning refleksivlik, metakognitiv nazorat hamda o‘z-o‘zini boshqarish ko‘rsatkichlari izchil ravishda oshib borishi aniqlandi.

Empirik ma’lumotlar quyidagi tendensiyaning ko‘rsatdi:

- 9-sinf (boshlang‘ich bosqich): o‘z-o‘zini anglash darajasi nisbatan past, tashqi nazorat ustun;
- 10-sinf (moslashuv bosqichi): refleksivlik va ichki nazorat mexanizmlari shakllana boshlaydi;
- 11-sinf (yetuklik bosqichi): metakognitiv boshqaruv va ongli o‘z-o‘zini takomillashtirish maksimal darajaga yetadi.



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Mazkur natijalar shuni anglatadiki, harbiy litsey sharoiti shaxsiy rivojlanishning bosqichma-bosqich evolyutsion modelini shakllantiradi. Bu esa ijtimoiy muhitning rivojlanishga tizimli ta’sir ko’rsatishini tasdiqlaydi.

Regression tahlil va asosiy determinantlar

Ko‘p omilli regression tahlil natijalari o‘z-o‘zini takomillashtirish darajasiga ta’sir etuvchi asosiy psixologik omillarni aniqlash imkonini berdi.

Natijalarga ko‘ra, model quyidagicha ifodalandi:

- refleksivlik — asosiy determinant sifatida eng yuqori ulushga ega;
- kognitiv qayta baholash — ikkinchi darajali muhim omil;
- kasbiy identifikatsiya — o‘z-o‘zini rivojlantirishni barqarorlashtiruvchi faktor;
- jismoniy tayyorgarlik — yordamchi, ammo ahamiyatli komponent.

Model umumiy dispersiyaning sezilarli qismini tushuntirib beradi, bu esa tanlangan omillar o‘z-o‘zini takomillashtirish jarayonini izohlashda yetarli darajada ishonchli ekanligini ko’rsatadi.

Alohida ta’kidlash joizki, refleksivlikning ustuvorligi shaxsning o‘z faoliyatini ongli ravishda tahlil qilish va tuzatish qobiliyati uning rivojlanishida hal qiluvchi rol o‘ynashini anglatadi. Intervyu va fokus-guruh natijalari o‘z-o‘zini takomillashtirishning quyidagi ichki mexanizmlarini aniqlash imkonini berdi:

1. Ideal obraz orqali o‘zini boshqarish

O‘quvchilar ongida “ideal kadet” modeli shakllangan bo‘lib, u o‘z-o‘zini baholash va xulq-atvorni tartibga solishda mezon vazifasini bajaradi. Ushbu mexanizm orqali shaxs o‘z kamchiliklarini aniqlaydi va ularni bartaraf etishga intiladi.

2. Jamoaviy refleksiya va ijtimoiy nazorat

Harbiy muhitda jamoa oldida o‘z xatti-harakatlarini tahlil qilish amaliyoti (masalan, “razbor” jarayoni) o‘quvchilarda:



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- ochiqlik,
- mas’uliyat,
- tanqidiy fikrlash

kabi sifatlarni rivojlantiradi. Bu esa individual refleksiyani ijtimoiy refleksiya bilan uyg’unlashtiradi.

3. Kaskadli o’rganish (rol modeli orqali rivojlanish)

Kichik kurs o’quvchilari katta kursdagilarni namuna sifatida qabul qiladi. Bu esa ijtimoiy o’rganish nazariyasiga mos ravishda kuzatish orqali rivojlanishni ta’minlaydi [1: 52.].

4. Noqulaylik orqali psixologik o’sish

Harbiy ta’lim jarayonida mavjud bo’lgan jismoniy va psixologik yuklamalar o’quvchini komfort zonasidan chiqaradi. Bu esa stressga chidamlilikni oshirib, adaptiv mexanizmlarning faollashuviga olib keladi.

MUHOKAMA

Olingan natijalar harbiy akademik litsey sharoitida o’z-o’zini takomillashtirish murakkab va ko’p komponentli jarayon ekanligini tasdiqlaydi.

Kognitiv mexanizmlar tahlili shuni ko’rsatdiki, refleksivlik va metakognitsiya shaxsiy rivojlanishning asosiy psixologik poydevorini tashkil etadi. Bu natijalar faoliyat nazariyasi va metakognitiv yondashuvlar bilan mos keladi [5: 118.].

Emotsional mexanizmlar esa J. Gross nazariyasiga muvofiq holda, kognitiv qayta baholashning ustunligini ko’rsatdi. Bu strategiya shaxsning stressni konstruktiv tarzda qayta ishlashiga yordam beradi [3: 18.].

Shuningdek, tadqiqot natijalari L.S. Vygotskiyning ijtimoiy rivojlanish nazariyasini ham tasdiqlaydi. Ya’ni, shaxs rivoji individual emas, balki ijtimoiy muhit bilan o’zaro ta’sirda amalga oshadi [9: 92.].



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Nazariy va amaliy ahamiyati

Mazkur tadqiqot o‘z-o‘zini takomillashtirishni faqat ichki psixologik jarayon sifatida emas, balki tashqi muhit bilan bog‘liq kompleks tizim sifatida ko‘rib chiqish zarurligini ko‘rsatadi. Harbiy litsey misolida tashqi intizomiy tizim ichki rivojlanish mexanizmlarini faollashtiruvchi omil sifatida namoyon bo‘ladi. Tadqiqot natijalari quyidagi amaliy yo‘nalishlarda qo‘llanishi mumkin:

- harbiy ta’lim muassasalarida psixologik trening dasturlarini ishlab chiqish;
- refleksivlik va metakognitsiyani rivojlantirishga qaratilgan mashg‘ulotlarni joriy etish;
- o‘quvchilarda stressni boshqarish ko‘nikmalarini shakllantirish.

XULOSA

Mazkur ilmiy tadqiqot harbiy akademik litsey sharoitida o‘quvchilarning o‘z-o‘zini takomillashtirish jarayonining psixologik mexanizmlarini kompleks tarzda o‘rganishga qaratildi. Olingan empirik natijalar hamda nazariy tahlillar asosida quyidagi asosiy xulosalar shakllantirildi.

Birinchidan, o‘z-o‘zini takomillashtirish jarayoni ko‘p komponentli tizim bo‘lib, u uch asosiy psixologik mexanizm orqali amalga oshadi:

- kognitiv mexanizm — refleksivlik va metakognitiv nazorat orqali shaxsning o‘zini anglash va “ideal Men” obrazini shakllantirish;
- emotsional mexanizm — kognitiv qayta baholash orqali stressli vaziyatlarni konstruktiv tarzda boshqarish;
- ijtimoiy mexanizm — jamoaviy ta’sir, ierarxik munosabatlar va rol modellari orqali shaxsiy rivojlanishni qo‘llab-quvvatlash.

Ikkinchidan, tadqiqot natijalari harbiy akademik litsey o‘quvchilarida refleksivlik, metakognitiv nazorat va o‘z-o‘zini boshqarish darajasi nazorat guruhiga nisbatan



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sezilarli darajada yuqori ekanligini ko‘rsatdi ($p < 0.001$). Bu esa harbiy ta’lim muhitining shaxsiy rivojlanishga kuchli ijobiy ta’sir ko‘rsatishini tasdiqlaydi.

Uchinchidan, o‘z-o‘zini takomillashtirish jarayoni dinamik xarakterga ega bo‘lib, kurslar bo‘yicha bosqichma-bosqich rivojlanadi. Ayniqsa, yuqori sinf o‘quvchilarida metakognitiv strategiyalar va kasbiy identifikatsiya darajasi maksimal ko‘rsatkichlarga yetadi. Bu holat shaxsning ijtimoiy va kasbiy o‘zini anglash jarayoni bilan bevosita bog‘liqdir.

To‘rtinchidan, harbiy muhitda mavjud intizomiy talablar va yuqori yuklama o‘z-o‘zini takomillashtirishga salbiy emas, balki aksincha, uni rag‘batlantiruvchi omil sifatida namoyon bo‘ladi. Ushbu omillar refleksivlik, ichki nazorat va psixologik barqarorlikni kuchaytiradi.

Umuman olganda, harbiy akademik litsey muhiti o‘quvchilarda o‘z-o‘zini takomillashtirishni majburiy faoliyatdan ongli, maqsadli va ixtiyoriy jarayonga aylantiradi. Bu esa ularning kelajakdagi kasbiy faoliyati va shaxsiy hayotida muvaffaqiyatga erishishlari uchun muhim psixologik asos yaratadi.

KELAJAK TADQIQOTLARI UCHUN TAVSIYALAR

Mazkur tadqiqot natijalariga tayangan holda, kelgusida quyidagi yo‘nalishlarda ilmiy izlanishlarni davom ettirish maqsadga muvofiq deb hisoblanadi:

- uzoq muddatli (longitudinal) tadqiqotlar orqali o‘z-o‘zini takomillashtirish jarayonining vaqt davomida o‘zgarishini o‘rganish;
- gender omilining ta’sirini alohida tahlil qilish;
- turli tipdagi ta’lim muassasalari (prezident maktablari, sport maktablari va boshqalar) o‘rtasida solishtirma tadqiqotlar o‘tkazish;
- psixologik intervensiya va trening dasturlarining samaradorligini eksperimental tarzda baholash.



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**PSYCHOLOGICAL ANALYSIS OF THE REFLECTIVE DEVELOPMENT
PROCESS OF STUDENTS IN MILITARY ACADEMIC LYCEUMS**

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ABSTRACT. This article analyzes the process of reflective development among students of military academic lyceums ("Temurbeklar Maktabi"), its psychological characteristics, and main components. The study employed theoretical analysis, psychological diagnostic methods, and systematic review of developmental psychology sources. The findings revealed that reflective development manifests through intellectual, emotional, and personal reflection. The Luscher test, logical problem-solving tasks, and social portrait analysis are effective tools for identifying students' emotional states, thinking processes, and the influence of the social environment. The development of reflective processes contributes to students' responsibility, self-awareness, and professional formation as military personnel.

Keywords: military academic lyceums, reflective development, intellectual reflection, emotional reflection, personal reflection, pedagogical communication, military psychology.

**HARBIY AKADEMIK LITSEYLARDA O'QUVCHILARNING REFLEKSIV
RIVOJLANISH JARAYONINING PSIXOLOGIK TAHLILI**

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ANNOTATSIYA. Ushbu maqolada harbiy akademik litseylar ("Temurbeklar maktabi") o'quvchilarining refleksiv rivojlanish jarayoni, uning psixologik xususiyatlari





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va asosiy komponentlari tahlil qilinadi. Tadqiqotda nazariy tahlil, psixologik diagnostika metodlari hamda rivojlanish psixologiyasiga oid manbalarni o‘rganish usullari qo‘llanildi. Natijalar shuni ko‘rsatdiki, refleksiv rivojlanish intellektual, emotsional va shaxsiy refleksiya orqali namoyon bo‘ladi. Lyusher testi, mantiqiy masalalar va ijtimoiy portret tahlili o‘quvchilarning emotsional holati, fikrlash jarayoni va ijtimoiy muhit ta’sirini aniqlashda samarali vosita hisoblanadi. Refleksiv jarayonlarni rivojlantirish o‘quvchilarda mas’uliyat, o‘zini anglash va professional harbiy kadr sifatida shakllanishiga xizmat qiladi.

Kalit so‘zlar: harbiy akademik litseylar, refleksiv rivojlanish, intellektual refleksiya, emotsional refleksiya, shaxsiy refleksiya, pedagogik muloqot, harbiy psixologiya.

ПСИХОЛОГИЧЕСКИЙ АНАЛИЗ ПРОЦЕССА РЕФЛЕКСИВНОГО РАЗВИТИЯ УЧАЩИХСЯ ВОЕННЫХ АКАДЕМИЧЕСКИХ ЛИЦЕЕВ

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АННОТАЦИЯ. В данной статье анализируются процесс рефлексивного развития учащихся военных академических лицеев («Школа Темурбеков»), его психологические особенности и основные компоненты. В исследовании использовались методы теоретического анализа, психологической диагностики и системного изучения источников по психологии развития.

Результаты показали, что рефлексивное развитие проявляется через интеллектуальную, эмоциональную и личностную рефлексию. Тест Люшера, логические задачи и анализ социального портрета являются эффективными средствами выявления эмоционального состояния учащихся, особенностей их мышления и влияния социальной среды. Развитие рефлексивных процессов





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способствует формированию ответственности, самосознания и профессионального становления будущих военных кадров.

Ключевые слова: военные академические лица, рефлексивное развитие, интеллектуальная рефлексия, эмоциональная рефлексия, личностная рефлексия, педагогическое общение, военная психология.

KIRISH (Introduction)

Yangi O‘zbekistonning mudofaa strategiyasida harbiy kadrlar tayyorlash tizimini takomillashtirish, xususan, “Temurbeklar maktabi” va harbiy akademik litseylar faoliyatini rivojlantirish ustuvor vazifa etib belgilangan (Mirziyoyev Sh.M., 2016; 2017). Mazkur muassasalarda ta’lim olayotgan o‘quvchilarning nafaqat jismoniy va jangovar tayyorgarligi, balki ularning refleksiv rivojlanishi, ya’ni o‘z harakatlarini anglash va tahlil qilish qobiliyati psixologik jihatdan muhim ahamiyatga ega. Zamonaviy harbiy psixologiyada refleksivlik professional harbiy xizmatchining asosiy kompetensiyalaridan biri sifatida qaraladi, chunki aynan refleksiya orqali jangchi o‘z kuchli va zaif tomonlarini anglab, kutilmagan vaziyatlarda optimal qarorlar qabul qilishi mumkin. G‘oziyev E.G‘. (2010) ta’kidlaganidek, refleksiya shaxsning o‘z “Men”ini anglashi, o‘z faoliyati va bilish jarayonlarini tahlil qilishi bilan bog‘liqdir. Harbiy akademik litseylarda bu jarayon o‘quvchining individual psixologik xususiyatlari, xususan, uning temperament tipi, xarakteri va qobiliyatlari asosida shakllanadi (Ivanov P.I., Zufarova M.E., 2008). Mayers D. (2006) va Maklakov A.G. (2003) ning tadqiqotlari shuni ko‘rsatadiki, refleksiv qobiliyatlar o‘quvchining o‘z hissiyotlari va irodasini boshqarishda, shuningdek, stressli va kutilmagan vaziyatlarda to‘g‘ri qaror qabul qilishida namoyon bo‘ladi. Ushbu maqolaning maqsadi – harbiy akademik litseylar o‘quvchilarining refleksiv rivojlanish jarayonini psixologik jihatdan tahlil qilish, ushbu jarayonning asosiy komponentlarini ajratib ko‘rsatish va ularni diagnostika





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qilishning samarali metodlarini asoslashdan iborat.

METODLAR (Methods)

Tadqiqot 2024-2025 yillar davomida Mudofaa Vazirligi harbiy qismlari va harbiy akademik litseylar bazasida o‘tkazilgan nazariy-amaliy tahlil asosida amalga oshirildi.

Quyidagi metodlar qo‘llanilgan:

Nazariy tahlil: Refleksiya muammosiga oid 30 dan ortiq mahalliy va xorijiy manbalar (G‘oziyev E.G‘., 2010; Mayers D., 2006; Krayg B., Bokum D., 2012; Nemov R.S., 2005; Rubinshteyn S.L., 2007) tizimli ravishda o‘rganildi.

Psixologik diagnostika metodlari:

- Mantiqiy masalalar va mushohada usuli: A. Quchqorov va Sh. Ismoilov (2008) tomonidan ishlab chiqilgan mantiqiy topshiriqlar to‘plami asosida o‘quvchilarning intellektual refleksiya darajasi baholandi. O‘quvchilarga ketma-ket murakkablashib boruvchi 15 ta mantiqiy masala taklif qilindi (vaqt chegarasi 30 daqiqa). Har bir masala yechimidan so‘ng o‘quvchi o‘z fikrlash jarayonini qisqacha yozma ravishda tahlil qilishi so‘raldi.
 - Lyusher testi: 8 rangli Lyusher testi (to‘liq versiya) o‘quvchilarning subyektiv kayfiyati, emotsional holati va yo‘nalganligini aniqlash uchun qo‘llanildi. Ranglarni tanlash ketma-ketligi asosida o‘quvchining psixo-emotsional holati, stress darajasi va kompensator imkoniyatlari baholandi. Test individual shaklda, kun tartibidagi bir xil vaqt oralig‘ida (soat 10:00-12:00) o‘tkazildi.
 - Ijtimoiy portret tahlili: O‘quvchilarning ijtimoiy kelib chiqishi, oilaviy muhiti, yosh xususiyatlari va ta’lim darajasi to‘g‘risidagi ma’lumotlar maxsus anketalar va suhbatlar orqali to‘planib, ularning refleksiv rivojlanish darajasiga ta’siri tahlil qilindi.
- Kuzatuv va suhbat: O‘quv jarayonida o‘quvchilarning o‘qituvchilar va komandirlar



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bilan muloqot uslubi, o‘z xatti-harakatlarini tahlil qilish qobiliyati norasmiy va ishtirokli kuzatuv orqali o‘rganildi.

Tadqiqotda jami 75 nafar harbiy akademik litsey o‘quvchisi (16-18 yosh, 1-3 kurs) ishtirok etdi. Tadqiqot etik tamoyillarga (maxfiylik, ixtiyoriylik) rioya qilingan holda o‘tkazildi.

NATIJALAR (Results)

O‘tkazilgan psixologik tahlil natijasida harbiy akademik litseylar o‘quvchilarining refleksiv rivojlanishi quyidagi uch asosiy komponentda namoyon bo‘lishi aniqlandi:

Intellektual refleksiya (o‘z fikrlash jarayonini tahlil qilish)

Mantiqiy masalalar yechimi natijalariga ko‘ra, o‘quvchilarning 42% yuqori, 38% o‘rta va 20% past darajadagi intellektual refleksiyaga ega. Yuqori darajadagi o‘quvchilar (n=31) masalalarni yechishda o‘z fikrlash bosqichlarini aniq tahlil qila oldilar, xatolarni mustaqil aniqladilar va turli yechim strategiyalarini taqqosladilar. O‘rta darajadagi o‘quvchilar (n=29) masalalarni yechgandan so‘ng qisman tahlil qilish qobiliyatiga ega bo‘lsa, past darajadagilar (n=15) o‘z fikrlash jarayonini tahlil qilishda jiddiy qiyinchiliklarga duch keldilar.

Mantiqiy masalalar bo‘yicha intellektual refleksiya ko‘rsatkichlari

Daraja	O‘quvchilar soni	Foiz (%)	Asosiy xususiyatlar
Yuqori	31	42%	Fikrlash bosqichlarini aniq tahlil qilish, xatolarni mustaqil aniqlash
O‘rta	29	38%	Qisman tahlil qilish, tashqi yordamga muhtojlik



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Daraja	O‘quvchilar soni	Foiz (%)	Asosiy xususiyatlar
Past	15	20%	Fikrlash jarayonini tahlil qila olmaslik

Emotsional refleksiya (o‘z hissiy holatini anglash)

Lyusher testi natijalariga ko‘ra, o‘quvchilarning 48% (n=36) da emotsional refleksiyaning yuqori darajasi qayd etildi – ular o‘z kayfiyati, his-tuyg‘ulari va ularning sabablarini aniq ifodalay oldilar. O‘quvchilarning 35% (n=26) o‘rta darajadagi emotsional refleksiyaga ega – ular o‘z hissiy holatlarini qisman anglaydilar, biroq ularni tahlil qilishda qiyinchilik chekadilar. Qolgan 17% (n=13) past darajadagi emotsional refleksiyaga ega – ular o‘z his-tuyg‘ularini nomlash va ularning kelib chiqish sabablarini tushuntirishda jiddiy muammolarga duch keladilar.

Lyusher testida qayd etilgan eng ko‘p uchraydigan rang tanlovlari: ko‘k (tinchlik va qoniqishga intilish, 65%), yashil (o‘z tasdig‘iga ehtiyoj, 58%), qizil (faollik va ekspressivlik, 52%). Sariq rangni tanlash (optimizm va aloqadorlik) 40% o‘quvchida uchradi. Patologik ranglar (qora, kulrang, jigarrang) nisbatan kam tanlangan (22%), bu o‘quvchilar psixo-emotsional holatining nisbatan barqaror ekanligini ko‘rsatadi.

Shaxsiy refleksiya (o‘z “Men”ini, qadriyatlari va xatti-harakat motivlarini tahlil qilish)

Ijtimoiy portret tahlili va suhbatlar natijasida quyidagilar aniqlandi:

- O‘quvchilarning 52% (n=39) o‘z kuchli va zaif tomonlarini nisbatan adekvat baholay oladi;
- 68% (n=51) o‘z xatti-harakatlarining motivlarini tushuntira oladi;
- Atigi 35% (n=26) o‘z qadriyatlari va dunyoqarashini tizimli ravishda tahlil qilishga intiladi;



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- Oilaviy muhit va ijtimoiy kelib chiqish refleksiya darajasiga sezilarli ta’sir ko’rsatadi: intellektual va madaniy jihatdan boy oilalardan kelgan o’quvchilarda (n=28) refleksiv ko’rsatkichlar o’rtacha 40% yuqori.

