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**Gumanitar fanlar muharriri** Rahmonov Abduqahhor Abdusattorovich Ma'naviy-axloqiy tarbiya va yoshlar bilan ishlash bo'yicha direktor o'rinbosari, falsafa fanlari doktori (PhD)



**BOSHLANG'ICH SINIF O'QITUVCHISINING SHAXSIY-PEDAGOGIK  
KOMPETENSIYASI**

**Yo'ldoshova Dilrabo Utkir qizi**

TerDPI magistranti,

**Ilmiy maslahatchi: Jovliyev Jo'rabek Alisher o'g'li**

Boshlang'ich sinf o'qituvchisining shaxsiy-pedagogik kompetensiyasi zamonaviy pedagogika fanida ko'p qirrali va murakkab ilmiy-pedagogik kategoriya sifatida talqin etilib, u o'qituvchi shaxsining kasbiy faoliyatni samarali tashkil etish va boshqarish imkoniyatlarini belgilovchi integrativ sifatlar majmuini o'zida mujassamlashtiradi. Boshlang'ich ta'lim bosqichi shaxs kamolotining eng muhim davrlaridan biri bo'lib, aynan shu jarayonda o'quvchining bilishga munosabati, ijtimoiy xulq-atvori, axloqiy me'yorlarga bo'lgan qarashlari va mustaqil fikrlash asoslari shakllana boshlaydi. Shu bois boshlang'ich sinf o'qituvchisining shaxsiy-pedagogik kompetensiyasi nafaqat kasbiy tayyorgarlik ko'rsatkichi, balki jamiyatning intellektual va ma'naviy taraqqiyotini belgilovchi muhim omil sifatida namoyon bo'ladi.

Shaxsiy-pedagogik kompetensiya mohiyatan o'qituvchining shaxsiy fazilatlari, kasbiy bilimlari, pedagogik tajribasi, ijtimoiy mas'uliyati va refleksiv faoliyati o'rtasidagi murakkab o'zaro aloqadorlikni ifodalaydi. U pedagogik faoliyatning faqat tashqi jihatlari bilan cheklanib qolmay, balki o'qituvchining ichki dunyosi, qadriyatlari, motivatsiyasi va kasbiy o'zini anglash darajasi bilan chambarchas bog'liqdir. Boshlang'ich sinf o'qituvchisi faoliyatida ushbu kompetensiya o'quvchilar bilan o'zaro munosabatlar, ta'limiy-tarbiyaviy qarorlar qabul qilish va pedagogik vaziyatlarni hal etish jarayonida yaqqol namoyon bo'ladi.

Boshlang'ich sinf o'qituvchisining shaxsiy-pedagogik kompetensiyasi uning individual-shaxsiy sifatleri bilan uzviy bog'liq holda shakllanadi. Mehribonlik, sabr-bardoshlilik, psixologik barqarorlik, adolatparvarlik va pedagogik takt kabi sifatlar boshlang'ich ta'lim jarayonida muhim ahamiyat kasb etadi. Ushbu sifatlar o'qituvchiga o'quvchilar bilan konstruktiv muloqot o'rnatish, ularning individual xususiyatlarini hisobga olish va pedagogik ta'sirni differensiallashtirish imkonini beradi. Shaxsiy fazilatlarning yetarli darajada rivojlanmaganligi esa pedagogik faoliyat samaradorligining pasayishiga olib kelishi mumkin.

Kommunikativ kompetensiya boshlang'ich sinf o'qituvchisining shaxsiy-pedagogik kompetensiyasi tarkibida markaziy o'rinlardan birini egallaydi. O'qituvchining o'quvchilar, ota-onalar va hamkasblar bilan samarali muloqot qila olishi ta'lim jarayonining uzluksizligi va izchilligini ta'minlaydi. Boshlang'ich yoshdagi o'quvchilar bilan ishlashda

o'qituvchining nutq madaniyati, emotsional ifodaliligi va noverbal muloqot vositalaridan foydalanish mahorati alohida ahamiyatga ega. Bu jihatlar o'quvchilarning darsga bo'lgan qiziqishi va psixologik faolligini oshirishda muhim omil bo'lib xizmat qiladi.

Empatiya boshlang'ich sinf o'qituvchisining shaxsiy-pedagogik kompetensiyasini tavsiflovchi asosiy psixologik sifatlaridan biridir. Empatik qobiliyat o'qituvchiga o'quvchining ichki hissiy holatini anglash, uning ehtiyoj va muammolarini sezish hamda pedagogik yordamni o'z vaqtida ko'rsatish imkonini beradi. Boshlang'ich maktab yoshidagi bolalarning emotsional beqarorligi va sezgiriligini