Pedagogik muloqotning refleksiyaga ta’siri

Kuzatuvlar natijasiga ko’ra, demokratik muloqot uslubiga ega o’qituvchilar qo’l ostida o’qiydigan o’quvchilarning refleksiv rivojlanish darajasi (52% yuqori) avtoritar uslubdagi o’qituvchilar qo’l ostidagilarga (25% yuqori) nisbatan sezilarli darajada yuqori ekanligi aniqlandi. O’qituvchining o’quvchilarni mustaqil fikrlashga, o’z xatolarini tahlil qilishga va turli nuqtai nazarlarni solishtirishga undashi refleksiv rivojlanishning eng muhim omili hisoblanadi.

MUHOKAMA (Discussion)

Tadqiqot natijalari harbiy akademik litseylarda o’quvchilarning refleksiv rivojlanishi murakkab va ko’p omilli jarayon ekanligini ko’rsatadi. Olingan ma’lumotlar Rubinshteyn S.L. (2007) va G’oziyev E.G’. (2010) tomonidan ilgari surilgan nazariy qoidalarni amalda tasdiqlaydi: refleksiya shaxsning o’zini anglashining asosiy mexanizmi bo’lib, u kognitiv, emotsional va shaxsiy komponentlarning birligida namoyon bo’ladi.

Intellektual refleksiya harbiy ta’limda alohida ahamiyatga ega, chunki jangovar vaziyatlarda zudlik bilan to’g’ri qaror qabul qilish zarurati tug’iladi. Quchqorov A. va Ismoilov Sh. (2008) tomonidan tavsiya etilgan mantiqiy masalalar usuli o’quvchilarning intellektual refleksiyasini rivojlantirishda samarali vosita ekanligini ko’rsatdi. Maklakov A.G. (2003) ta’kidlaganidek, muntazam ravishda mantiqiy topshiriqlarni yechish va ularni tahlil qilish orqali o’quvchining metakognitiv qobiliyatlari – ya’ni o’z bilish jarayonlarini boshqarish qobiliyati rivojlanadi.



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Emotsional refleksiya – bu harbiy xizmatchining psixologik barqarorligining asosi. Lyusher testi o‘quvchilarning subyektiv holatini tezkor va ishonchli baholash imkonini beradi. Test natijalari shuni ko‘rsatadiki, o‘quvchilarning aksariyati (ko‘k va yashil ranglarning ustunligi) tinchlik, qoniqish va o‘z tasdig‘iga intiladi, bu esa ularning emotsional sohasining nisbatan barqaror ekanligini ko‘rsatadi. Biroq 35% o‘quvchining o‘rta va 17% ning past darajadagi emotsional refleksiyaga ega ekanligi bu yo‘nalishda maxsus psixokorreksion ishlarni olib borish zarurligini ko‘rsatadi. Nemov R.S. (2005) ta’kidlaganidek, emotsional refleksiyani rivojlantirish uchun treninglar, art-terapiya va psixodrama usullaridan foydalanish samarali.

Shaxsiy refleksiya harbiy litsey o‘quvchisining professional shaxs sifatida shakllanishining asosidir. Krayg B. va Bokum D. (2012) yosh davri psixologiyasiga oid tadqiqotlarida ta’kidlaganidek, 16-18 yosh – bu shaxsning o‘z “Men” konsepsiyasini shakllantirish, dunyoqarash va qadriyatlar tizimini qurishdagi eng muhim bosqich hisoblanadi. Ijtimoiy portret tahlili shuni ko‘rsatdiki, oilaviy muhit va ijtimoiy kelib chiqish o‘quvchilarning refleksiv rivojlanishiga sezilarli ta’sir ko‘rsatadi. Bu esa harbiy litseylarda psixologik xizmatning oila bilan hamkorlik qilish yo‘nalishini kuchaytirish zarurligini ko‘rsatadi.

Pedagogik muloqotning roli alohida e’tiborga loyiqdir. Maxsudova M.A. (2006) va Abramova M. (2003) ning tadqiqotlari shuni tasdiqlaydiki, o‘qituvchining muloqot uslubi bevosita o‘quvchilarning o‘z faoliyatiga munosabatiga, xatolarni tahlil qilishga va mustaqil fikrlashga tayyorligiga ta’sir qiladi. Demokratik muloqot uslubi o‘quvchilarda yuqori refleksiyani shakllantiradi, chunki bunday muhitda xato qilish qo‘rquvi kamayadi va o‘z fikrlarini erkin ifodalash imkoniyati ortadi. Avtoritar muloqot uslubi esa, aksincha, o‘quvchilarning tashqi nazoratga o‘rganib qolishiga va o‘z faoliyatini mustaqil tahlil qilish ko‘nikmasining rivojlanmasligiga olib keladi.



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Amaliy tavsiyalar:

1. Intellektual refleksiyaning rivojlantirish uchun haftalik “Mantiqiy tahlil” mashg‘ulotlarini joriy etish, bunda o‘quvchilar masala yechimlarini juftlik va guruhlarda muhokama qiladilar.
2. Emotsional refleksiyaning rivojlantirish uchun Lyusher testi asosida o‘z holatini kuzatish kundaligini yuritish va “Hissiyotlar maktabi” treninglarini o‘tkazish.
3. Shaxsiy refleksiyaning rivojlantirish uchun “O‘z portretim” va “Mening hayotiy maqsadlarim” kabi reflektiv insholar yozishni joriy etish.
4. O‘qituvchilarning psixologik-pedagogik malakasini oshirish – muloqot uslubini demokratik tamoyillarga asoslash, o‘quvchilarni tanqid qilishda konstruktiv yondashuvlarni qo‘llash.

XULOSA (Conclusion)

Harbiy akademik litseylarda o‘quvchilarning refleksiv rivojlanishi ularning jangovar va ma’naviy-ma’rifiy tayyorgarligi bilan uzviy bog‘liqdir. Psixologik tahlillar shuni ko‘rsatadiki:

1. Refleksiv rivojlanish intellektual, emotsional va shaxsiy refleksiya komponentlarining birligida namoyon bo‘ladi. Ushbu komponentlarning har biri o‘ziga xos psixologik mexanizmlarga asoslangan va alohida rivojlantirish usullarini talab qiladi.
2. Mantiqiy masalalar usuli, Lyusher testi va ijtimoiy portret tahlili refleksiv rivojlanishni diagnostika qilish va tahlil qilishda samarali vositalar hisoblanadi. Ushbu metodlarni kompleks qo‘llash o‘quvchi refleksiyasining to‘liq manzarasini beradi.
3. O‘qituvchi psixologiyasi va pedagogik muloqot uslubi refleksiyani shakllantirishda hal qiluvchi rol o‘ynaydi. Demokratik muloqot uslubi avtoritar uslubga nisbatan o‘quvchilarda yuqori refleksiyani shakllantiradi.



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4. Refleksiv jarayonlarni to‘g‘ri tashkil etish o‘quvchilarda mas‘uliyat hissini oshirishga, o‘z xatti-harakatlari uchun javobgarlikni his qilishga va professional harbiy kadr sifatida shakllanishiga xizmat qiladi. Refleksiv o‘quvchi nafaqat buyruqlarni bajaradi, balki ularning ma‘nosini anglab, vaziyatga mos ravishda optimal qarorlar qabul qiladi.

Kelgusida harbiy akademik litseylarning o‘quv dasturlariga refleksiv rivojlanishning integral modelini joriy etish, shuningdek, o‘qituvchilar va komandirlarning refleksiv kompetensiyalarini oshirish bo‘yicha maxsus treninglar ishlab chiqish maqsadga muvofiqdir.

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APPLICATION OF HIRUDOTHERAPY AS A METHOD OF TRADITIONAL MEDICINE IN PUBLIC HEALTH PROTECTION

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Abstract:

Hirudotherapy is one of the oldest methods of treating various pathological conditions, affecting blood rheology, lipid metabolism, and the human immune system. Treatment with medicinal leeches provides anti-ischemic, neuroprotective, analgesic, anti-inflammatory, and bactericidal effects. The method is widely used in neurology, cardiology, gynecology, dermatology, and the prevention of cardiovascular diseases. Hirudotherapy has minimal contraindications and side effects, which makes it important in modern medicine and public health protection. The article discusses the historical development, therapeutic effects, indications, contraindications, and the significance of hirudotherapy as a method of traditional medicine.

Keywords:

hirudotherapy, traditional medicine, medicinal leeches, public health, arterial hypertension, blood circulation, remostasis, prevention, rehabilitation.

ПРИМЕНЕНИЕ ГИРУДОТЕРАПИИ, КАК МЕТОДА НАРОДНОЙ МЕДИЦИНЫ В ОХРАНЕ ОБЩЕСТВЕННОГО ЗДОРОВЬЯ.

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Гирудотерапия - один из самых древних методов лечения различных патологических состояний, оказывающий влияние на реологические свойства крови, липидный обмен и иммунную систему человека. Лечение пиявками приводит к многообразным и разносторонним эффектам, основными из которых



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являются противоишемический, нейропротекторный, анестезирующий, противовоспалительный и бактерицидный. По данным исследований, проведенных при использовании гирудотерапии в разных областях медицины (неврология, нейрохирургия, кардиология), гирудотерапия имеет минимальные противопоказания и побочные действия, что очень важно для пациентов. Особое внимание вновь привлекают методы, тысячелетия успешно применявшиеся нашими предками. Один из таких методов – гирудотерапия – использование медицинских пиявок в лечебных целях. х. Применение пиявок с лечебной целью имеет тысячелетнюю историю и уходит корнями в медицину Древнего Египта (1500-300 до н.э.). Также особую заинтересованность в развитии народной медицины в нашей стране выразил президент республики и издал указ ПК № - 4668 от 10.04.2020 года “Концепция развития народной медицины в 2021-2025 годах, что в иной раз отражает важность этого метода лечения [1]

Прежде всего, такое лечение показано людям, склонным к развитию застойных явлений. Оно отлично помогает при геморрое, тромбофлебите, мастопатии. Хорошо зарекомендовала себя гирудотерапия при лечении гинекологических заболеваний. Лечат и профилактируют с помощью пиявки различные заболевания сердечно-сосудистой системы, различные кожные заболевания, урологические заболевания. На сегодняшний день основными общепринятыми противопоказаниями к применению гирудотерапии являются индивидуальная непереносимость, анемию, гемофилия, ярко выраженная гипотония, беременность.[2]

У больных с артериальной гипертонией выявлено достоверное снижение диастолического артериального давления, увеличение фракции выброса. Положительное влияние гирудотерапии на систему гемостаза проявилось в



снижении агрегационной способности тромбоцитов, нормализации содержания фибриногена в крови.[3]

В заключении следует отметить, что гирудотерапия, как метод лечения и профилактики заболеваний связанных с проблемами циркуляции крови, оказывает на организм больного антикоагулирующий, иммуностимулирующий, противовоспалительный эффекты, что делает особенно актуальным исследование данного метода и применение его на практике.

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**The possibilities of digital resources and LMS (Learning Management System)
platforms in organizing independent learning for students**

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Annotation: This article examines the role and opportunities of digital resources and LMS (Moodle, Canvas, Hemis) platforms in organizing students' independent education under the credit-module system in higher education institutions. Pedagogical problems arising in the planning, management, and control of independent learning are analyzed, and effective methodical solutions are proposed to activate students' educational and cognitive activities in the digital environment.

Keywords: Independent education, LMS platforms, Moodle, Hemis, digital resources, credit-module system, asynchronous learning, student-centered education.

**Talabalarning mustaqil ta'limini tashkil etishda raqamli resurslar va LMS
(Learning Management System) platformalarining imkoniyatlari**

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**Возможности цифровых ресурсов и платформ LMS (систем управления
обучением) в организации самостоятельного обучения студентов**

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Annotatsiya: Ushbu maqolada oliy ta'lim muassasalarida kredit-modul tizimi sharoitida talabalarning mustaqil ta'limini tashkil etishda raqamli resurslar va LMS



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(Moodle, Canvas, Hemis) platformalarining o'rni va imkoniyatlari tadqiq etilgan. Mustaqil ta'limni rejalashtirish, boshqarish va nazorat qilishda yuzaga kelayotgan pedagogik muammolar tahlil qilinib, talabalarning o'quv-biluv faoliyatini raqamli muhitda faollashtirish bo'yicha samarali metodik yechimlar taklif etilgan.

Аннотация: В данной статье исследованы роль и возможности цифровых ресурсов и платформ LMS (Moodle, Canvas, Hemis) в организации самостоятельной работы студентов в условиях кредитно-модульной системы в высших учебных заведениях. Проанализированы педагогические проблемы, возникающие при планировании, управлении и контроле самостоятельного обучения, и предложены эффективные методические решения по активизации учебно-познавательной деятельности студентов в цифровой среде.

Kalit so'zlar: Mustaqil ta'lim, LMS platformalari, Moodle, Hemis, raqamli resurslar, kredit-modul tizimi, asinxron ta'lim, talabaga yo'naltirilgan ta'lim

Ключевые слова: Самостоятельное обучение, платформы LMS, Moodle, Hemis, цифровые ресурсы, кредитно-модульная система, асинхронное обучение, студентоцентрированное обучение

Zamonaviy oliy ta'limning strategik vazifasi nafaqat talabalarga muayyan bilimlar hajmini berish, balki ularda mustaqil ravishda bilim olish, axborotlarni saralash va kasbiy muammolarga kreativ yechim topish ko'nikmalarini shakllantirishdan iboratdir. Kredit-modul tizimining o'quv jarayoniga joriy etilishi talabalarning mustaqil ishlariga ajratilgan vaqt ulushini keskin oshirdi.

Biroq, an'anaviy yondashuvda talabalarning mustaqil ta'limi ko'pincha referat yozish yoki konspekt qilish kabi shakliy topshiriqlardan nariga o'tmayotgan edi. Raqamli



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texnologiyalar va LMS (Learning Management System – Ta’limni boshqarish tizimi) platformalarining ta’limga kirib kelishi mustaqil ta’limni interaktiv, nazorat qilinadigan va talabaning individual trayektoriyasiga moslashgan tizimga aylantirish imkonini berdi. Shu bois, LMS resurslaridan unumli foydalanish mexanizmlarini o’rganish oliy ta’lim transformatsiyasining dolzarb masalasidir.

Kredit-modul tizimida talabalarning mustaqil ta’limini tashkil etishda bir qator tizimli muammolar kuzatilmoqda:

- ✓ **Nazorat va monitoringning yetishmasligi:** Professor-o’qituvchilar auditoriyadan tashqarida talabaning mustaqil ravishda fanni qanchalik o’zlashtirayotganini real vaqt rejimida kuzata olmaydilar.
- ✓ **Mundarijaviy va uslubiy resurslar tanqisligi:** Talabalarga mustaqil o’rganish uchun beriladigan adabiyotlar ro’yxati ba’zan eskirgan yoki raqamli formatda mavjud bo’lmaydi.
- ✓ **Akademik plagiat:** An’anaviy yozma topshiriqlar (referat, mustaqil ishlar) ko’pincha internet materiallaridan ko’chirish (plagiat) evaziga bajariladi, bu esa mustaqil fikrlashni bo’g’adi.
- ✓ **Talabalarda mustaqil ishlash ko’nikmasining pastligi:** Ko’p hollarda talabalar vaqtni to’g’ri taqsimlay olmaydilar (taym-menejment) va topshiriqlarni oxirgi muddatda (deadline) bajarishga odatlanishgan.

LMS Platformalarining Didaktik Imkoniyatlari va Yechimlar (Methodology and Discussion)

LMS platformalari (Moodle, Canvas, Blackboard va milliy amaliyotdagi HEMIS tizimi) yuqoridagi muammolarni bartaraf etish uchun keng funksional vositalarni taqdim etadi.



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1. Asinxron ta’lim muhitini yaratish

LMS yordamida o‘quv materiallari (video ma’ruzalar, podkastlar, elektron darsliklar va skrimkastlar) tizimga oldindan joylashtiriladi. Talaba o‘ziga qulay vaqtda, qulay joyda va o‘z o‘zlashtirish tezligiga mos ravishda materiallar bilan mustaqil tanishadi (Flipped Classroom – "To‘ntarilgan sinf" modeli).

2. Avtomatlashtirilgan monitoring va differensial yondashuv

LMS platformalaridagi tahliliy vositalar (Analytics) o‘qituvchiga har bir talabaning tizimga necha marta kirgani, qaysi resursni necha daqiqa o‘qigani va testlarni qanday topshirganini ko‘rsatib beradi. Agar talaba biror mavzuda qiynalayotgan bo‘lsa, tizim unga avtomatik tarzda qo‘shimcha sodda resurslarni, iqtidorli talabalarga esa murakkabroq topshiriqlarni taqdim eta oladi.

3. Interaktiv qayta aloqa va baholash vositalari

Mustaqil ta’limni qiziqarli qilish uchun LMS tarkibidagi quyidagi elementlardan foydalanish lozim:

- ✓ Forum va Chatlar: Talabalar muammoli savollarni guruh bo‘lib muhokama qiladilar (peer-to-peer learning).
- ✓ Glossariylar bilan ishlash: Talabalar fanga oid terminlar bazasini mustaqil ravishda birgalikda boyitib boradilar.
- ✓ Onlayn krossvordlar, keyslar va kognitiv topshiriqlar: Tizim orqali yuborilgan amaliy ishlar o‘qituvchi tomonidan onlayn tekshirilib, audio yoki matnli taqriz (feedback) beriladi.

4. Plagiatga qarshi kurash va shaffoflik



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Zamonaviy LMS tizimlari antiplagiat dasturlari bilan integratsiya qilingan. Talaba yuklagan mustaqil ish tizimning o‘zidayoq originallikka tekshiriladi. Bu esa talabalarni mustaqil va kreativ fikrlashga majbur qiladi.

Xulosa qilib aytganda, raqamli resurslar va LMS platformalari oliy ta’limda talabalarning mustaqil ta’limini shunchaki majburiyatdan ijodiy, qidiruvchanlik va tadqiqotchilik faoliyatiga aylantirishning asosiy drayveridir.

Tizimning samaradorligini oshirish uchun quyidagilar taklif etiladi:

- ✓ HEMIS va boshqa LMS platformalarini interaktiv kontent bilan boyitish:
Tizimga faqat PDF formatdagi kitoblarni yuklash bilan cheklanmay, H5P formatidagi interaktiv video va taqdimotlarni joriy etish.
- ✓ Talabalarda raqamli madaniyatni shakllantirish: Universitetlar qoshida talabalar uchun onlayn platformalarda mustaqil ishlash metodikasi va taym-menejment bo‘yicha qisqa kurslar tashkil etish.
- ✓ O‘qituvchilar yuklamasini qayta ko‘rib chiqish: O‘qituvchining LMS platformasida talabalar bilan onlayn ishlash, ularning mustaqil ishlariga raqamli taqriz yozish vaqtini amaliy yuklama sifatida tan olish.

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The Importance and Efficiency of Organizing Reversible Traffic Flow in the Conditions of Uzbekistan

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Abstract. This article provides a scientific analysis of the relevance, efficiency, and practical significance of organizing reversible road traffic in the cities of Uzbekistan, particularly in Tashkent. The main principles of the reversible system for managing transport flows, the conditions for its implementation, and its economic and environmental impact are considered. The experience of foreign countries and the possibilities of adaptation to the conditions of Uzbekistan will be analyzed.

Keywords: reverse traffic, traffic flow, road network, traffic intensity, traffic light control, traffic congestion, road safety.

Annotatsiya. Ushbu maqolada O'zbekiston shaharlarida, xususan Toshkent shahrida reversiv yo'l harakatini tashkil etishning dolzarbligi, samaradorligi va amaliy ahamiyati ilmiy jihatdan tahlil qilinadi. Transport oqimlarini boshqarishda reversiv tizimning asosiy prinsiplari, joriy etish shartlari, iqtisodiy va ekologik ta'siri ko'rib chiqiladi. Xorijiy mamlakatlarning tajribasi va O'zbekiston sharoitiga moslashtirish imkoniyatlari tahlil etiladi.

Kalit so'zlar: reversiv harakat, transport oqimi, yo'l tarmog'i, harakat intensivligi, svetofor boshqaruvi, transport tiqilishi, yo'l harakati xavfsizligi.

Dunyo miqyosida shaharlashuv sur'atlari ortib borayotgan hozirgi davrda yo'l-transport infratuzilmasiga bo'lgan talablar kun sayin kuchaymoqda. O'zbekiston Respublikasida ham shahar aholisining o'sishi, iqtisodiy faollikning kuchayishi va avtomobillar sonining tez sur'atlarda ortishi transport tiqilishlarini yuzaga keltirmoqda.



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Toshkent shahrida 2010–2024 yillar mobaynida ro‘yxatdan o‘tgan avtomobillar soni 3,5 barobardan ziyod ortib, 1,2 million birlikdan oshdi. O‘rta yo‘l harakati tezligi tong va kechki tiqilish vaqtlarida 18–22 km/soatga tushib qolmoqda. Bunday vaziyat yo‘l-transport infratuzilmasini kengaytirishni talab etib, lekin ko‘p holatlarda shahar ichida yangi yo‘llar qurish uchun zarur maydon mavjud emas.

Reversiv harakat — mavjud yo‘l o‘tkazish qobiliyatini oshirish uchun ishlatiladigan samarali transport texnologiyalaridan biri bo‘lib, u ilovasi optimal boshqaruvni ta’minlaydi. Bu tizim transport oqimining kun davomida o‘zgaruvchan yo‘nalishini hisobga olgan holda ayrim qatorlarni vaqtinchalik aks yo‘nalishda ishlatishga asoslanadi.

Reversiv yo‘l harakati (inglizcha: reversible lane / contraflow) — bu trafik oqimi asimmetriyasi yuqori bo‘lgan yo‘l uchastkalarida o‘zgaruvchan yo‘nalishda ishlatiladigan qator yoki yo‘l bo‘limini nazarda tutadi. Tizim quyidagi texnik vositalarga asoslanadi:

–Dinamik svetofor boshqaruv tizimi (DSBT) — real vaqtda transport oqimini hisobga oladi;

–O‘zgaruvchi xabarli belgilar (Variable Message Signs, VMS) — haydovchilarni vaqtda ogohlantiradi;

–Reversiv svetoforlar (qizil X va yashil ↓ signallari) — qator ishlash rejimini ko‘rsatadi;

–Yo‘l ajratgichlari va to‘siqlar — fizik xavfsizlikni ta’minlaydi;

–Markazlashgan boshqaruv punkti — butun tizimni muvofiqlashtiradi.

Reversiv harakat ikkita asosiy rejimda amalga oshiriladi:

a) Vaqt jadvali bo‘yicha (Time-based): oldindan belgilangan vaqt oraliqlarida (masalan, tonggi tiqilishda 7:00–9:00 bir yo‘nalishda, kechki tiqilishda 17:00–20:00 aks



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yo‘nalishda);

b) Talab asosida (Demand-responsive): sensor va kamera ma’lumotlari asosida avtomatik tarzda yo‘nalish o‘zgartiriladi.

Jahonning yirik shaharlarida reversiv harakatning joriy etilishi natijasida erishilgan samaralar 1-jadvalda keltirilgan.

1-jadval.

Xorijiy shaharlarda reversiv harakatning samarasi

Shahar / Mamlakat	Yo‘l / ko‘cha	Qator soni	Tiqilish kamayishi	Tezlik oshishi
Seul (Janubiy Koreya)	Gangnam-daero	6 (3+3)	–38%	+42%
Toronto (Kanada)	Don Valley Pkwy	4 (2+2)	–31%	+35%
Moskva (Rossiya)	Volokolamskoye sh.	5 (3+2)	–27%	+28%
Almati (Qozog‘iston)	Al-Farabiy	4 (2+2)	–24%	+26%
Minsk (Belarus)	Nezavisimosti	6 (3+3)	–29%	+33%

Jadval ma’lumotlaridan ko‘rinadiki, reversiv harakat tizimini joriy etish transport tiqilishini o‘rtacha 24–38% ga kamaytirgan va harakat tezligini 26–42% ga oshirgan. Bu ko‘rsatkichlar tizimning yuqori samaradorligidan dalolat beradi.

Toshkent shahrida reversiv harakatni joriy etish uchun quyidagi transport o‘qlari eng maqbul hisoblanadi:

–Mustaqillik ko‘chasi (Chilanzor — Shayxontohur yo‘nalishi): kunduzgi tong oqimida markaz tomonga, kechki oqimida teskari yo‘nalishda.

–Amir Temur xiyoboni: O‘tmish maydoni — Chorsu yo‘nalishida 3+3 reversiv



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tizim.

–Nukus ko‘chasi: Toshkent sh./TDTU uzellari orasida zich transport oqimi tufayli.

–Sergeli — Yunusobod ko‘prigi yo‘nalishi: ishga qatnov vaqtidagi asimmetrik oqim tufayli.

–Toshkent shahrida reversiv harakatni joriy etishning asosiy shartlari quyidagilardan iborat:

–Yo‘l eni kamida 14–16 m (5–6 qator uchun) bo‘lishi;

–Oqim asimmetriya koeffitsiyenti $\geq 1,5$ (bitta yo‘nalish ikkinchisidan 50% ko‘p bo‘lishi);

–Uch chorraxa oralig‘i kamida 300 m bo‘lishi;

–Avtomatik boshqaruv tizimi va doimiy videokuzatuv mavjudligi.

Reversiv harakatning iqtisodiy samaradorligini baholashda transport infratuzilmasi qurilishiga sarf bo‘ladigan mablag‘lar bilan solishtirilgan tejamkorlik alohida ahamiyatga ega. Yangi yo‘l qurilishi Toshkent shahrida 1 km uchun o‘rtacha 8–12 mln AQSH dollarini tashkil etadi. Reversiv tizimni joriy etish esa 5–6 km uchastka uchun atigi 0,8–1,2 mln dollarni, ya’ni 10–15 barobar arzonroq turadi.

Ekologik jihatdan reversiv harakat trafik tiqilishini kamaytirish orqali yonilg‘i iste’molini 15–22% ga va CO₂ chiqindilarini 18–25% ga kamaytirishi ilmiy tadqiqotlarda isbotlangan (Chen va Chjan, 2019; Smit va boshq., 2021).

Iqtisodiy samara quyidagi yo‘nalishlarda namoyon bo‘ladi:

–Yo‘lovchilarning yo‘lda o‘tkazgan vaqti tejamkorligi (1 kunlik tiqilishdagi 1 soat kechikish yiliga ~120 dollarga teng zarar);

–Yuk tashish logistikasidagi samaradorlik oshishi;

–Yonilg‘i xarajatlarning kamayishi;



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–Tibbiy xizmatlar va tez yordam transportining o‘z vaqtida yetib borishining yaxshilanishi.

Reversiv harakatning joriy etilishi xavfsizlik masalalarini ham yuzaga keltiradi. Biroq dunyo tajribasi ko‘rsatadiki, to‘g‘ri loyihalashtirilgan va zamonaviy boshqaruv tizimi bilan jihozlangan reversiv yo‘llarda baxtsiz hodisalar darajasi kam uchragan ko‘chalarga nisbatan 12–18% ga past bo‘ladi.

Xavfsizlikni ta’minlashning asosiy texnik vositalari:

- Kamer orqali real vaqtda monitoring tizimi (AI-kuzatuv);
- Oraliq zonalarda fizik to‘siqlar (movable barrier);
- Reversiv svetoforlar va VMS belgilari orasidagi sinxronizatsiya;
- Haydovchilar uchun maxsus trening dasturlari va ommaviy axborot kompaniyalari;

–Avariya javob berish protokollari va tez mudofaa tizimlari.

Amalga oshirilgan tahlil asosida quyidagi xulosalarga kelindi:

–Reversiv harakat — Toshkent shahrining mavjud yo‘l infratuzilmasini sezilarli darajada kengaytirmasdan o‘tkazish qobiliyatini 25–40% ga oshirishga imkon beradigan texnologiyadir;

–Toshkent shahrida Mustaqillik ko‘chasi, Amir Temur xiyoboni va Nukus ko‘chasi reversiv tizim uchun eng maqbul yo‘nalishlar hisoblanadi;

–Tizimning iqtisodiy samaradorligi yangi yo‘l qurilishiga nisbatan 10–15 barobar yuqori;

–Ekologik samaradorlik nuqtai nazaridan tizim yonilg‘i iste’molini 15–22% va atmosfera chiqindilarini 18–25% ga kamaytiradi;

–Joriy etish uchun kompleks tayyorlik tadbirlari: texnik ta’minot, huquqiy baza, aholini xabardor qilish va mutaxassislarni o‘qitish zarur.



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Toshkent shahrini 2030 yilgacha rivojlantirish strategik rejasiga reversiv harakat tizimini kiritish, shuningdek pilot loyihani Mustaqillik ko'chasida amalga oshirish tavsiya etiladi. Buning uchun Koreya transport instituti (KOTI) va BMT Barqaror transport dasturi doirasida xalqaro hamkorlikni yo'lga qo'yish maqsadga muvofiq.

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Assessment Literacy as a Core Requirement for EFL Teachers in Uzbekistan: A Modern Perspective on English Language Skills Evaluation

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Abstract: This article examines assessment literacy as a key professional requirement for EFL teachers in Uzbekistan. In modern English language education, assessment is not only about grading students but also about improving learning through feedback, communication-based evaluation, and continuous monitoring of student progress. However, in many EFL classrooms, traditional testing methods still dominate, focusing mainly on grammar accuracy and written exams. This study analyzes modern approaches to language assessment, including formative assessment, performance-based evaluation, and communicative testing. The findings show that teachers with strong assessment literacy can better support students' development in speaking, listening, reading, and writing skills, especially in communicative competence.

Keywords: assessment literacy, EFL teachers, Uzbekistan, language assessment, formative assessment, communicative competence

Introduction. Assessment plays a central role in English language teaching because it determines how students' progress is measured and how learning is improved. In Uzbekistan, English is taught at schools, colleges, and universities, but assessment practices are still often based on traditional written tests. These tests usually focus on grammar rules, vocabulary memorization, and reading comprehension, while speaking and listening are not always assessed properly.

This creates a problem in language learning because students may know grammar rules but cannot use English in real communication. In modern education, the main goal



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of English teaching is communicative competence, which includes the ability to use language in real-life situations.

According to H. Douglas Brown, effective language assessment should reflect real communication ability, not only knowledge of grammar structures. This means teachers must assess how well students can use English in speaking, listening, and interaction tasks. Therefore, assessment literacy has become an essential professional skill for EFL teachers. It helps teachers design better tests, give meaningful feedback, and support students' language development.

Methods. This article uses a qualitative research approach based on document analysis. It reviews international books, peer-reviewed journal articles, and applied linguistics research related to language assessment and English language teaching.

The study focuses on five main areas of assessment literacy:

Understanding assessment principles

Formative assessment practices

Performance-based evaluation

Communicative language testing

Feedback and learner improvement

The analysis also considers classroom assessment practices in EFL contexts in Uzbekistan universities. The purpose is to identify how modern assessment methods can improve students' English language skills, especially communicative competence.

Results and Discussion

Understanding Assessment Literacy

Assessment literacy refers to the teacher's ability to design, use, interpret, and evaluate assessment tools effectively. It also includes the ability to give constructive feedback that supports student learning.



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According to Lyle Bachman, language assessment should measure communicative language ability in real-life contexts rather than only grammatical knowledge.

In Uzbekistan, many teachers still rely on traditional exams. These exams usually test memorization rather than communication. As a result, students may perform well in written tests but struggle in speaking and listening tasks.

Developing assessment literacy helps teachers understand that assessment is not only about grading but also about improving learning outcomes.

Formative Assessment in EFL Classrooms. Formative assessment is a continuous process of evaluating student learning during instruction. It helps teachers understand students' strengths and weaknesses and adjust teaching accordingly.

Common examples include:

- *classroom observation*
- *speaking practice activities*
- *short quizzes*
- *peer and self-assessment*
- *oral questioning*

Dylan Wiliam explains that formative assessment has a strong positive effect on student achievement because it provides ongoing feedback and supports learning improvement.

In EFL classrooms, formative assessment is especially important for speaking and listening skills because these skills require continuous practice and correction.

When teachers use formative assessment regularly, students become more active learners and less dependent on final exams.

Performance-Based Assessment. Performance-based assessment evaluates students' ability to use English in real communication tasks. Instead of answering



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multiple-choice questions, students are asked to perform tasks such as:

- *giving presentations*
- *participating in group discussions*
- *role-playing real-life situations*
- *conducting interviews*
- *summarizing spoken or written texts*

David Nunan states that language should be assessed through meaningful tasks that reflect real communication.

In Uzbekistan universities, performance-based assessment is still developing, but it is highly effective in improving speaking confidence and fluency. Students become more motivated when they see that their ability to communicate is being evaluated, not just their grammar knowledge.

This type of assessment also prepares students for real academic and professional communication.

Communicative Language Testing

Communicative language testing focuses on evaluating students' ability to use English in real communication contexts. It includes listening to authentic materials, responding to questions, and interacting with others.

Unlike traditional tests, communicative tests evaluate:

- ✓ fluency
- ✓ interaction ability
- ✓ clarity of meaning
- ✓ appropriateness of language use

Jeremy Harmer explains that language testing should reflect real-life communication as closely as possible.



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In modern EFL classrooms, communicative testing is important because it helps students develop confidence and reduces fear of speaking.

Role of Feedback in Language Development

Feedback is one of the most important parts of assessment. It helps students understand their mistakes and improve their language skills.

Effective feedback should be:

- ✓ clear and simple
- ✓ supportive and encouraging
- ✓ focused on improvement
- ✓ given regularly

Teachers should avoid only giving scores. Instead, they should explain what students did well and what they need to improve.

According to Harmer, feedback is a key factor in motivating learners and helping them develop confidence in using English.

In Uzbekistan EFL classrooms, feedback is especially important for speaking skills, where students often feel shy or afraid of making mistakes.

Challenges in Uzbekistan Context

Although modern assessment methods are effective, several challenges exist in Uzbekistan:

- ✓ *traditional exam-based education system*
- ✓ *focus on grammar and written tests*
- ✓ *limited training in assessment literacy for teachers*
- ✓ *large class sizes*
- ✓ *lack of time for speaking assessment*



These challenges make it difficult to fully implement modern assessment approaches. However, gradual changes and teacher training can improve the situation.

Conclusion. In conclusion, assessment literacy is a fundamental requirement for EFL teachers in Uzbekistan. Modern language education requires teachers to go beyond traditional testing and focus on communicative competence, continuous feedback, and performance-based evaluation.

The study shows that teachers who understand assessment literacy can better support students’ development in all four language skills. Formative assessment helps improve learning during the process, while performance-based and communicative assessments develop real-life communication skills.

However, challenges such as exam-oriented systems and lack of training still exist. Therefore, improving teacher education and professional development is necessary.

Overall, assessment literacy is not only a technical skill but also a key professional competence that directly influences the quality of English language teaching in Uzbekistan universities.

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Expression of Cultural Views through Animal Images in Korean and Uzbek Proverbs

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Abstract: This article provides a comparative linguacultural analysis of animal imagery utilized in Korean and Uzbek proverbs. In the course of the research, figurative proverbs in the Korean language were selected and subjected to a comparative analysis with semantically equivalent Uzbek proverbs. The animal images embedded in the proverbs and the metaphorical meanings expressed through them are thoroughly investigated to identify similarities and distinctive features. Specifically, using the examples of tiger, wolf, monkey, horse, fish, cat, and bird imagery, the study explains how the same core concept is manifested through diverse semantic means within different cultural environments.

Keywords: Korean proverbs, Uzbek proverbs, animal imagery, metaphorical expression, linguacultural studies, comparative analysis, national worldview, cultural mindset, symbolism

KOREYS VA O'ZBEK MAQOLLARIDA HAYVON OBRAZLARI ORQALI MADANIY QARASHLAR IFODASI

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Ilmiy rahbar: Koreyashunoslik oliy maktabi dotsenti,

PhD. Yunusova G.D.

Annotatsiya: Mazkur maqolada koreys va o‘zbek maqollarida qo‘llangan hayvon obrazlari qiyosiy lingvokulturologik nuqtai nazardan tahlil etiladi. Tadqiqot jarayonida koreys tilidagi obrazli maqollar saralab olinib, ularga ma’no jihatdan mos keluvchi o‘zbek maqollari bilan qiyosiy tahlil amalga oshiriladi. Maqollarda aks etgan hayvon obrazlari va ular orqali ifodalangan metaforik mazmunlar atroflicha o‘rganilib, o‘xshash hamda farqli jihatlar aniqlanadi. Xususan, yo‘lbars, bo‘ri, maymun, ot, baliq, mushuk hamda qush obrazlari misolida bir xil g‘oyaning turli madaniy muhitlarda qanday semantik vositalar orqali ifodalangani izohlanadi.

Kalit so‘zlar: koreys maqollari, o‘zbek maqollari, hayvon obrazlari, metaforik ifoda, lingvokulturologiya, qiyosiy tahlil, milliy dunyoqarash, madaniy tafakkur, ramziylik.

Inson o‘zi yashab turgan tabiatni shunchaki makon deb emas, balki o‘z fikrlarini ifodalash uchun ramziy til deb qabul qilgan va foydalangan. Qadim zamonlardan boshlab odamlar atrofidagi hayvonlar, o‘simliklar va tabiat hodisalarini kuzatish orqali o‘zlarining xatti-harakatlarini ularga qiyoslay boshlagan. Bu jarayon fan tilida zoomorfik metaforizatsiya deb atalib, inson xarakterini obrazli ifodalashning eng keng tarqalgan usuli hisoblanadi. Shu tarzda hayvonlar vaqt o‘tishi bilan oddiy mavjudot bo‘lib qolmay, ma’lum bir xususiyatlar (kuch, ayyorlik, qo‘rquv yoki sadoqat) timsoliga aylangan. Bu jarayon xalq og‘zaki ijodida, ayniqsa maqollarda yaqqol namoyon bo‘lgan. Maqollardagi o‘ziga xoslik shundaki, ular insonni bevosita tanqid qilmaydi, balki hayvon yoki predmet orqali ma’lum axloqiy tushunchani bilvosita ifodalab beradi. Koreys va o‘zbek tillari o‘rtasidagi qiyosiy tadqiqotlar tarixan Oltoy tillari gipotezasi





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doirasida ham ko'rib chiqilgan bo'lsa-da, zamonaviy lingvistikada bu masala bahsli hisoblanadi. Bundan tashqari, umumiy sharqona qadriyatlar uyg'unligi bu ikki xalq paremiologiyasini qiyosiy o'rganish uchun fundamental asos bo'lib xizmat qiladi. Shunga qaramay, ikki xalq maqollaridagi hayvon obrazlari o'rtasida qiziqarli o'xshashlik va farqlar mavjud. Xususan, Koreya yarim oroli va Markaziy Osiyoning o'ziga xos geografik joylashuvi maqollardagi zoomorfik obrazlarning farqlanishiga sabab bo'lgan: ayrim koreys maqollarida dengiz jonzorlari uchrasa-da, quruqlik hayvonlari ham keng qo'llanadi, O'zbek xalq og'zaki ijodida esa chorvachilik bilan bog'liq hayvonlar dominantlik qilishiga guvoh bo'lishimiz mumkin. Bundan tashqari qadimdan Koreyada yo'lbars eng kuchli yirtqich, balki milliy ramz sifatida talqin qilingan. Choi Nam-Seon tomonidan Koreya yarim orolining geografik shakli o'zining haybati va shijoati bilan Osiyo qit'asiga hamla qilayotgan yo'lbars qiyofasiga o'xshatilgan¹. Shu sababli, u aksariyat koreys maqollarida shunchaki hayvon emas, balki hokimiyat, kuch va ustunlik timsoli bo'lib kelgan². O'zbek xalq og'zaki ijodida esa ushbu mazmunni ochib berish uchun bo'ri yoki sher obrazlari qo'llangan. Shuningdek, koreys maqollarida it obrazi salbiy past maqomdagi timsol sifatida qaralsa³, o'zbek maqollarida u sodiqlik va sadoqatni aks ettiruvchi obraz deb e'tirof etiladi. Bunday farqlar har bir xalqning tarixi, urf-odatlar va madaniy qadriyatlariga borib taqaladi. Shu bois maqollardagi hayvon obrazlarini bir-biriga qiyoslab o'rganish nafaqat ulardagi ma'noni chuqurroq anglashga yordam beradi, balki turli millatlarning dunyoqarashi va

¹ Yi E. Thinking Through the Tiger: Korean Cultural Identity, Space, and Time // Humanities. – 2025. – Vol. 14, №19. – B. 8-10. – DOI: 10.3390/h14193152878.

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madaniyatidagi o‘ziga xoslikni aniqlashga zamin yaratadi.

Koreys xalq maqoli (한국어 속담)	O‘zbek xalq maqoli (uzbek xalq maqoli)
호랑이도 제 말 하면 온다	Bo‘rini yo‘qlasang, qulog‘i ko‘rinadi

Koreys maqoli “호랑이도 제 말 하면 온다” (yo‘lbars haqida gapirsang, u keladi) va o‘zbek maqoli “Bo‘rini yo‘qlasang, qulog‘i ko‘rinadi” bir xil mazmunni ifodalasada, ularda tanlangan obrazlar har xil. Bu tasodifiy tanlov emas, aksincha ikki xalqning tarixi va tabiiy muhitiga borib taqaladi. Koreys lingvokulturologik tasavvurida yo‘lbars hokimiyat, kuch va qo‘rquv ramzi sifatida talqin qilinadi. Shuning uchun ham ular “xavf” obrazini yo‘lbars orqali ochib berishgan. O‘zbek xalq maqolida bo‘ri obrazi tanlanishi chorvachilik bilan bevosita bog‘liq, ya’ni o‘zbek xalq qarashlarida bo‘ri chorvachilik hayoti bilan bog‘liq real xavf timsoli sifatida namoyon bo‘ladi. Ushbu holat maqollardagi obrazlar xalqning yashash sharoiti va tajribasiga asoslanib tanlanganligini ko‘rsatadi.

Koreys xalq maqoli (한국어 속담)	O‘zbek xalq maqoli (uzbek xalq maqoli)
고양이에게 생선을 맡기다	Qo‘yni bo‘riga ishonib topshirish

Koreys maqoli “고양이에게 생선을 맡기다” (mushukka baliqni topshirish) mas’uliyatsiz, ishonchsiz shaxsga muhim ishni ishonib topshirish ma’nosini ifodalaydi. Bu yerda mushuk obrazi uning tabiiy instinktidan kelib chiqib tanlangan, ya’ni mushuk uchun baliq bu ozuqa hisoblanadi. Mushuk baliqni himoya qiluvchi emas, aksincha uni yeyishga moyil mavjudotdir. Shu bois maqol ko‘pincha ogohlantirish vazifasini bajaradi: ishonch bildirilayotgan shaxsning tabiati, manfaatlari va qadriyatlarini inobatga olinishi kerakligiga ishora qiladi. O‘zbek tilidagi “Qo‘yni bo‘riga ishonib topshirish” ham aynan shu ma’noda qo‘llanadi. Faqat koreys xalq maqolidan ko‘ra, o‘zbek tilidagi



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semantik ekvivalentida ko‘proq dramatik va xavfli obrazlar yetakchilik qiladi. Markaziy Osiyo xalqlari, xususan o‘zbek chorvadorlari uchun bo‘ri eng real xavf timsolidir. Bu maqol nafaqat maishiy, balki ijtimoiy-siyosiy kontekstda ham keng qo‘llanilgan. Jumladan, Abdulla Qodiriyning “O‘tkan kunlar” asarida shunday parcha kelgan: *“Shunga binoan Turkiston xalqlarining istiqbollarini bu ikki firqaning bittasiga havola qilish baayni qo‘yni bo‘riga topshirish qabilida bo‘ladir”*⁴. Maqoldan mas’uliyat to‘g‘ri shaxsga yuklatilishi zarurligi anglashiladi.

Koreys xalq maqoli (한국어 속담)	O‘zbek xalq maqoli (uzbek xalq maqoli)
낮말은 새가 듣고 밤말은 쥐가 듣는다	Devorning ham qulog‘i bor

Koreys tilidagi yana bir mashhur maqollardan biri “낮말은 새가 듣고 밤말은 쥐가 듣는다” (kunduzgi gapni qush, kechqurungi gapni sichqon eshitadi). Ushbu maqol o‘zbek tilidagi “Devorning ham qulog‘i bor” maqoli bilan deyarli bir xil ma’noni ifodalaydi. Maqollardagi tanlangan obrazlar turlicha bo‘lishiga qaramay, ular ayni fikrni ochib berishga xizmat qiladi. Ya’ni ikki xalq tafakkurida sir saqlash nisbiy hodisa bo‘lib, har qanday aytilgan so‘z kutilmagan tarzda oshkor bo‘lishiga ishora qilinmoqda.

Koreys tilidagi qush va sichqon obrazlarining ramziy ma’nosiga e’tibor qaratadigan bo‘lsak, qush koreys madaniy tasavvurida ochiq makon, yuqoridan hamma narsani kuzatuvchi mavjudot sifatida talqin qilinadi, sichqon esa yopiq, yashirin makon, ko‘rinmasdan eshituvchi timsolni ifodalaydi. Mazkur ikki obrazning bir maqolda ishlatilishi orqali makon(ochiq-yopiq) va vaqt (kun-tun) to‘liq qamrab olingan.

O‘zbek tilidagi maqolda muayyan bir hayvon ishtirok etmagan, o‘rniga “devor” obrazidan foydalanilgan. U oddiy jonsiz predmet bo‘lishiga qaramay, ramziy ma’nodagi

⁴ Qodiriy A. O‘tkan kunlar. Roman // “Asr oshgan asarlar” turkumi. – Toshkent: “Sharq” nashriyot-matbaa aksiyadorlik kompaniyasi Bosh tahririyati, –2004. – B. 74.



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“eshituvchi” sifatida tilga olingan. Bu yerda jonsiz predmetga inson a’zosini biriktirish orqali hatto eng yopiq joyda ham axborot tarqalib ketishi mumkinligi metaforik tarzda kuchaytirib berilgan.

Koreys xalq maqoli (한국어 속담)	O‘zbek xalq maqoli (узбекер 속담)
뱀새가 황새 따라가면 다리 찢어진다	Ko‘rpangga qarab oyoq uzat

Xalq og‘zaki ijodida insonning jamiyatdagi o‘rni va moddiy imkoniyatlari ko‘pincha antagonistik (qarama-qarshi) obrazlar orqali ifodalanadi. Bunga misol qilib koreys tilidagi “뱀새가 황새 따라가면 다리 찢어진다” (kichik qush laylakka taqlid qilsa, oyog‘i yirtiladi) maqoli va o‘zbek tilidagi “Ko‘rpangga qarab oyoq uzat” maqolini keltirsak bo‘ladi. Faqat koreys maqolida g‘oya aniq va jonli obrazlar orqali ifodalangan bo‘lsa, o‘zbek maqolida u umumlashtirilgan, ixcham tarzda tasvirlanadi. Koreya xalq maqolidagi tanlangan obrazlar ijtimoiy status ramzi bo‘lib xizmat qiladi. “뱀새” (mayda o‘rmon qushi) koreyslar tasavvurida kichik va zaif qush sifatida qaraladi, “황새” (laylak) esa aksincha, baland uchuvchi va yirik qush bo‘lib, yuqori daraja va ustunlik timsoli hisoblanadi. Har ikki xalq maqolida ham me’yorni bilmaslik qoralanadi, boshqalarga ko‘r-ko‘rona ergashish yoki o‘z imkoniyatlaridan tashqarida harakatlanish salbiy oqibatlarga olib kelishi ta’kidlanadi.

O‘zbek maqolida esa “Ko‘rpa” – mavjud imkoniyat, “oyoq uzatish” esa ehtiyojlar ramzidir. Maqolning o‘zbek jamiyatidagi hayotiy falsafasini Tohir Malik o‘zining “Shaytanat” asarida juda lo‘nda ifodalagan: *“Odam qo‘lidan keladigan ishga harakat qilishi kerak. Ko‘rpaga qarab oyoq uzatavering”*.⁵

Koreys xalq maqoli (한국어 속담)	O‘zbek xalq maqoli (узбекер 속담)
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⁵ Malik T. Shaytanat. Ikkinchi kitob. – Toshkent: “O‘zbekiston milliy ensiklopediyasi”, – 2018. – B. 102.



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원숭이도 나무에서 떨어진다	Ot ham qoqiladi
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Koreys tilidagi “원숭이도 나무에서 떨어진다” (maymun ham daraxtdan yiqiladi) – o‘zbek tilidagi ma’nodoshi: “Ot ham qoqiladi”⁶. Bu ikkala maqolda deyarli bir xil ma’no anglashiladi. Ya’ni maqolda tajribali shaxslar ham xato qilishi mumkin degan g‘oya ilgari surilgan. Lekin e’tibor qaratishimiz kerak bo’lgan nuqta: ularda tanlangan obrazlardir. Koreys maqolida maymun obrazi orqali mazmun ochib berilgan. Maymun koreys madaniy tasavvurida chaqqon va daraxtda erkin harakatlana oladigan mavjudot sifatida talqin qilinadi. Shunga qaramay, uning daraxtdan yiqilishi tabiiy. Bu har qanday mavjudot ham xato qilishga moyil ekanligini ko‘rsatadi⁷.

O‘zbek maqolida esa ot obrazi tanlangan. O‘zbeklar hayotida ot nafaqat transport vositasi, balki ishonch, kuch, tajriba timsoli sifatida tasvirlanadi. “Qoqilish” esa harakat jaroyonida sodir bo‘ladigan tabiiy va oddiy hol deb qaraladi. Shu tariqa, ikki xalq ham o‘z hayot tarziga yaqin bo‘lgan obraz orqali ayni fikrni turlicha ifodalashgan.

Xulosa. Tanlangan besh maqol asosida shunday xulosaga kelindiki, maqollarda qo‘llangan hayvon obrazlari yetkazilishi kerak bo‘lgan fikrni kuchaytirishga xizmat qilgan. Koreys va o‘zbek maqollarida bir xil g‘oya turli hayvon obrazlari orqali ifodalangan: Tahlil qilingan misollar asosida koreys maqollarida obrazlilik va kontrast kuchliroq namoyon bo‘lishi, o‘zbek maqollarida esa umumlashtirish va axloqiy xulosa ustuvorligi kuzatiladi. Bu farq ikki xalqning madaniy tafakkuri va milliy qadriyatlari shuningdek, dunyoni tasvirlash uslubidagi o‘ziga xoslikni aks ettiradi.

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⁶ Alibobo va qirg‘aroqchi. Arab xalq ertaklari. To‘plam / Tarjimonlar: A. Qahhor, Q. Mirmuhamedov, U. Karimov. – Toshkent: “Yangi asr avlodi”, –2017. – B. 11.

⁷ Kim, S. J., Kim, S. S., Lee, S. H., Jung. 살아있는 한국어: 속담. – Seoul: Hollym (Korea Language Plus), – 2011. – B. 65.



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RESEARCH ON TEMPORAL SEMANTICS AND ITS CURRENT ISSUES

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Abstract

This article analyzes the role of temporal semantics in linguistics, its theoretical foundations, and modern research directions. Temporal semantics is considered an important linguistic field that studies the expression of temporal relations through language units. The research examines the grammatical, lexical, and semantic means of expressing temporality in English and Uzbek languages. In addition, the functional features of the category of time in speech, tense forms, and context-related aspects are highlighted. The article also discusses current issues in the study of temporal semantics, including the expression of temporal meanings in translation processes, cross-linguistic differences, and the importance of cognitive approaches. The results of the study demonstrate the theoretical and practical significance of temporal semantics.

Key words

temporal semantics, temporality, time category, linguistic semantics, grammatical tense, lexical means, semantic analysis, temporal relations, discourse analysis, cognitive linguistics, comparative linguistics, functional linguistics, verb system.

TEMPORAL SEMANTIKANING TADQIQ ETILISHI VA UNING DOLZARB MASALALARI

*Xorazm viloyati Ma'mun universiteti, G'arb tillari va adabiyoti kafedrası ingliz tili
o'qituvchisi*

Abduraxmanova Shahzoda Maxmudbek qizi

Annotatsiya



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Mazkur maqolada temporal semantikaning tilshunoslikdagi o‘rni, uning nazariy asoslari hamda zamonaviy tadqiqot yo‘nalishlari tahlil qilinadi. Temporal semantika vaqt munosabatlarining til birliklari orqali ifodalanishini o‘rganadigan muhim lingvistik yo‘nalish hisoblanadi. Tadqiqotda ingliz va o‘zbek tillarida temporallikning grammatik, leksik hamda semantik vositalar orqali ifodalanishi ko‘rib chiqiladi. Shuningdek, vaqt kategoriyasining nutqdagi funksional xususiyatlari, zamon shakllari va kontekst bilan bog‘liq jihatlari yoritiladi. Maqolada temporal semantikasi tadqiq etishdagi dolzarb masalalar, jumladan, tarjima jarayonida vaqt ma’nolarining berilishi, tillaro farqlar hamda kognitiv yondashuvlarning ahamiyati haqida fikr yuritiladi. Tadqiqot natijalari temporal semantikaning nazariy va amaliy jihatdan muhimligini ko‘rsatadi.

Kalit so‘zlar: *temporal semantika, temporallik, zamon kategoriyasi, lingvistik semantika, grammatik zamon, leksik vositalar, semantik tahlil, temporal munosabatlar, diskurs tahlili, kognitiv lingvistika, qiyosiy tilshunoslik, funksional lingvistika, fe’l tizimi.*

Аннотация. В данной статье анализируются роль темпоральной семантики в языкознании, её теоретические основы и современные направления исследований. Темпоральная семантика рассматривается как важное лингвистическое направление, изучающее выражение временных отношений посредством языковых единиц. В исследовании рассматриваются грамматические, лексические и семантические средства выражения темпоральности в английском и узбекском языках. Кроме того, освещаются функциональные особенности категории времени в речи, формы времени и аспекты, связанные с контекстом. В статье также обсуждаются актуальные вопросы исследования темпоральной семантики, включая передачу временных значений в процессе перевода, межъязыковые различия и значение когнитивных подходов. Результаты





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исследования демонстрируют теоретическую и практическую значимость темпоральной семантики.

***Ключевые слова:** темпоральная семантика, темпоральность, категория времени, лингвистическая семантика, грамматическое время, лексические средства, семантический анализ, временные отношения, анализ дискурса, когнитивная лингвистика, сравнительное языкознание, функциональная лингвистика, глагольная система.*

KIRISH

Temporallik tilning nominativ va semantik aspektlaridamuhim o‘ringa ega bo‘lgan kategoriyadir. Shu boisdan ham tilshunoslik vaqt semantikasini turli nuqtai nazarlardan o‘rganib kelmoqda. Quyida ushbu masalalarga e‘tibor qaratamiz. L.N.Lyubinskayaning “Vaqt kategoriyasi va sistem tahlil” risolasi vaqtningobyektiv belgilari va uni sistemalilik nuqtai nazaridantadqiq etish masalalariga bag‘ishlangan. Tadqiqotchining ta’kidlashicha, vaqtning voqelanishi rang-barang bo‘lib, uning umumiy mohiyati turli tipdagi hodisalarning ichki va tashqisistemalar sifatidagi munosabatlariga bog‘liq. Shuning uchunxususiy faqlar qancha ko‘paya borgan va ularning tadqiqotlarigancha chuqurlasha borgan sari bizning vaqt haqidagi bilimimiz ham shuncha orta boradi. Fizik hodisalarda (fizikada) vaqtharakatning tezlik belgisi, o‘lchovi sifatida namoyon bo‘ladi. O‘z navbatida, mikro va makroolam tashkil etuvchilarimunosabatlarida tezlik vaqti o‘z ichki xususiyatlariga ega. Biologik jarayonlarda vaqtning davriyligi, takrorlanuvchanligi, jadallik va sustlik belgilari yorqin ko‘rinishga ega. Chunki tirik organizmlarning yashashxususiyatlari tashqi muhitning shunday xususiyatlari bilan uzviybog‘liq. Ijtimoiy hodisalarda esa (masalan, tarixda)vaqtning sotsial belgilari, ya’ni ish vaqti, ishlab chiqarishning jadallashtirilishi, jamiyat a’zolarining bo‘sh vaqti kabi xususiyatlar birlamchi





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ahamiyat kasb etadi. Ushbu ishda vaqtbilan bog‘liq “munosabat”, “hozirgi”, “o‘tgan”, “kelasi”, “tartib”, “izchillik”, yo‘nalish” kabi belgilarning fizik, biologik, sotsiologik hodisalarning ichki strukturasi va o‘zaro munosabatlaridagi o‘ziga xosliklar haqida fikr yuritiladi. L.N.Lyubinskayaning uqtirishicha, vaqt munosabat bilan, munosabat sistema bilan uzviy bog‘liq bo‘lganligi uchun temporallikning mohiyatini sistem-struktur o‘rganish usuli orqaligina samarali ochish mumkin.

Tadqiqotchi vaqtning tilda in’ikos etish masalalariga ham to‘xtalib o‘tadi. Uning fikricha, vaqtning ma’nosini ochish bu o‘tmish, hozir va kelajak hodisalarining o‘zaro munosabatini bilish demakdir. Shu munosabat bilan tilda o‘tmish, hozir, kelajakni ifodalashning kelib chiqishi, bulardan qaysisining avval paydo bo‘lganligi, zamon vositalarining shakllanishida makon lisoniy vositalarining ahamiyati, bu yo‘nalishdagi konkretlikdan abstraktlikka borish xususiyatlari haqida fikrlar bayon qilinadi¹.

A.V.Bondarko o‘zining “Grammatik kategoriya va kontekst” monografiyasida bir umumiy ma’noning turli sathlardagi ifoda tizimiga funksional-semantik kategoriya sifatida qaraydi. Uning fikricha, vaqt ma’nosini ifodalovchi leksik, morfologik va sintaktik til vositalari temporal funksiional-semantik kategoriyani tashkil etadi. Tadqiqotchining ko‘rsatishicha, bu kategoriya maydon xarakteriga ega. Unda yadro va periferiya mavjud. Fe’llardagi grammatik zamon temporal funksiional-semantik kategoriyaning yadrosini tashkil etadi. Buning sababi fe’lning zamon shakllari vaqt ma’nosini sof ifodalashga ixtisoslashgan, farqlovchi semantikbelgilar orqali yuqori darajada (oppozitiv) uyushgan, qo‘llanishi doimiy (majburiy) bo‘lgan yopiq sistemadir. Periferiyani esa vaqt ifodalovchi leksik birliklar, fe’l mayllari, sintaktik konstruktsiya kabilar tashkil etadi. Yadro va periferiya birliklarining o‘zlariga xos ma’nolarini, ularning bir-birlariga bo‘lgan munosabatlarini o‘rganish temporallikning mohiyatini ochishga yordam beradi.



O‘zbek tilining ot leksemalarida

Vaqt semantikasi

Vaqt ma’noli leksemalar muayyan lug‘aviy semantik yoki leksik-grammatik (so‘z turkumi) sistemaga “vaqt” arxisemasi asosida birlashadi. Avvalo shuni aytish kerakki, “vaqt” leksemasida semema (mustaqil qo‘llana oluvchi ma’noviy butunlik) holatida bo‘lib, unda obyektiv vaqt hodisasi tafakkur va til hamkorligida leksik semantikaga aylantirilgan. Ot leksema bo‘lgan “vaqt” leksemasining semantik mundarijasida vaqtning muhim belgshari (semalari) aks etgan. Bizningcha, “vaqt” leksemasining sememasi semalarini “narsa”, “harakat”, “davomiylik”, “o‘lchanuvchan”, “galma-gallik”, “almashinuv” kabilar tashkil etadi. Demak, “vaqt” leksemasining ma’nosini “narsa harakati davomiyligidagi ulchanuvchan galma-gal almashinuv” deb ta’riflash mumkin. Odatda vaqt semantikasining muhim belgilari sifatida bir o‘tamlilik (yo‘nalishlilik), qaytarilmaslik, cheksizlik, bir jinslilik kabilarga e’tibor beriladi. Diqqat qilinsa, bu belgilar vaqt semantikasida bevosita va bilvosita ifodalanadi. Xususan, bir jinslilik “galma-gallik” o‘tovi semasida (daqqa, soat kabi), bir ulchamlilik, cheksizlik belgilari esa “davomiylik” (uzluksizlik) semasida aks etgan.

Ot so‘z turkumidagi temporal leksemalar vaqt ma’noli ravishlar, sifatlar, olmoshlar, fe’llar, ko‘makchilar, bog‘lovchilar, yuklamalardan farqlanadi. Vaqt otlarida “payt” semasi “predmet” semasidan keyin turadi va shuning uchun ham nima? so‘rog‘iga javob bo‘ladi. Biz quyida vaqt ma’noli otlarning semantik (semik) strukturasi va leksik-semantik guruhlarini aniqlashga harakat qilamiz.

O‘zbek tili lug‘at tarkibidagi vaqt semantikali ot leksemalari

O‘zbek tili lug‘at tarkibidagi vaqt semantikali ot leksemalarni tadqiq qilganimizda mazkur leksemalar vaqt ifodalash darajalarining to‘rtta ekanligi ma’lum bo‘ldi. Bu esa “vaqt” semasining turli sememalar semik tarkibida to‘rtta o‘rinlarda kelishi bilan



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belgilanadi. O‘zbek tili barcha tillar kabi bevosita vaqtni, uning ko‘rinishlari va bo‘linishlarini atovchi *vaqt, alla, fursat, on, zamon, kun, tun, soat, bahor, yoz, yakshanba, yanvar* kabi ot leksemalarga va shu bilan birga vaqtga aloqador predmet, voqea-hodisalarni nomlovchi «tushlik» (tush paytida yeyiladigan taom), “xronika” (tarixiy voqealarning vaqtiy ketma-ketlikda yozilishi), “oylik” (har oyda olinadigan ish haqi), “hamasr” (biror kimsa bilan bir asrda yashovchi) kabi ot leksemalarga ega. Bevosita vaqtni predmet sifatida nomlovchi ot leksemalarning semantik tarkibida “vaqt” semasi yetakchi semalardan bo‘lib, agar E.V.Kuznekovaning ilgari surgan semalash usuliga asoslansak, mazkur “vaqt” semasi vaqtni bevosita nomlovchi ot leksemalarda “predmet” kategorial grammatik semasidan keyingi mavqedagi leksik-grammatik semadir (58, 21-22).

XULOSA

Vaqt obyektiv olam mavjudligining shakllaridan biridir. Temporallikning harakat bilan uzviy bog‘liqligi, harakat-holat turlarida rang-barangligi, nisbiyligi, abstraktligi kabi missiy sezilmas belgilari va, umuman, vaqtning ontologik tabiati haqida qadimdan tortib hozirga qadar donishmandlar, filosoflar hamda xususiy qasharning tadqiqotchilari tomonidan har xil qarashlar va ta’limotlar ilgari surildi.

Vaqt narsa harakati davomiyligidagi o‘lchanuvchan galma-gal almashinuv deb ta’riflash mumkin.

Vaqt o‘zgaruvchanlik, bir yo‘qalishlilik, bir jinslilik, davomiylik, uzluksizlik, qaytmaslik, cheksizlik, uzluklilik, galma-gallik, harakat turlariga xoslanish, nisbiy uzayish vaqisqarish, mavhumlik, mustaqil hodisalik (substansionallik), munosabatdorlik (relyativlik), hozirlik, o‘tmishlik, kelgusilik, birvaqtlilik, ketma-ketlik, o‘rinsizlik(bemavridlik), bedudalik, cho‘zilganlik, o‘tmaslik, ertalik, kechlik, ozlik, ko‘plik, kattalik, kichiklik, himmatlilik kabi obyektiv va sub’ektiv xususiyatlarga ega. Vaqtning obyektiv va sub’ektiv xususiyatlari



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Trade Volume and Economic Growth in Uzbekistan

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Abstract. This thesis examines the relationship between trade volume and economic growth in Uzbekistan during 2016Q1–2025Q4. The study applies the Autoregressive Distributed Lag (ARDL) approach using quarterly macroeconomic data to evaluate both long-run and short-run relationships between aggregate trade activity and real GDP. The estimation results indicate that trade volume has a positive and statistically significant effect on economic growth in Uzbekistan. The findings also confirm the existence of a stable long-run equilibrium relationship between the variables. The results highlight the importance of trade integration, external economic activity, and market expansion in supporting sustainable economic development in Uzbekistan.

Keywords: trade volume, economic growth, ARDL, international trade, macroeconomic development, Uzbekistan.

Introduction. International trade is widely considered an important factor supporting economic growth and macroeconomic development, particularly in developing and transition economies. Expanding trade activity may stimulate production efficiency, improve market integration, increase foreign exchange earnings, and support industrial modernization through access to imported technologies and intermediate goods. Therefore, trade integration is often associated with productivity growth, economic diversification, and long-run development.

In recent years, Uzbekistan has implemented economic reforms aimed at trade liberalization, export diversification, and stronger participation in international markets.



These reforms have increased the role of foreign trade in the country’s economic development strategy and strengthened external economic relations. Under such conditions, evaluating the impact of aggregate trade activity on economic growth becomes increasingly important for understanding the macroeconomic effects of trade integration. Therefore, this thesis investigates the relationship between trade volume and economic growth in Uzbekistan using quarterly data for the period 2016Q1–2025Q4.

Data and Methodology. The study uses quarterly data obtained from the Statistics Agency under the President of the Republic of Uzbekistan for the period 2016Q1–2025Q4. Real GDP was used as the dependent variable, while trade volume was included as the explanatory variable. Trade volume was calculated as the sum of exports and imports. Since the official quarterly indicators were reported in cumulative form, the variables were converted into non-cumulative quarterly values before estimation. All variables were transformed into natural logarithmic form to improve model properties and obtain elasticity interpretations. The relationship between trade volume and economic growth was estimated using the ARDL framework:

$$\ln(RGDP_t) = \beta_0 + \beta_1 \ln(TR_VOL_t) + \varepsilon_t$$

The ARDL methodology allows estimation of both long-run and short-run relationships among the variables. Augmented Dickey–Fuller unit-root tests indicated that the variables were integrated of order one, $I(1)$, confirming the suitability of the ARDL approach for estimation.

Results and Discussion. The estimation results demonstrate that trade volume has a positive and statistically significant long-run relationship with economic growth in Uzbekistan. The estimated long-run coefficient equals 0.734, indicating that a 1% increase in trade volume increases real GDP by approximately 0.73% in the long run. This finding suggests that expanding trade activity contributes positively to



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macroeconomic performance through stronger production capacity, improved market integration, and greater economic efficiency.

The estimated error-correction coefficient equals -0.141 and is statistically significant, confirming the existence of a stable long-run equilibrium relationship between trade volume and economic growth. The results indicate that approximately 14% of short-run disequilibrium adjusts toward long-run equilibrium each quarter, implying gradual macroeconomic adjustment following short-run shocks.

The findings support the trade-led growth hypothesis and indicate that increasing international trade activity contributes positively to economic development in Uzbekistan. Expanding trade integration may strengthen industrial modernization, technological adaptation, and long-run economic sustainability through broader participation in global markets.

Conclusion. This thesis examined the relationship between trade volume and economic growth in Uzbekistan during 2016Q1–2025Q4 using the ARDL econometric approach. The findings indicate that trade volume positively affects real GDP growth and maintains a stable long-run relationship with macroeconomic development. The results suggest that strengthening international trade integration, improving foreign trade infrastructure, and supporting external economic activity may contribute positively to sustainable economic growth in Uzbekistan.

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Theoretical Foundations of Drama-Based Instruction in Developing EFL Learners' Speaking Fluency

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Abstract

This comprehensive research paper conducts a rigorous exploration of the historical, theoretical frameworks and pedagogical significance of drama-based instruction (DBI) in enhancing English as a Foreign Language (EFL) learners' speaking fluency. Drawing extensively upon second language acquisition (SLA) theories, communicative language teaching (CLT), experiential learning models, and psychological coping mechanisms, this article synthesizes how dramatic activities reduce affective filters and promote communicative competence. Spanning the critical analysis of pedagogical traditions, the paper establishes a detailed taxonomy of drama techniques—including role-plays, simulations, and improvisations—and analyzes their cognitive, social, and emotional impacts on students within technical higher education institutions. Finally, the research maps out structured procedural implementations and delivers an objective evaluation rubric designed to track long-term oral proficiency development.

1. Introduction

In the modern era of globalization, foreign language education has transitioned from an isolated study of grammatical structures to an active, dynamic execution of communicative competence. Within the educational paradigm of the Republic of Uzbekistan, recent system-wide reforms have placed immense emphasis on developing pragmatic oral language skills across specialized fields. Higher education institutions, particularly those focusing on technical and vocational sciences, are increasingly



requiring graduates to demonstrate spontaneous oral fluency to operate successfully within international multi-disciplinary professional teams.

Despite these urgent institutional demands, conventional language teaching practices within classrooms frequently prioritize receptive skills or focus on static linguistic knowledge. Consequently, EFL learners often display an explicit inability to perform spontaneous verbal interaction. They encounter severe psychological barriers, high performance anxiety, and what is widely termed as language phobia. Traditional setups do not offer sufficient conversational exposure, leaving students with limited strategic competence when navigating real-life transactions. Drama-Based Instruction (DBI) presents a scientifically validated methodology capable of bridging the gap between passive theoretical competence and active conversational fluency.

2. Historical and Pedagogical Evolution of Drama in Education

To understand the multi-faceted nature of drama-based instruction, it is necessary to examine its historical integration within educational philosophy. The concept of using dramatic representation as a tool for cognitive and moral development traces its roots back to classical antiquity, where theater was employed as a structural space for civic discourse and psychological catharsis. However, its systematic application within modern language pedagogy emerged prominently in the mid-to-late twentieth century, propelled by shifts in educational psychology and progressive child-centered learning movements.

Early pioneering work by scholars such as Peter Slade and Brian Way in the 1950s and 1960s highlighted that drama in education should not be confused with professional theatrical performance. They argued that while theater focuses on an external product aimed at entertaining an audience, educational drama centers entirely on the internal process of the participant. Way famously declared that drama is a process of 'exploration



of personality' and a means of developing personal awareness, empathy, and social adaptability. This crucial distinction shifted the pedagogical lens away from artistic perfection toward experiential cognitive development.

In the 1970s and 1980s, Dorothy Heathcote expanded this paradigm by introducing the 'Mantel of the Expert' approach. In this model, students adopt professional roles within an imaginary scenario, thereby taking immediate cognitive ownership of tasks, problems, and linguistic transactions. Simultaneously, language teaching methodology began moving away from the rigid structuralism of the Audio-Lingual Method toward Communicative Language Teaching (CLT). Language practitioners recognized that drama provided the ultimate authentic context missing from mechanical drills, paving the way for specialized frameworks designed by pioneers like Alan Maley and Alan Duff, who established drama as a formal tool for comprehensive second language acquisition.

3. Comprehensive Theoretical Frameworks of DBI

The operational success of drama-based instruction in language acquisition is not accidental; it is structurally anchored in foundational cognitive, linguistic, and socio-constructivist theories. Understanding these deep theoretical interconnections allows educators to design systematic implementations rather than isolated classroom games.

3.1 Communicative Language Teaching and Interactionist Hypotheses

Communicative Language Teaching establishes that language proficiency is acquired through real, purposeful communication. As Richards and Rodgers note, language is an interactive social tool used to negotiate meaning between individuals. Michael Long's Interaction Hypothesis further extends this by stating that language acquisition occurs when learners engage in negotiation of meaning during communication breakdowns. When a student in a dramatic simulation encounters a misunderstanding from a peer,



they are forced to modify their interactional output. They implement strategies such as paraphrase, repetition, and lexical substitution, which directly stimulates the cognitive mechanisms responsible for speech planning and long-term performance fluency.

3.2 Krashen's Affective Filter Hypothesis and the Psychological Mask

One of the primary impediments to speaking fluency in an EFL setting is language anxiety. Stephen Krashen's Affective Filter Hypothesis posits that emotional variables—such as low self-confidence, lack of motivation, and debilitating public anxiety—act as an invisible barrier that prevents comprehensible linguistic input from being successfully processed by the internal Language Acquisition Device (LAD). When the affective filter is high, speech production is restricted.

Drama-based instruction addresses this problem by introducing a psychological mechanism known as the 'dramatic mask' or persona adoption. When an anxious student is asked to speak as themselves in front of an evaluating teacher, their cognitive focus is consumed by self-monitoring and fear of negative evaluation. However, when the student assumes a distinct role (e.g., an IT support engineer solving a network crisis), their personal identity is psychologically protected. Any linguistic errors, communicative gaps, or conversational missteps are attributed to the character rather than the student's true self. This structural shift effectively lowers the affective filter, allowing students to produce extensive language output and build genuine performance confidence.

3.3 Experiential Learning Theory and Vygotskian Socio-Constructivism

From a cognitive-methodological standpoint, drama-based instruction represents a complete realization of David Kolb's Experiential Learning Cycle. Kolb argues that deep, permanent learning proceeds through four sequential phases: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active



Experimentation. Drama bypasses passive auditory learning by immersing students directly in a physical, vocal, and emotional experience. They embody the language, feel the contextual urgency of the communication task, reflect on peer reactions, conceptualize structural improvements, and actively experiment with alternative verbal strategies in subsequent iterations.

Furthermore, this experiential process occurs within a social collective, aligning precisely with Lev Vygotsky's Socio-Constructivist theory of cognitive development. Vygotsky maintained that higher psychological functions originate through collaborative interpersonal activity within the Zone of Proximal Development (ZPD). During drama preparation and performance, students do not work in isolation. They continuously negotiate scripts, co-construct improvisational dialogues, and provide spontaneous verbal scaffolding for one another, enabling lower-performing students to reach communicative levels they could not achieve independently.

4. Methodology and Taxonomy of Drama Techniques

A systematic execution of drama-based instruction requires a clear pedagogical taxonomy. Language practitioners must understand that educational drama is not an unguided, chaotic activity; it represents a highly structured spectrum of techniques that vary in their degree of structural control, cognitive complexity, and linguistic focus.

Drama Technique	Structural Control	Cognitive & Linguistic Focus	Pedagogical Value / Outcome
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Scripted Drama / Role-Play	High Control	Accuracy, pronunciation, intonation, and localized lexical familiarization.	target	Builds initial speaking confidence; provides complete linguistic scaffolding for lower- level or highly anxious students.
Semi-Scripted / Simulation	Moderate Control	Fluency, appropriacy, structural solving language.	situational and problem-	Mimics real-life occupational or social scenarios; exceptionally ideal for professional English for Specific Purposes (ESP) environments.
Improvisation	Low Control	Spontaneous speech production, high cognitive flexibility, and strategic competence.	unscripted	Eliminates the safety net of prepared text; directly develops genuine, real-world active conversational fluency.
Group / Skit Performance	Balanced Control	Collaborative interaction, active peer-scaffolding, and expressive oral delivery.		Enhances class socio- cultural cohesion, reduces performance anxiety, and constructs public speaking confidence.



As demonstrated in Table 1, effective drama methodology follows a progressive scaffolding principle. In the initial phases of a communicative curriculum, the instructor deploys highly controlled scripted role-plays. This ensures that students absorb target vocabulary and master specific phonological features without experiencing cognitive overload. As fluency develops, control is relaxed, moving into semi-scripted simulations where students navigate complex, open-ended tasks, culminating in completely unscripted improvisations that test genuine real-world adaptive conversational proficiency.

5. Theoretical Dimensions of Speaking Fluency in DBI

To accurately evaluate the impact of drama on language acquisition, speaking fluency must be rigorously defined. Within linguistic literature, particularly the works of Norman Segalowitz and Scott Thornbury, fluency is distinct from generic language proficiency. It is a multi-dimensional cognitive and behavioral construct that must be analyzed across three separate processing domains.

Fluency Component	Operational Definition	How Drama Facilitates It
Cognitive Fluency	The underlying psychological structural efficiency of speech planning, and executive cognitive activation.	Structured rehearsals and repetitive conversational interactions systematically automate linguistic formulation pathways.



Performance	The directly observable	Improvisational setups train
Fluency	acoustic speed, structural	learners to deploy natural
	pause placement, error-	speech fillers, hesitations,
	repair ratios, and length of	and contextual
	utterances in running	circumlocution.
	speech.	
Social Fluency	The pragmatic operational	Dynamic theatrical
	ability to dynamically	interactions force active real-
	maintain conversational	time listening and demand
	turn-taking and fluidly	immediate, accurate
	react to contextual peer	interpersonal verbal
	inputs.	reactions.

Table 2 illustrates that drama-based instruction serves as a comprehensive training mechanism across all three fluency dimensions. While traditional classroom reading or grammar exercises focus almost exclusively on explicit knowledge storage, drama forces the proceduralization of language. Cognitive fluency is elevated as students repetitively map semantic concepts to speech output. Performance fluency increases as students learn to use natural pauses and repair strategies, and social fluency is mastered through the continuous turn-taking demands of interactive dramatic performances.

6. Procedural Implementation and Lesson Design

The successful integration of drama-based instruction within an academic semester requires a highly structured lesson design. Educators often fail with drama because they rush students into complex performances without proper preparatory stages. An optimized drama-based lesson is divided into four distinct pedagogical phases: Warm-up, Scaffolding, Interaction, and Reflection.



The Warm-up phase utilizes physical and vocal exercises designed to break down social inhibitions and lower situational anxiety. The Scaffolding phase introduces the target linguistic structures, vocabulary inputs, and contextual parameters of the upcoming scenario. The Interaction phase is the core dramatic experience, where students engage in the role-play, simulation, or improvisation. Finally, the Reflection phase is a critical debriefing period where students analyze their strategic choices, receive targeted linguistic feedback, and internalize communicative successes without standard punitive grading pressures.

7. Standardized Assessment Framework for DBI

Evaluating speaking performance during subjective dramatic activities has historically been an institutional challenge. To guarantee maximum reliability and objectivity, an integrated assessment rubric was established by adapting the Common European Framework of Reference for Languages (CEFR) criteria specifically to the dynamic behavioral outputs observed in drama-based settings.

Criterion	Score 1–2 (Emerging)	Score 3 (Developing)	Score 4–5 (Proficient)
Fluency & Coherence	Speech is notably slow, fragmented, and frequently halted by extensive grammatical search-pauses.	Speaks with occasional structural hesitations consistently maintains overarching narrative flow.	with Smooth, speech production; minimal unnatural silent pauses; deploys sophisticated cohesive devices effortlessly.



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Lexical Resource	Utilizes very basic vocabulary; frequently lacks fundamental words to express uncomplicated, basic ideas.	Possesses sufficient structural vocabulary for the specific role; attempts simple circumlocution when stuck.	a Highly varied, rich lexicon; naturally weaves in idiomatic expressions and terms fully appropriate to the character.
Grammatical Range	Confined entirely to simple structures; exhibits frequent structural errors that severely impede meaning.	Employs an acceptable mix of simple and complex structures; overall control remains occasionally inconsistent.	Consistently excellent control of complex grammar structures; systematic errors are rare and never hinder delivery.
Interaction & Delivery	Struggles significantly to respond to prompts; exhibits highly awkward body language and weak vocal projection.	Responds adequately to peer inputs; maintains functional eye contact and stable basic character presence.	Highly dynamic interpersonal communication; excellent control over conversational turn-taking, stress, and intonation.



Confidence & Engagement	Exhibits magnifying anxiety; remains completely reliant on reading notes; minimal characterization.	Displays moderate level of engagement; routinely attempts to perform without notes; shows minor anxiety.	a Completely immersed in the target role; speaks autonomously and commands the performance with high confidence.
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8. Conclusion and Strategic Recommendations

A thorough synthesis of the theoretical frameworks and pedagogical traditions matching pages 12 to 33 of the qualification paper demonstrates that Drama-Based Instruction is not merely a peripheral classroom activity or a recreational tool. It is a scientifically grounded, multi-layered pedagogical methodology that effectively links structural language forms with authentic, somatic, and emotional language production. By systematically lowering the affective filter and forcing active negotiation of meaning within a protective psychological framework, DBI directly target the key cognitive processes required to develop genuine, long-term oral fluency.

Based on the analysis conducted throughout this research, the following recommendations are offered for higher educational institutions:

Curricular Institutionalization: Drama-based instruction should be formally embedded into the standard foreign language speaking syllabus, moving away from temporary implementations to permanent, credit-bearing communicative models.

Systematic Scaffolding Architecture: Instructors must rigorously maintain the scaffolding transition from fully scripted structural play-acting to semi-structured vocational simulations, and finally to advanced spontaneous improvisations to prevent cognitive overload.



ESP Workspace Alignment: For students in technical domains, dramatic scenarios must be precisely calibrated to mimic realistic future occupational environments, ensuring that developing social fluency translates directly into real-world professional capability.

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THE EFFECTIVENESS OF DRAMA-BASED INSTRUCTION IN DEVELOPING TECHNICAL COLLEGE STUDENTS' SPEAKING FLUENCY

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Abstract

This article examines the effectiveness of drama-based instruction as a methodological tool for developing the speaking skills and oral fluency of technical college students. Drama-based instruction provides a natural and interactive context for language use, allowing students to improve performance fluency, expand vocabulary, and significantly reduce psychological barriers. We analyze the theoretical foundations, such as the affective filter, and present practical activities including role-plays and simulations for integrating narrative and dramatic techniques into the English language classroom.

Keywords

drama-based instruction, speaking skills, technical education, communicative competence, affective filter, interactive activities.

Annotatsiya. Ushbu maqolada texnik kollej o'quvchilariga ingliz tili nutq ko'nikmalari va nutq ravonligini o'rgatishda drama (sahnalashtirish) metodikasidan foydalanishning amaliy jihatlari ko'rib chiqiladi. Drama metodi til o'rganish uchun tabiiy va interaktiv kontekst yaratib, o'quvchilarning og'zaki nutq faolligini oshirishga, so'z boyligini kengaytirishga va psixologik to'siqlarni (hayajonni) bartaraf etishga



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xizmat qiladi. Maqolada ushbu metodning nazariy asoslari (affektiv filtr) tahlil qilingan hamda dars jarayonida nutqni rivojlantirishga qaratilgan rolli o‘yinlar va simulyatsiyalar kabi amaliy mashqlar namunalari keltirilgan.

Kalit so'zlar: drama metodikasi, nutq ko‘nikmalari, texnik ta’lim, kommunikativ kompetensiya, affektiv filtr, interaktiv metodlar.

Introduction

In the modern world, communication is the primary goal of learning a foreign language. For technical college students, developing speaking skills is often a complex task due to the "language barrier" and lack of motivation. Traditional methods often prioritize grammatical accuracy over oral fluency. Therefore, integrating innovative methods like drama-based instruction becomes essential to create a more engaging and effective learning environment.

Technical college education is a critical period where students transition from simple sentence structures to more complex, professionally-oriented language use. At this stage, learners require more than just textbooks; they need emotional engagement and a sense of purpose in their speech. According to the Decree of the President of the Republic of Uzbekistan “On measures for further development of the higher education system,” the modernization of teaching methods is a national priority [1].

The Need for Dynamic Interaction

Speaking is a productive skill that involves spontaneous thinking and verbalization. In the technical college context, the focus should be on communicative competence—the ability to convey a message clearly in a real-life professional situation. As established in modern pedagogy, interactive approaches are vital for moving beyond rote memorization toward authentic communication [2].



The main challenge is creating a "need to speak" within the classroom setting. Drama-based instruction serves as a powerful bridge because it provides a meaningful context for new vocabulary and grammar. By focusing on the plot and the assigned character rather than individual words, students improve their natural speech flow and narrative ability [3]. Furthermore, adopting a fictional persona reduces anxiety, making students more willing to participate in discussions and express their ideas freely.

Pedagogical Experiment and Discussion

To achieve practical results, drama-based instruction must be interactive and well-supported by pedagogical handbooks that emphasize learner engagement [4]. To evaluate the impact of this method, a four-week pedagogical experiment was conducted with two distinct student groups (N=16 in each group) at the technical college. The Experimental Group was taught using structured drama techniques, while the Control Group followed standard textbook lessons.

Effective classroom activities included professional role-plays, such as "At the Job Interview", where students practiced formal self-presentation. Another approach was vocational simulation, using technical scenarios like "Customer and Technician" to build critical problem-solving dialogue. Additionally, spontaneous improvisation tasks were integrated to sharpen instant argumentative speaking skills [5].

The quantitative data gathered from pre-interviews and post-interviews indicated a substantial improvement in the experimental group. The speaking fluency mean score of the Experimental Group rose from 11.81 to 18.75 (a net increase of +6.94 points). In contrast, the Control Group showed only a modest gain, moving from 11.69 to 12.69 (+1.00 point). Furthermore, the student attitude survey showed that 81% of the participants confirmed that drama tasks directly accelerated their vocabulary automaticity, while 68% agreed that it lowered their speaking anxiety.



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Conclusion

Drama-based instruction is an invaluable method for technical college education, as it transforms a passive lesson into an active communication process. By integrating role-plays, professional simulations, and improvisation techniques, teachers can significantly enhance students' motivation, reduce psychological barriers, and optimize oral proficiency.

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**MECHANISMS, PROSPECTS AND TRANSFORMATION OF ARBITRAL
INSTITUTIONS IN UZBEKISTAN BASED ON THE LONDON COURT OF
INTERNATIONAL ARBITRATION INSTITUTIONAL MODEL**

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Abstract: This section examines the institutional model of the London Court of International Arbitration (LCIA) as a benchmark for reforming and improving arbitral institutions in Uzbekistan. The study is grounded in comparative legal analysis, drawing on international scholarly doctrine, primary legislation, arbitral rules, and empirical data from leading institutions. The section identifies three foundational pillars of the LCIA model — legal independence, procedural flexibility, and quality of arbitral personnel — and analyses the extent to which each pillar has been incorporated into Uzbekistan's current arbitral framework. The transformation of arbitration in Uzbekistan is examined across three landmark developments: the establishment of the Tashkent International Arbitration Centre (TIAC) in 2018, the adoption of the Law "On International Commercial Arbitration" in 2021, and the creation of the Tashkent International Financial Centre in 2026. The analysis demonstrates that Uzbekistan's reforms are broadly aligned with LCIA model principles, yet significant gaps remain — most notably in the areas of institutional financial independence, enforcement practice, and arbitrator pool development.

Keywords: international commercial arbitration; LCIA; Tashkent International Arbitration Centre (TIAC); Tashkent International Financial Centre; institutional independence; party autonomy; third-party funding; recognition and enforcement of arbitral awards; arbitral reform; Central Asia.



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LCIA INSTITUTSIONAL MODELİ ASOSIDA O'ZBEKISTONDA ARBITRAJ INSTITUTLARINI TAKOMILLASHTIRISH MEXANIZMLARI, ISTIQBOLLARI VA TRANSFORMATSIYASI

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Annotatsiya matni: Ushbu paragrafda London xalqaro arbitraj sudining (LCIA) institutsional modeli O'zbekistondagi arbitraj institutlarini isloh qilish va takomillashtirish uchun etalon sifatida tadqiq etiladi. Tadqiqot qiyosiy huquqiy tahlil metodologiyasiga asoslanib, xalqaro ilmiy doktrina, birlamchi qonunchilik, arbitraj qoidalari va yetakchi institutlarning empirik ma'lumotlarini o'z ichiga oladi. Paragrafda LCIA modelining uchta asosiy ustuni — huquqiy mustaqillik, protsessual moslashuvchanlik va arbitrlar sifati — aniqlanib, ushbu tamoyillarning O'zbekiston arbitraj tizimida qay darajada tatbiq etilganligi tahlil qilinadi. O'zbekistonda arbitrajning transformatsiyasi uchta muhim bosqich orqali ko'rib chiqiladi: 2018-yilda Toshkent xalqaro arbitraj markazi (TIAC)ning tashkil etilishi, 2021-yilda «Xalqaro tijorat arbitraji to'g'risida»gi Qonunning qabul qilinishi va 2026-yilda Toshkent xalqaro moliya markazining yaratilishi. Tahlil shuni ko'rsatadiki, O'zbekistondagi islohotlar London modelining asosiy tamoyillariga mos yo'nalishda rivojlanayotgan bo'lsada, institutsional moliyaviy mustaqillik, arbitraj qarorlarini ijro etish amaliyoti va arbitrlar bazasini kengaytirish kabi sohalarda sezilarli bo'shliqlar mavjudligicha qolmoqda.

Kalit so'zlar: xalqaro tijorat arbitraji; London xalqaro arbitraj sudi; Toshkent xalqaro arbitraj markazi (TIAC); Toshkent xalqaro moliya markazi; institutsional mustaqillik; tomonlar avtonomiyasi; uchinchi shaxslar moliyalashtirishi; arbitraj qarorlarini tan olish va ijro etish.





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**Механизмы, Перспективы И Трансформация Арбитражных Институтов В
Узбекистане На Основе Институциональной Модели Лондонский
Международный Арбитражный Суд**

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Текст аннотации: В данном разделе исследуется институциональная модель Лондонского международного третейского суда в качестве ориентира для реформирования и совершенствования арбитражных институтов в Узбекистане. Исследование основано на методологии сравнительно-правового анализа и включает международную научную доктрину, первичное законодательство, арбитражные регламенты, а также эмпирические данные ведущих арбитражных институтов. В разделе выделяются три основных столпа модели - правовая независимость, процессуальная гибкость и качество арбитров — и анализируется степень их воплощения в действующей арбитражной системе Узбекистана. Трансформация арбитража в Узбекистане рассматривается через три ключевых события: создание Ташкентского международного арбитражного центра в 2018 году, принятие Закона «О международном коммерческом арбитраже» в 2021 году и учреждение Ташкентского международного финансового центра в 2026 году. Анализ показывает, что реформы в Узбекистане развиваются в направлении, в целом соответствующем принципам модели, однако в ряде областей сохраняются существенные пробелы — прежде всего в части институциональной финансовой независимости, практики исполнения арбитражных решений и расширения пула арбитров.





Ключевые слова: международный коммерческий арбитраж; Лондонский международный арбитражный суд; Ташкентский международный арбитражный центр; Ташкентский международный финансовый центр; институциональная независимость; автономия сторон; финансирование третьими лицами; признание и приведение в исполнение арбитражных решений; арбитражная реформа; Центральная Азия.

When discussing how to improve arbitral institutions in Uzbekistan, a thorough analysis of the London court of international arbitration institutional model is important not only from a theoretical perspective but also from a practical one. As Gary B. Born, one of the leading scholars in international arbitration, has stated: “The foundation of a successful arbitral institution lies in its legal independence, its financial autonomy from state bodies, and its reputation as recognised by the international community.”[1] These three core principles — independence, financial stability, and international standing — form the main pillars of the London court of international arbitration model and, taken together, have made it one of the most trusted arbitral platforms in the world.

The London court of international arbitration institutional model is composed of internationally recognised arbitration specialists who make decisions based not on state interests, but on the principles and efficiency of arbitration. This gives the institution the ability to operate free from any political influence. From this perspective, the London court of international arbitration model is regarded as the highest expression of institutional independence. Leading scholars Alan Redfern and Martin Hunter state in their classic work *Redfern and Hunter on International Arbitration*: “The success of an arbitral institution depends not on the law, but on the institution itself — its reputation, its competence, and the guarantees it provides to the parties.”[2] It is precisely from this premise that the arbitral reforms in Uzbekistan must be assessed and shaped through the



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lens of the London court of international arbitration model. The transformation of arbitral institutions in Uzbekistan has taken place in several important stages, with each stage building on the achievements and addressing the shortcomings of the previous period. Studying this transformation in comparison with the development history of the London court of international arbitration model allows for a clearer identification of the directions Uzbekistan should pursue in future reforms.

The first major achievement was the establishment of the Tashkent International Arbitration Centre (TIAC) in 2018. Through Resolution No. PQ-4001 of the President of the Republic of Uzbekistan, dated 15 November 2018,[3] the Tashkent international center of arbitration was established under the Chamber of Commerce and Industry, creating the institutional foundation for international-standard arbitration in Uzbekistan. The significance of this resolution lies in the fact that it created, for the first time in Uzbekistan, a specialised arbitral body based on international standards, capable of engaging foreign arbitrators and conducting proceedings in multiple languages.

The second major achievement was the adoption of the Law “On International Commercial Arbitration” in 2021.[4] This Law was developed on the basis of the UNCITRAL Model Law principles, aligning Uzbekistan's arbitration legislation with international standards. The Law reinforced party autonomy, the independence of the arbitral tribunal, and procedural flexibility. As Professor Rustambekov I.R. noted: “This Law is the first comprehensive instrument specifically governing international commercial arbitration in Uzbekistan, raising the national arbitration framework to the standards recognised by the international community.”[5]

The third transformative achievement was the establishment of the Tashkent International Financial Centre (TIFC) through Presidential Decree No. PF-48 in 2026,[6] and the creation within it of the Tashkent International Commercial Court as a



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separate jurisdiction. This step is elevating Uzbekistan from a state that merely recognises arbitration to the status of an international arbitration hub. The planned application of English and Welsh common law within the Centre is a well-considered strategic decision aimed at creating the most reliable legal environment for international investors today.

In practice, the TIAC's figures demonstrate the positive results of this transformation: by January 2025, the TIAC's caseload had tripled compared to January 2024, with 43 international cases registered, of which 25 percent involved parties that were not Uzbek entities.[7] This figure proves that the TIAC is operating not only as a national but also as an international arbitration platform.

Quality and Diversity of Arbitrators. In 2024, the LCIA appointed 318 different arbitrators from 47 jurisdictions, 45 percent of whom were women. This reflects not only the breadth of the arbitrator pool, but also the institution's commitment to gender and geographical balance. The LCIA's work in the area of diversity and inclusion was formalised through the "EDI Guidelines" (Equality, Diversity and Inclusion). These figures ensure that the arbitral institution is accessible and trustworthy for parties from all regions of the world.

As a recommendation for implementing this component in Uzbekistan: the TIAC's list of arbitrators should be expanded, in particular by attracting highly qualified arbitrators from Central Asia, Europe, and the Asia-Pacific region. To achieve this, it would be appropriate to conclude memoranda of understanding with international arbitral organisations (LCIA, ICC, SIAC) and to establish joint arbitrator certification programmes. The fact that the TIAC was nominated for the "Best Innovation Award" by Global Arbitration Review (GAR) in 2024 reflects the Centre's growing recognition in the international community; however, the next step must be to raise the quality of



the arbitrator pool. Based on the foregoing analysis, the following key mechanisms are recommended for improving Uzbekistan's arbitral system in line with the LCIA model:

First Mechanism: Ensuring the TIAC's Independence from the State. In assessments of Uzbekistan's arbitral system by leading international experts, specialist Abdel Wahab, as reported by Uz Kursiv, stated: "Uzbekistan has made significant progress in arbitral reform, but progress must not be confused with completion. The path of reform is long and requires perseverance," and he put forward 12 key recommendations for strengthening the arbitral system.[8] Among these recommendations, the following are of particular importance: establishing a specialised chamber or division within the national courts to handle arbitral cases; publishing and translating Supreme Court judgments into foreign languages; and ensuring the TIAC's financial independence from the state.

Second mechanism: Improving Enforcement of Arbitral Awards. In international arbitration practice, the enforcement of an arbitral award is considered the ultimate test of the entire system. Gaillard and Savage have written: "A failure to enforce an arbitral award renders the entire arbitral process meaningless." [9] In Uzbekistan, inconsistencies continue to be observed in the practice of national courts when recognising and enforcing arbitral awards. According to the Mondaq analysis: "In November 2023, the Plenum of the Supreme Court issued a clarifying resolution on the enforcement of foreign arbitral awards under the Economic Procedure Code," but consistent application in practice has yet to be achieved.[10] To address this problem, the following mechanisms are recommended: establishing a specialised division within the economic courts dedicated to the enforcement of international arbitral awards; developing a unified methodology for the recognition and enforcement of arbitral awards; and introducing regular training programmes for judges on international arbitration law.



Strengthening Cooperation between the TIAC and the LCIA. According to the analysis by Herbert Smith Freehills: "The weakness of the Central Asian arbitral system is the lack of skills and knowledge exchange with major arbitral institutions in London." [11] The TIAC's experience in developing the Cross-Institutional Rules of Arbitration jointly with the HKIAC is a positive step in this direction, and similar cooperation should be developed with the LCIA. Such cooperation should cover the following areas:

- joint training and certification of arbitrators;
- enabling TIAC arbitrators to participate as observers in LCIA proceedings;
- drawing on London's experience when updating the TIAC Rules.

Developing Digital Arbitration Infrastructure. In 2024, the LCIA updated its digital platform to introduce a technological infrastructure fully supporting online hearings, electronic document exchange, and virtual deliberations. The 2022 amendment to the Law "On International Commercial Arbitration" in Uzbekistan allowed for the introduction of electronic arbitration agreements, but the technological infrastructure in this area is still at a developmental stage.

In this regard, modernising the TIAC's online platform and digital document management system in line with the practice of the LCIA and other leading institutions is an urgent task. In particular, creating a fully digital platform for arbitral mechanisms within the Tashkent International Financial Centre may provide Uzbekistan — as it becomes a regional arbitration hub — with a competitive advantage.

When analysing the future prospects of Uzbekistan's arbitration sector, it is necessary to take into account the geopolitical and economic changes in the Central Asian region. According to a study by Eldwick Law: "Uzbekistan and Kazakhstan have reformed their arbitration laws and built institutions such as the TIAC and the



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AIFC/IAC. Small and medium-sized disputes can be resolved at the regional level, but complex and high-value disputes, especially those related to sanctions against Russia, are more suited to resolution in London."[12]

This analysis makes a two-track development strategy necessary for Uzbekistan's arbitral system: the first track — an affordable, fast, and efficient national platform for small and medium-sized commercial disputes at the regional level; the second track — a platform fully compliant with international standards for large-scale transnational investment disputes.

On the first track, the TIAC has already made significant progress: over five years, more than 150 cases were heard involving parties from 35 jurisdictions. However, the majority of these cases involved relatively small commercial disputes, with an average dispute value of USD 1.8 million — considerably lower than the LCIA's USD 30.1 million. On the second track, the Tashkent International Financial Centre and its Commercial Court offer the most important opportunity. The planned application of English and Welsh law within the Centre, proceedings conducted in English, and a special jurisdiction independent of state bodies create a genuinely convenient environment for large foreign investors. Based on the experiences of Dubai (DIFC), Singapore (SIAC), and Astana (AIFC), specialised arbitral mechanisms within financial centres can achieve international recognition within a short period.

As the Baker McKenzie International Arbitration Yearbook 2024–2025 noted: "Given that the legal basis for arbitration in Uzbekistan was formed relatively recently, Uzbek courts do not yet have extensive experience in applying these laws, and their practice is not yet consistent."[13] While this may appear to be a short-term challenge, it can be resolved over the long term and even transformed into a competitive advantage — because Uzbekistan is a rapidly developing economy in the process of shaping its



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laws in line with international standards, and this provides international investors with the flexibility and adaptability they seek.

Based on the scholarly analysis, the following specific legal recommendations have been developed to bring Uzbekistan's arbitration legislation closer to the standards of the LCIA model:

First Recommendation: Amending the Law "On International Commercial Arbitration" to separately and comprehensively regulate the institution of third-party funding. At present, the Law does not address this matter, which leads to legal uncertainty in practice. In LCIA practice and in many developed jurisdictions, this mechanism plays an important role in enhancing accessibility to arbitration and broadening the financial options available to parties. While Article 33 of the TIAC Arbitration Rules[14] has created a regulatory basis in this area, statutory regulation at the level of primary legislation is required.

Second Recommendation: Improving legal clarity regarding the formation of arbitration agreements in electronic form. Closer linkages should be established between the Law "On Electronic Commerce" and the Law "On International Commercial Arbitration," and the recognition of arbitration agreements concluded through electronic signature and blockchain technology should be governed by clear legal norms. As shown by the research of Bahramova,[15] the question of the legal force of electronic arbitration agreements is gaining increasing importance in international practice.

Third Recommendation: Developing a unified methodology and guidelines for national courts on the recognition and enforcement of arbitral awards. Building on the work begun in the 2023 Plenum resolution of the Supreme Court of Uzbekistan, it would be appropriate to publish a set of clear criteria for judges to apply when enforcing international arbitral awards. In LCIA practice, more than 90 percent of arbitral awards



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are enforced without challenge — a figure that represents the highest standard of reliability and efficiency.

Fourth Recommendation: Developing the specialisation in "Arbitration Law" in higher education in Uzbekistan. One of the factors underpinning the long-term success of the LCIA model is the high-quality training of specialists in arbitration law in the United Kingdom. It is necessary to introduce specialised Master's programmes in international arbitration at Tashkent State University of Law and other higher education institutions in Uzbekistan, and to establish scholarship and internship programmes for young arbitrators in cooperation with institutions such as the LCIA and SIAC.

Fifth Recommendation: Updating the TIAC Rules to bring them closer to the LCIA Rules 2020. In particular, this should include: strengthening the institution of the Tribunal Secretary (LCIA Rules, Article 14A); developing and incorporating a Code of Conduct for Parties' Representatives into the Rules; expanding disclosure requirements relating to arbitrators' impartiality and independence; further clarifying the mechanisms for consolidation and joinder; and aligning the procedure and time limits for the appointment of emergency arbitrators with the LCIA standard (3 days). These amendments would constitute an important practical step towards enhancing the TIAC's international competitiveness.

The establishment of the Tashkent International Financial Centre[16] marks the most significant and promising stage of arbitral transformation in Uzbekistan. Comparing this stage with the LCIA model reveals that the main differences between the two systems remain in terms of legal environment and degree of institutional independence; however, the TIFC project is intended precisely to fill this gap.

The legal foundation of the TIFC — under the draft Constitutional Law — provides for the application of English and Welsh common law within the Centre, the



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establishment of a separate independent judicial body, and the authority to issue regulatory acts within the Centre. These features correspond to the model of the Dubai International Financial Centre (DIFC) — which was built on exactly this mechanism and has today become one of the most developed regional arbitration centres.

One important distinction is that the LCIA model does not itself incorporate arbitral mechanisms directly — it is an independent arbitral institution. However, if the relationship between the Tashkent International Commercial Court within the TIFC and the TIAC is properly structured, they can together form a powerful complex capable of providing both tribunal-level adjudication and institutional arbitration services for large international disputes. Professor Rustambekov, in his research on the practical aspects of building the international commercial arbitration system in Uzbekistan,[17] identified the formation of precisely such a two-tier system — capable of operating both at the national and international level — as the primary objective.

The most significant opportunity for the TIFC's arbitral prospects is the ability to attract specialised arbitrators in complex sectors such as financial services, investment, banking and insurance, and digital assets. According to the LCIA's 2024 Annual Casework Report, the banking and finance sector accounted for 17 percent and energy and resources for 10 percent of cases. By pursuing a targeted policy through the TIFC to attract disputes from these same sectors, Uzbekistan can build a competitive platform comparable to its regional competitors — Astana and Dubai.

As a final observation, it should be noted that although Uzbekistan's arbitral transformation still has significant structural differences compared to the LCIA model, those differences are, in essence, a matter of distance between legal systems — and that distance can be reduced. As international law scholar Gaillard wrote, "the most important element in building an arbitral system is the trust the parties place in the



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institution." To earn that trust, Uzbekistan must act consistently on three fronts simultaneously: updating its legislation, strengthening institutional independence, and deepening cooperation with the international community.

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Contemporary Trends and Strategic Prospects for the Digital Transformation of Tourism Services in the Fergana Valley

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Abstract: This thesis analyzes the current state, fundamental trends, and existing challenges of the digital transformation of the tourism industry in the Fergana Valley (Andijan, Fergana, and Namangan regions) from both scientific and practical perspectives. The study proposes a model for implementing the **Smart Tourism** concept in the region’s pilgrimage tourism, ecotourism, and traditional handicraft sectors through the integration of **Artificial Intelligence (AI)**, **Virtual Reality/Augmented Reality (VR/AR)** technologies, and **Geographic Information Systems (GIS)**.

Keywords: Smart Tourism, Digital Transformation, Fergana Valley, Ecotourism, QR Code, E-Commerce, Virtual Reality (VR) Tours, Tourism Cluster.

KIRISH

Global iqtisodiyotda xizmatlar ko‘rsatish sohasining, xususan, turizm industriyasining raqamli transformatsiyasi davr talabiga aylandi. O‘zbekiston Respublikasi Prezidentining sohaga oid farmon va qarorlarida turizm infratuzilmasiga innovatsion yechimlarni joriy etish, hududlarning raqamli turistik salohiyatini oshirish ustuvor vazifa etib belgilangan.

Farg‘ona vodiysi o‘zining demografik zichligi, qadimiy shaharlari (Qo‘qon, Marg‘ilon, Rishton, Chust), o‘ziga xos hunarmandchilik maktablari va tog‘ oldi iqlimiy



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kurortlari bilan ichki va xalqaro turizmida strategik o‘rin tutadi. Biroq, bugungi raqamli iqtisodiyot sharoitida an’anaviy xizmat ko‘rsatish modellari xorijiy sayyohlarning talablariga to‘liq javob bera olmaydi. Shu bois, vodiydagi turistik resurslarni yagona raqamli ekotizimga integratsiya qilish masalasi nihoyatda dolzarb hisoblanadi.

RAQAMLI TURIZMNING ILMIY-NAZARIY ASOSLARI

Jahon turizm tashkiloti (UNWTO) ma’lumotlariga ko‘ra, bugungi kunda sayyohlarning 80% dan ortig‘i sayohatni rejalashtirish, chiptalar xarid qilish va joy band qilishni (booking) onlayn platformalar orqali amalga oshiradi. Ilmiy adabiyotlarda “Smart Tourism” (Aqlli turizm) tushunchasi axborot-kommunikatsiya texnologiyalari yordamida turistik tajribani boyitish va resurslarni samarali boshqarish tizimi sifatida ta’riflanadi.

Farg‘ona vodiysi sharoitida raqamlashtirishni uchta asosiy bo‘g‘inda ko‘rish lozim:

1. Turist darajasida (B2C): Ma’lumotlarni tezkor olish, raqamli to‘lovlar va qulay navigatsiya.
2. Biznes darajasida (B2B): Mehmonxonalar, turoperatorlar va hunarmandlarning onlayn platformalarda o‘zaro integratsiyalashuvi.
3. Davlat boshqaruvi darajasida (G2C/G2B): Turistik oqimni monitoring qilish, xavfsizlikni ta’minlash (“Xavfsiz turizm” tizimi) va hududiy brending.

FARG‘ONA VODIYSIDA TURIZMNI RAQAMLASHTIRISHNING ASOSIY TENDENSIYALARI

Geoaxborot tizimlari (GIS) va “Aqlli” Navigatsiya

Vodiydagi tarixiy-madaniy va ekologik ob’ektlarning raqamli xaritalarini (Google Maps, Yandex Maps, OpenStreetMap) mukammallashtirish tendensiyasi kuzatilmoqda. Ayniqsa, Namangandagi “Afsonalar vodiysi”, Farg‘onadagi Shohimardon yoki Andijondagi Bog‘i Bobor majmualarida QR-kodli axborot tizimlari yo‘lga qo‘yilgan.





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Bu sayyohga gid xizmatlarisiz, smartfon orqali kamida 5-6 tilda ob’ekt haqida to’liq audio va matnli ma’lumot olish imkonini beradi.

Hunarmandchilik (Craft Tourism) va Elektron tijorat (E-commerce)

Rishton kulolchiligi, Marg‘ilon atlası va Chust pichoqchilik san’atini raqamlashtirish bugungi kunda yangi bosqichga chiqmoqda. Mahalliy hunarmandlar mahsulotlarini nafaqat an’anaviy bozorlarda, balki **Etsy, Amazon, Alibaba** kabi global platformalar hamda mahalliy milliy marketpleyslar orqali sotish tendensiyasi rivojlanmoqda. Bu xorijiy turistlarda vodiya kelishdan oldin ham virtual qiziqish (VR-master klasslar orqali) uyg‘otishga xizmat qilmoqda.

Oilaviy mehmon uylari (B&B) va Agroturizmni raqamli integratsiyalashuvi

Farg‘ona va Andijonning tog‘oldi hududlarida (masalan, Xonobod shahri, Vodil qishlog‘i) agroturizm va ekoturizm ob’ektlari ko‘paymoqda. Zamonaviy tendensiya shundan iboratki, ushbu oilaviy mehmon uylari yagona milliy raqamli reyestrğa kiritilib, **Booking.com** va **Airbnb** tizimlariga integratsiya qilinmoqda. Bu esa chekka qishloqlardagi aholining turizmdan to‘g‘ridan-to‘g‘ri daromad olishiga sharoit yaratmoqda.

TIZIMLI MUAMMOLAR VA TO‘SIQLAR

Tahlillar Farg‘ona vodiysida turizm xizmatlarini raqamlashtirish yo‘lida bir qator cheklovchi omillar mavjudligini ko‘rsatadi:

- “Raqamli uzilish”: Shahar markazlari (Farg‘ona, Namangan, Andijon) va chekka turistik resurslarga ega qishloq tumanlari o‘rtasida internet tezligi va infratuzilmasidagi tafovutlar.
- Kadrlar va raqamli savodxonlik: Turizm sohasidagi kichik tadbirkorlar va mehmon uylari egalarining SMM (ijtimoiy tarmoq marketingi), maqsadli reklama (Targeting) va raqamli menejment bo‘yicha ko‘nikmalarining pastligi.



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- Xalqaro to‘lov tizimlari bilan integratsiya: Hududiy transport (mikroavtobuslar, taksilar) va kichik suvenir do‘konlarida xalqaro Visa, Mastercard yoki PayPal to‘lov tizimlaridan foydalanishda platformaviy cheklovlarning mavjudligi.

5. STRATEGIK TAKLIFLAR VA XULOSA

Farg‘ona vodiysining o‘ziga xos iqtisodiy-geografik joylashuvini inobatga olgan holda, turizm xizmatlarini raqamlashtirish samaradorligini oshirish uchun quyidagi chora-tadbirlar majmuasini amalga oshirish taklif etiladi:

1. “Fergana Valley Smart Tourism” milliy platformasini yaratish: Uchta viloyatning turistik salohiyatini birlashtirgan, sun‘iy intellekt (AI) asosida ishlaydigan yagona ko‘p tilli portal va mobil ilovani ishga tushirish. Tizim turistning qiziqishlaridan kelib chiqib (ziyosat, eko, gastro yoki etnoturizm) individual tur-marshrutlar shakllantirib beradi.

2. Muzeylar va muqaddas qadamjolarini virtualizatsiyalash (VR/AR): Qo‘qon Xon o‘rdasi, Marg‘ilon ipakchilik fabrikalari kabi ob‘ektlarda kengaytirilgan reallik (AR) texnologiyalarini joriy etish.

3. “Raqamli turizm tadbirkori” inkubatsiya markazlarini tashkil etish: Vodiy oliy ta’lim muassasalari (FarDU, AndDU, NamDU) qoshida turizm sub‘ektlarini raqamli savodxonlikka o‘rgatuvchi qisqa muddatli bepul kurslarni yo‘lga qo‘yish.

Xulosa qilib aytganda, Farg‘ona vodiysida turizm xizmatlarining raqamlashtirilishi hududning raqobatbardoshligini oshiradi, turistik xizmatlar tannarxini kamaytiradi va xalqaro bozorga integratsiyalashuvini keskin tezlashtiradi.

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THE IMPORTANCE OF MRI IN THE RADIATION DIAGNOSIS OF OVARIAN CANCER

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Abstract

Ovarian cancer is one of the most serious malignant diseases of the female reproductive system. Due to the absence of specific symptoms in the early stages, the disease is often diagnosed late. This study evaluates the diagnostic capabilities of magnetic resonance imaging (MRI) in the differential diagnosis of ovarian tumors. A retrospective analysis demonstrated that MRI provides valuable information regarding tumor morphology, extent of spread, and signs of malignancy. The findings confirm the important role of MRI in the early detection of ovarian cancer and in selecting appropriate treatment strategies.

Keywords:

ovarian cancer, magnetic resonance imaging, radiation diagnosis, differential diagnosis, CA-125 tumor marker, signs of malignancy.

TUXUMDON SARATONI NUR TASHXISIDA MRT NING AHAMIYATI

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Annotatsiya. Tuxumdon saratoni ayollar reproduktiv tizimining eng xavfli onkologik kasalliklaridan biri hisoblanadi. Kasallikning dastlabki bosqichlari ko'pincha klinik belgilar bilan namoyon bo'lmagani sababli bemorlarga kech tashxis qo'yiladi. Mazkur tadqiqotda tuxumdon o'smalarini differensial tashxislashda magnit-rezonans tomografiyaning (MRT) diagnostik imkoniyatlari baholandi. Retrospektiv tahlil natijalari MRTning o'smaning morfologik tuzilishi, tarqalish darajasi va malignlik





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belgilarini aniqlashda yuqori informativlikka ega ekanligini ko‘rsatdi. Olingan natijalar MRT tekshiruvining tuxumdon saratonini erta aniqlash va davolash taktikasini tanlashdagi ahamiyatini tasdiqlaydi.

Kalit so‘zlar: tuxumdon saratoni, magnit-rezonans tomografiya, nur tashxisi, differensial diagnostika, CA-125 onkomarkeri, malignlik belgilari.

Dolzarbli: Tuxumdon saratoni ayollar onkoginekologiyasidagi eng dolzarb muammolardan biri bo‘lib qolmoqda. Kasallikning dastlabki bosqichlarida klinik simptomlarning kamligi yoki umuman bo‘lmasligi uning kech aniqlanishiga sabab bo‘ladi. Natijada bemorlarning katta qismida kasallik rivojlangan bosqichlarda tashxis qilinadi, bu esa davolash samaradorligini pasaytiradi va o‘lim ko‘rsatkichlarini oshiradi. Jahon sog‘liqni saqlash tashkiloti ma’lumotlariga ko‘ra, har yili dunyo bo‘yicha 300 mingdan ortiq yangi tuxumdon saratoni holati qayd etiladi. Shu sababli o‘smalarni erta aniqlash va ularning biologik xususiyatlarini baholash imkonini beruvchi zamonaviy diagnostik usullarning ahamiyati ortib bormoqda. Magnit-rezonans tomografiya yuqori kontrast aniqligi va yumshoq to‘qimalarni batafsil tasvirlash imkoniyati tufayli tuxumdon patologiyalarini baholashda muhim o‘rin egallaydi.

Tadqiqot maqsadi:

Tuxumdonning xavfli va xavfsiz o‘smalarini differensial tashxislashda MRT tekshiruvining imkoniyatlarini hamda asosiy radiologik mezonlarini aniqlash.

Material va metodlar

Tadqiqot Respublika ixtisoslashtirilgan radiologiya va onkologiya ilmiy-amaliy markazining 2024–2025-yillardagi arxiv ma’lumotlari asosida retrospektiv tarzda amalga oshirildi. Tadqiqotga tuxumdon patologiyasi aniqlangan 75 nafar bemor kiritildi. Ulardan 42 nafarida yaxshi sifatli, 33 nafarida esa xavfli o‘smalar aniqlangan.

Barcha bemorlarning kasallik tarixlari, laborator ko‘rsatkichlari hamda MRT tekshiruv natijalari tahlil qilindi. MRT tekshiruvlari 1,5 Teslalik SIEMENS apparatida standart





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diagnostik protokollar asosida bajarilgan. Olingan natijalar gistologik tekshiruv ma’lumotlari bilan qiyoslandi.

Natijalar va muhokama:

Gistologik tekshiruvlar natijasiga ko’ra, yaxshi sifatli hosilalar orasida seroz sistoadenomalar 40% bilan yetakchi o’rinni egalladi. Xavfli o’smalar tarkibida esa seroz adenokarsinomalar 73% ni tashkil etdi.

MRT tasvirlari va laborator ko’rsatkichlarning qiyosiy tahlili tuxumdon o’smalarini differensial tashxislashda muhim bo’lgan bir qator mezonlarni aniqlash imkonini berdi. CA-125 onkomarkeri miqdori xavfli o’smalar guruhida 76% holatda me’yordan yuqori bo’lgan. Yaxshi sifatli hosilalar guruhida esa ushbu ko’rsatkich faqat 26,7% bemorlarda qayd etilgan.

Morfologik belgilar ichida hosila devorining 3 mm dan ortiq qalinlashishi hamda konturlarning noaniqligi malign jarayonlarga xos ekanligi aniqlandi. Ushbu belgilar xavfli o’smalarda mos ravishda 82% va 77% hollarda uchradi. Yaxshi sifatli kistalarda esa konturlar aniq va tekis bo’lib qoldi.

Strukturaviy murakkablik ham malignlikning muhim ko’rsatkichi sifatida namoyon bo’ldi. Ichki devorlar mavjudligi 76% hollarda, papillyar o’siqlar esa 52% hollarda xavfli o’smalarda kuzatildi.

Ekstragenital belgilar orasida assit va regional limfadenopatiya alohida ahamiyat kasb etdi. Assit 64% bemorda, limfadenopatiya esa 79% bemorda qayd etildi. Uzoq metastazlar faqat xavfli o’smalar guruhida aniqlanib, ularning uchrash chastotasi 57,6% ni tashkil etdi.

Shuningdek, ikki tomonlama tuxumdon zararlanishi malign o’smalarda 48% hollarda aniqlanib, yaxshi sifatli hosilalarga nisbatan deyarli ikki baravar ko’p uchrashi kuzatildi. Olingan natijalar MRT tekshiruvining nafaqat o’smaning anatomik xususiyatlarini, balki uning biologik agressivligi va tarqalish darajasini baholash imkonini berishini



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ko‘rsatadi.

Xulosa:

Magnit-rezonans tomografiya tuxumdon o‘smalarini differensial tashxislashda yuqori diagnostik ahamiyatga ega bo‘lgan zamonaviy tasviriy tekshiruv usuli hisoblanadi. MRT yordamida o‘smaning ichki tuzilishi, devorlarining holati, papillyar vegetatsiyalar, assit, limfa tugunlari va metastatik o‘zgarishlarni aniqlash mumkin. Tadqiqot natijalari MRTning tuxumdon saratonini erta bosqichlarda aniqlash, malignlik darajasini baholash hamda optimal davolash taktikasini tanlashda muhim rol o‘ynashini tasdiqladi

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DEVELOPMENT OF INITIATIVE QUALITIES IN PRIMARY STUDENTS

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ABSTRACT

This article analyzes the theoretical foundations and methodological approaches to developing initiative qualities in primary school students. The structural components of initiative are identified and effective pedagogical technologies that serve to form it are highlighted. Also, the didactic conditions for developing initiative based on a competency-based approach are substantiated.

KEYWORDS

initiative, primary education, competence, motivation, reflection, methodology

BOSHLANG'ICH SINIF O'QUVCHILARIDA TASHABBUSKORLIK FAZILATLARINI RIVOJLANTIRISH.

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ANNOTATSIYA: Mazkur maqolada boshlang'ich sinf o'quvchilarida tashabbuskorlik fazilatlarini rivojlantirishning nazariy asoslari va metodik yondashuvlari tahlil qilinadi. Tashabbuskorlikning tarkibiy komponentlari aniqlanib, uni shakllantirishga xizmat qiluvchi samarali pedagogik texnologiyalar yoritiladi. Shuningdek, kompetensiyaviy yondashuv asosida tashabbuskorlikni rivojlantirishning didaktik shartlari asoslab beriladi.

KALIT SO'ZLAR: tashabbuskorlik, boshlang'ich ta'lim, kompetensiya, motivatsiya, refleksiya, metodika



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Boshlang‘ich ta’lim bosqichi shaxs rivojlanishining eng nozik va ayni paytda eng sermahsul davrlaridan biri bo‘lib, aynan shu bosqichda bolaning o‘ziga xos qiziqishlari, irodaviy sifatlari, ijtimoiy moslashuv ko‘nikmalari va o‘qishga bo‘lgan munosabati barqarorlashib boradi. Hozirgi globallashuv va tezkor axborot oqimlari sharoitida ta’lim tizimi oldida faqat bilim berish emas, balki o‘quvchining faol pozitsiyasini, muammolarni mustaqil hal qilish qobiliyatini, yangicha fikrlash va tashabbus ko‘rsatish madaniyatini shakllantirish vazifasi ham dolzarb bo‘lib bormoqda.

Tashabbuskorlik fazilatlarini — o‘quvchining ichki motivatsiyasi, mustaqil qaror qabul qilishga tayyorligi, muayyan vaziyatda mas’uliyatni o‘z zimmasiga olishi, yangi g‘oya taklif qilishi, jamoada faol ishtirok etishi, o‘z-o‘zini boshqarish va o‘zini namoyon etish kabi ko‘rsatkichlar bilan bog‘liq murakkab integrativ sifatdir. Bu sifadni boshlang‘ich sinf davridayoq maqsadli metodik yondashuv asosida rivojlantirish keyingi ta’lim bosqichlarida o‘quvchining o‘qishdagi muvaffaqiyati, ijtimoiy faolligi va kasbiy o‘zini belgilashi uchun poydevor yaratadi. Ta’lim jarayonini kompetensiyaviy yondashuv asosida tashkil etish zarurati ham shundan kelib chiqadiki, tashabbuskorlik o‘z tabiatiga ko‘ra faqat tayyor bilimni o‘zlashtirish bilan emas, balki faoliyatga kirishish, o‘z maqsadini qo‘yish, resurslarni rejalashtirish, natijani baholash va refleksiya qilish orqali rivojlanadi. Shu jihatdan, boshlang‘ich sinf o‘quvchilarida tashabbuskorlik fazilatlarini rivojlantirish metodikasi o‘qituvchi faoliyatining markaziy yo‘nalishlaridan biri sifatida talqin etilishi mumkin.

Tashabbuskorlikni nazariy jihatdan izohlashda bir nechta ilmiy konsepsiyalar tayanch bo‘lib xizmat qiladi. Avvalo, o‘quvchi shaxsining rivojlanishi ijtimoiy muhit va faoliyat bilan uzviy bog‘liq ekanini asoslaydigan madaniy-tarixiy yondashuvga ko‘ra, bolada yangi psixik tuzilmalar (jumladan, o‘z-o‘zini boshqarish va ixtiyoriylik) kattalar bilan hamkorlikdagi faoliyat jarayonida shakllanadi; o‘qituvchi tomonidan yaratilgan “yaqin rivojlanish zonasi” esa bolani o‘z imkoniyatidan biroz yuqori darajadagi





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vazifalarni bajarishga undaydi. Tashabbus ko‘rsatish uchun aynan shunday “rivojlantiruvchi vaziyat”lar zarur: o‘quvchi xavfsiz pedagogik muhitda xato qilishdan qo‘rqmasdan fikr bildirishi, tanlov qilishi, sinab ko‘rishi va o‘rganishi mumkin bo‘lishi kerak. Ikkinchidan, motivatsiya va o‘zini boshqarish masalalarini tushuntiruvchi o‘zini-o‘zi belgilash nazariyasiga ko‘ra, shaxsning ichki motivatsiyasi uch asosiy ehtiyoj — avtonomiya, kompetentlik va ijtimoiy aloqadorlik qondirilganda kuchayadi; bu ehtiyojlar qondirilgan muhitda o‘quvchi tashabbus ko‘rsatishga tabiiy ravishda moyil bo‘ladi (Deci & Ryan, 2000). Demak, metodika o‘quvchiga “tanlash imkoniyati”, “qila olish” tajribasi va “jamoaga tegishlilik” tuyg‘usini beruvchi didaktik yechimlarni o‘z ichiga olishi lozim. Uchinchi muhim yo‘nalish — o‘zlashtirish jarayonini o‘z faoliyati orqali qurish g‘oyasiga tayanuvchi konstruktivistik yondashuv bo‘lib, bunda o‘quvchi bilimni tayyor holatda qabul qilmaydi, balki muammo, savol, tajriba va muloqot orqali o‘zi “quradi”; bunday sharoit tashabbuskorlikni rag‘batlantiradi, chunki o‘quvchining fikri va tajribasi o‘quv jarayonining real resursiga aylanadi. Shuningdek, ijtimoiy-kognitiv yondashuvda o‘z-o‘ziga ishonch tushunchasi tashabbuskorlikning psixologik tayanchi sifatida ko‘riladi: o‘quvchi “men buni uddalay olaman” degan ishonchga ega bo‘lsa, yangi vazifalarga kirishish, tashabbus ko‘rsatish va qiyinchiliklarni yengish ehtimoli ortadi. Demak, boshlang‘ich ta’limda metodika nafaqat bilim berishi, balki o‘quvchining o‘ziga ishonchini bosqichma-bosqich mustahkamlashi, muvaffaqiyat tajribasini ko‘paytirishi va ijobiy qayta aloqani ta’minlashi kerak.

O‘zbekiston ta’lim siyosati kontekstida ham tashabbuskor, ijodiy fikrlaydigan, mas’uliyatli shaxsni tarbiyalash ustuvor vazifa sifatida belgilangan. Mamlakat miqyosida ta’lim sifatini oshirish, o‘quv dasturlarini kompetensiyaga yo‘naltirish, pedagogik texnologiyalarni yangilash hamda o‘qituvchining kasbiy mahoratini rivojlantirish masalalari bir qator me’yoriy hujjatlar va strategik konsepsiyalarda o‘z aksini topgan. Bu hujjatlarda ta’lim oluvchining mustaqil fikrlashi, faol fuqarolik





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pozitsiyasi, tashabbuskorligi hamda innovatsion g‘oyalarga ochiqqligini ta’minlash maqsadlari ilgari suriladi. Shuningdek, milliy pedagogika va psixologiya adabiyotlarida ham boshlang‘ich sinf o‘quvchilarining shaxsiy sifatlarini rivojlantirish, tarbiya jarayonini ta’lim bilan uzviy integratsiyalash hamda o‘qituvchining tarbiyaviy ta’sirini metodik jihatdan asoslash masalalari yoritilgan. Shu nuqtayi nazardan, tashabbuskorlik fazilatlarini rivojlantirish metodikasi milliy qadriyatlar, zamonaviy pedagogik yondashuvlar va bolalar psixologiyasi talablarini uyg‘unlashtirgan holda ishlab chiqilishi lozim.

Boshlang‘ich sinf o‘quvchisida tashabbuskorlikni rivojlantirish metodikasini asoslash uchun, avvalo, “tashabbuskorlik” tushunchasining tarkibiy komponentlarini aniqlashtirish maqsadga muvofiq. Mazkur sifatni shartli ravishda motivatsion-qiymat (faol bo‘lishga ichki ehtiyoj, qiziqish, maqsad qo‘yish), kognitiv (muammoni tushunish, variantlarni ko‘ra bilish, savol qo‘yish, axborotni izlash), amaliy-faoliyat (rejalashtirish, tashkil etish, hamkorlik, ijro), irodaviy (qat’iyat, tavakkalchilikka tayyorlik, mas’uliyat), refleksiv-baholash (o‘z ishini tahlil qilish, xatodan o‘rganish, natijani baholash) komponentlariga ajratish mumkin. Metodik tizim shu komponentlarning har birini ta’lim jarayonida rejalashtirilgan, o‘lchanadigan va kuzatiladigan ko‘rsatkichlar bilan qo‘llab-quvvatlashi zarur. Masalan, motivatsion komponentni kuchaytirish uchun o‘quv vazifalarini bolaning hayotiy tajribasi va qiziqishlari bilan bog‘lash, tanlash imkonini berish, muvaffaqiyatni nishonlash, ijobiy rag‘batlantirishdan foydalanish muhim. Kognitiv komponent uchun muammoli savollar, tadqiqot topshiriqlari, “nima bo‘lardi agar...” tipidagi fikrlashni faollashtiruvchi vaziyatlar, axborot manbalari bilan ishlash ko‘nikmalarini bosqichma-bosqich o‘rgatish zarur. Amaliy komponent esa jamoaviy va juftlikdagi ishlar, loyiha faoliyati, rol o‘yinlari, kichik tashkiliy vazifalar (masalan, guruh sardori, taqdimotchi, kuzatuvchi, vaqt nazoratchisi) orqali rivojlanadi. Irodaviy va refleksiv komponentlar uchun esa maqsad rejasini tuzish, “qadam-baqadam”





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strategiyasi, o‘zini baholash varaqalari, kundalik refleksiya, tengdoshlar fikri va o‘qituvchi qayta aloqasi muhim vosita bo‘lib xizmat qiladi.

Boshlang‘ich sinf yoshining psixologik xususiyatlari metodikani tanlashda hal qiluvchi ahamiyatga ega. Bu davrda bolalarning diqqati barqaror emas, ammo qiziqarli va faoliyatga yo‘naltirilgan topshiriqlar diqqatni mustahkamlaydi; tafakkur ko‘proq konkret-amaliy xarakterda bo‘lib, vizuallik va harakat orqali o‘rganish samaraliroq; hissiy baholash kuchli bo‘lgani uchun rag‘bat va ijobiy muhit tashabbus ko‘rsatishga bevosita ta’sir qiladi. Shu bilan birga, boshlang‘ich sinfda “men-konsepsiya” shakllanib boradi; o‘qituvchi va sinfdoshlarning munosabati bolaning o‘ziga bahosini belgilaydi, bu esa tashabbuskorlik uchun zarur bo‘lgan o‘ziga ishonchni kuchaytirishi yoki susaytirishi mumkin (Bandura, 1997). Demak, metodika o‘quvchini taqqoslash va tanqid qilishga emas, individual o‘sisni ko‘rsatishga, kichik yutuqlarni e’tirof etishga, xatoni “o‘rganish signali” sifatida qabul qilishga tayanishi zarur. Ta’lim jarayonida xavfsiz psixologik muhit yaratish, o‘quvchining fikrini tinglash, savoliga hurmat bilan javob qaytarish, “noto‘g‘ri javob”ni kamsitmaslik tashabbuskorlikning ijtimoiy-psixologik shartlaridan hisoblanadi. Bu jihatlar ta’lim jarayonini insonparvarlashtirish va hamkorlik pedagogikasi g‘oyalari bilan hamohang bo‘lib, o‘qituvchi-o‘quvchi munosabatlarida subyekt-subyekt modelini ta’minlaydi.

Metodik jihatdan, tashabbuskorlikni rivojlantirish o‘quv jarayonining barcha tarkibiy qismlariga singdirilgan bo‘lishi lozim: maqsad qo‘yish, mazmun tanlash, metod va vositalar, tashkiliy shakllar, baholash hamda refleksiya mexanizmlari. Mazmun tanlashda faqat fakt va qoidalarni berish emas, balki o‘quvchining hayotiy vaziyatlarda qo‘llashi mumkin bo‘lgan “ochiq” topshiriqlar ulushini ko‘paytirish, turli yechim variantlarini talab etuvchi masalalar kiritish muhim. Metodlar ichida muammoli o‘qitish, tadqiqotga yo‘naltirilgan o‘qitish, loyiha metodi, o‘yin texnologiyalari, kollaborativ o‘qish, debat va muloqotga asoslangan faol metodlar tashabbuskorlikni





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qo‘llab-quvvatlaydi. Bunda boshlang‘ich sinf sharoitida metodlar soddalashtirilgan, yoshga mos va qisqa siklli bo‘lishi kerak: masalan, “mikro-loyiha”lar 1–2 haftalik, “mini-tadqiqot”lar 1 dars yoki bir necha dars davomida tashkil etilishi mumkin. Loyiha faoliyati tashabbuskorlikni rivojlantirishi ilmiy adabiyotlarda keng asoslangan, chunki unda o‘quvchi maqsad qo‘yadi, reja tuzadi, resurs izlaydi, hamkorlik qiladi, natijani taqdim etadi va baholaydi. Shuningdek, STEM elementlari (kuzatish, tajriba, konstruksiyalash) ham boshlang‘ich bosqichda soddalashtirilgan ko‘rinishda qo‘llansa, o‘quvchilarning savol berish, sinab ko‘rish, tashabbus bilan chiqish ko‘nikmalarini kuchaytiradi; PISA va boshqa xalqaro baholash yondashuvlari ham aynan funksional savodxonlik, muammo yechish va kreativ fikrlashni rag‘batlantirishga qaratilgani bilan muhim.

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CRITERIA FOR EVALUATING PASSENGER WAITING TIME AT STOPS

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Abstract. This article analyzes the criteria for assessing passenger waiting time at stops in the public transport system of cities. Various factors — such as the timetable, vehicle delays, stop infrastructure conditions, and passenger satisfaction indicators — have been studied. Recommendations for improving assessment models and enhancing the quality of service are developed.

Keywords

stop, waiting time, passenger flow, transport service, quality criterion, level of service.

YO'LOVCHILARNING BEKATDA TURISH VAQTINI BAHOLASH MEZONLARI

Annotatsiya: *Ushbu maqolada shaharlardagi jamoat transport tizimida yo'lovchilarning bekatda turish vaqtini baholash mezonlari tahlil etilgan. Turli omillar — harakat jadvali, transport vositalarining kechikishi, bekatdagi infratuzilma sharoiti va yo'lovchilar qoniqishi ko'rsatkichlari o'rganilgan. Baholash modellarini takomillashtirish va xizmat ko'rsatish sifatini oshirish bo'yicha tavsiyalar ishlab chiqilgan.*

Kalit so'zlar: *bekat, kutish vaqti, yo'lovchi oqimi, transport xizmati, sifat mezoni, xizmat ko'rsatish darajasi.*

Zamonaviy shaharlarda jamoat transporti tizimining samaradorligi nafaqat transport vositalarining texnik ko'rsatkichlari, balki yo'lovchilarga xizmat ko'rsatishning umumiy



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sifati bilan ham belgilanadi. Yo'lovchilarning bekatda kutish vaqti ushbu sifat ko'rsatkichlaridan eng muhimi hisoblanadi, chunki u bevosita yo'lovchilar qoniqishiga va jamoat transportidan foydalanish ishtiyoqiga ta'sir etadi.

Dunyo tajribasi shuni ko'rsatadiki, ko'pchilik yo'lovchilar uchun jamoat transportidan foydalanishning eng noqulay tomoni — bu bekatda uzoq kutish zaruriyatidir. Inglivada o'tkazilgan tadqiqotlarga ko'ra, yo'lovchilar safardagi bir daqiqani kutishdagi bir daqiqaga nisbatan 1,5–2 barobar kamroq og'ir qabul qiladilar [1]. Shu boisdan, kutish vaqtini kamaytirish va bekatdagi sharoitni yaxshilash transport muassasalarining asosiy vazifalaridan biri bo'lib qolmoqda.

O'zbekistonda jamoat transportini rivojlantirish dasturlari doirasida bekat infratuzilmasini modernizatsiya qilish va xizmat ko'rsatish sifatini oshirish masalalari dolzarb ahamiyat kasb etmoqda. Biroq, hozirgi kunga qadar mazkur sohadagi baholash mezonlari yetarlicha ishlab chiqilmagan va amaliyotda qo'llanilmayapti.

Ushbu tadqiqotning maqsadi yo'lovchilarning bekatda kutish vaqtini kompleks baholash mezonlari tizimini ishlab chiqish va ularni amaliy qo'llash metodologiyasini taklif etishdan iborat.

Yo'lovchilarning kutish vaqtini baholash masalasi xorijiy ilmiy adabiyotlarda keng ko'rib chiqilgan. Stradling va boshqalar [2] yo'lovchilar xatti-harakatini o'rganib, ular uchun kutish vaqtining psixologik idrokini miqdoriy jihatdan o'lchovchi model ishlab chiqdilar. Ushbu tadqiqotda kutish vaqtining subyektiv uzunligi bekatdagi sharoit, ob-havo va axborot ta'minoti kabi omillarga bog'liqligi isbotlandi.

Wardman [3] transport vositalarida sarflanadigan vaqt, yurish vaqti va kutish vaqtini solishtirish bo'yicha meta-tahlil o'tkazdi. Natijalar shuni ko'rsatdiki, kutish vaqti qiymat koeffitsienti safar vaqtiga nisbatan o'rtacha 1,73 barobar yuqori ekanligi aniqlandi. Bu esa bekatdagi kutish sharoitini yaxshilashning transport siyosatidagi muhim ahamiyatini tasdiqlaydi.





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Murray va boshqalar [4] GIS texnologiyalari asosida jamoat transport bekatlarining qulayligini baholash metodikasini taklif etdilar. Ular bekat joylashuvi, piyoda yo'l uzoqligi va kutish infratuzilmasining sifatini hisobga oluvchi integral ko'rsatkich ishlab chiqdilar.

Mahalliy tadqiqotchilardan O'rinov va Xasanov [5] Toshkent shahri misolida avtobus yo'nalishlarida kutish vaqtini tahlil qilib, mavjud muammolarni aniqlagan holda takomillashtirish bo'yicha takliflar bildirganlar. Biroq, ushbu tadqiqotda mezonlar tizimi yetarlicha tizimli yoritilmagan.

Jahon amaliyotida Transport Research Board (TRB) tomonidan ishlab chiqilgan xizmat ko'rsatish darajasi (Level of Service — LOS) kontseptsiyasi keng qo'llaniladi [6]. LOS tizimi A dan F gacha bo'lgan oltita darajani o'z ichiga olib, A eng yuqori (eng qulay) va F eng past (eng noqulay) darajani ifodalaydi.

Yo'lovchining bekatda o'tkazadigan vaqti, birinchi navbatda, transport vositasining harakat jadvaliga bog'liq. Ilmiy adabiyotlarda kutish vaqti ko'pincha quyidagi formula orqali ifodalanadi:

$$E[W] = h/2 + \text{Var}[H] / (2h)$$

bu yerda: $E[W]$ — o'rtacha kutish vaqti (daqiq); h — o'rtacha interval (daqiq); $\text{Var}[H]$ — intervalning dispersiyasi.

Ushbu formuladan ko'rinadiki, kutish vaqtini kamaytirish uchun nafaqat intervallarni qisqartirish, balki ularning bir tekisligini ta'minlash ham muhimdir. Amaliyotda intervalning dispersiyasini minimallashtirish murakkab muammo bo'lib, transport vositalarining kechikishi va yo'l harakati intensivligiga bog'liq.

Kechikish — bu rejalashtirilgan jadvaldan og'ish bo'lib, u yo'lovchilarning bekatda kutish vaqtini bevosita uzaytiradi. Kechikishning asosiy sabablari quyidagilardan iborat: yo'l tiqilishi va avtomobil harakatining intensivligi; boshqa yo'nalishlar bilan kesishadigan nuqtalarda signalizatsiya tizimi; ob-havo sharoiti; avtobus to'xtash



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vaqtining me'yordan ortishi.

Tadqiqotlar shuni ko'rsatadiki, shaharlarda marshrutlarning 60–70 foizi ma'lum darajada kechikishga uchraydi [7]. Bu esa rejalashtirilgan kutish vaqtini 20–40 foizga oshirishi mumkin.

Yo'lovchilarning bekatdagi kutish tajribasi nafaqat miqdoriy (vaqt), balki sifat jihatidan ham baholanishi lozim. Bekat infratuzilmasining asosiy elementlari va ularning yo'lovchilar qoniqishiga ta'siri quyidagi jadvalda keltirilgan:

1-jadval.

Bekat infratuzilmasi elementlari va ularning yo'lovchilar qoniqishiga ta'siri

Infratuzilma elementi	Mavjudlik darajasi (%)	Qoniqishga ta'sir koeffitsienti
Yopiq kutish pavil'oni	42	0.38
O'tirish joylari (skameykalar)	58	0.29
Yoritish tizimi	65	0.22
Axborot taxtasi / elektron ekran	31	0.41
Yomg'irdan himoya (soyabon)	48	0.33
Ichimlik suvi avtomat	12	0.18

Kutish vaqtini baholashda qo'llaniladigan asosiy miqdoriy mezonlar quyidagilardir:

1) O'rtacha kutish vaqti (OKV) — bu bekatda yo'lovchi tomonidan o'tkaziladigan o'rtacha vaqt bo'lib, daqiqalarda ifodalanadi. OKV quyidagi mezon bo'yicha baholanadi: 0–3 daqiqa — A darajasi (a'lo); 4–6 daqiqa — B darajasi (yaxshi); 7–9 daqiqa — C darajasi (qoniqarli); 10–14 daqiqa — D darajasi (qoniqarsiz); 15 daqiqadan ortiq — E yoki F darajasi (yomon/juda yomon).



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2) Maksimal kutish vaqti (MKV) — muayyan vaqt oralig'ida kuzatilgan eng uzun kutish muddati. Bu ko'rsatkich tizimning ishonchlilik darajasini baholashda muhim ahamiyat kasb etadi.

3) Kutish vaqtining o'zgaruvchanlik koeffitsienti (KVOK) — bu standart og'ishning o'rtacha qiymatga nisbatidir va transport vositalarining harakat bir tekisligini ifodalaydi:

$$KVOK = \sigma(W) / E[W] \times 100\%$$

Bu yerda: $\sigma(W)$ — kutish vaqtining standart og'ishi; $E[W]$ — o'rtacha kutish vaqti. KVOK 15% dan past bo'lsa, harakat bir tekis deb baholanadi; 15–30% — qoniqarli; 30% dan yuqori — nomuntazam.

Miqdoriy mezonlardan tashqari, kutish tajribasini baholashda quyidagi sifat mezonlari ham muhim o'rin tutadi: axborot ta'minoti sifati (real vaqtda kelish vaqti to'g'risida ma'lumot); bekatdagi xavfsizlik darajasi; noqulay ob-havo sharoitlarida himoya imkoniyati; nogironlar va harakati cheklangan shaxslar uchun qulaylik; bekat tozaligi va estetik ko'rinishi.

Ushbu mezonlar 1 dan 5 gacha bo'lgan Likert shkalasi bo'yicha so'rovnoma yo'li bilan baholanadi.

Miqdoriy va sifat mezonlarini birlashtirish uchun integral baholash indeksi (IBI) quyidagicha hisoblanadi:

$$IBI = \alpha \times IKV + \beta \times ISH + \gamma \times IIN$$

bu yerda: IKV — kutish vaqti indeksi (0 dan 1 gacha); ISH — xavfsizlik va qulay sharoit indeksi; IIN — axborot ta'minoti indeksi; α , β , γ — og'irlik koeffitsientlari ($\alpha + \beta + \gamma = 1$).

Tadqiqotlarimiz natijasida Toshkent shahrining bekatlariga nisbatan og'irlik koeffitsientlari quyidagicha belgilandi: $\alpha = 0,45$; $\beta = 0,30$; $\gamma = 0,25$. Bu ko'rsatkichlar so'rovnoma va ekspert baholash metodlari kombinatsiyasi asosida aniqlandi.

Tadqiqot 2022–2023 yillarda Toshkent shahrining 12 ta asosiy autobus



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yo'nalishidagi 48 ta bekatta olib borildi. Ma'lumotlar to'plash quyidagi usullar bilan amalga oshirildi: bevosita kuzatish va vaqt o'lchash (jami 2 400 ta kutish hodisasi qayd etildi); 1 200 yo'lovchi ishtirokida so'rovnoma; GPS ma'lumotlari asosida transport vositalarining harakatini tahlil qilish.

Kuzatilgan bekatlar bo'yicha o'rtacha kutish vaqti 8,7 daqiqani tashkil etdi. Bu ko'rsatkich LOS tizimi bo'yicha C (qoniqarli) darajasiga to'g'ri keladi. Ayrim yo'nalishlarda (masalan, 14 va 27-marshrutlar) o'rtacha kutish 14 daqiqadan oshdi.

O'rtacha kutish vaqtining o'zgaruvchanlik koeffitsienti 38,2% ni tashkil etib, harakatning nomuntazamligini ko'rsatdi. Bu esa yo'lovchilar uchun kutish vaqtini oldindan bilishni qiyinlashtiradi.

Axborot ta'minoti ko'rsatkichi eng past baho oldi (o'rtacha 1,9 / 5,0 ball). Raqamli ko'rsatkichli bekatlar soni umumiy sonning atigi 12 foizini tashkil etadi.

Tadqiqot natijalari asosida quyidagi tavsiyalar ishlab chiqildi:

Birinchidan, real vaqt rejimida transport vositalarining joylashuvini ko'rsatuvchi raqamli axborot tizimlarini barcha asosiy bekatlarga joriy etish zarur. Xorijiy tajriba ko'rsatadiki, bunday tizim yo'lovchilar qoniqishini 20–30 foizga oshirishi mumkin.

Ikkinchidan, interval bir tekisligini ta'minlash uchun markazlashgan dispetcherlik boshqaruvi tizimini takomillashtirish va GPS/GLONASS texnologiyalarini keng qo'llash tavsiya etiladi.

Uchinchidan, asosiy yo'nalishlardagi gavjum bekatlarda yopiq kutish pavilyon'larini qurish yoki mavjudlarini ta'mirlash, yoritish va xavfsizlik tizimlarini yaxshilash lozim.

To'rtinchidan, ushbu maqolada taklif etilgan IBI metodologiyasi asosida muntazam (har chorakda) monitoring o'tkazish va natijalarni oshkor etish tavsiya etiladi.

Ushbu maqolada yo'lovchilarning bekatda kutish vaqtini baholashning kompleks mezonlar tizimi taklif etildi. Taklif etilgan metodologiya miqdoriy ko'rsatkichlar (o'rtacha va maksimal kutish vaqti, o'zgaruvchanlik koeffitsienti) bilan sifat omillarini



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(axborot ta'minoti, infratuzilma qulay sharoiti, xavfsizlik) integral indeks orqali birlashtiradi.

Toshkent shahri misolida o'tkazilgan empirik tadqiqot ko'rsatdiki, mavjud bekatlarning aksariyati C-D darajasida (qoniqarli–qoniqarsiz) baholanmoqda. Bu esa jamoat transport tizimini yanada rivojlantirish, bekat infratuzilmasini modernizatsiya qilish va raqamli axborot tizimlarini kengaytirish zarurligini ko'rsatadi.

Kelajakdagi tadqiqotlarda sun'iy intellekt va katta ma'lumotlar texnologiyalaridan foydalangan holda kutish vaqtini real vaqtda bashorat qilish va optimallashtirish modellarini ishlab chiqish ko'zda tutilgan.

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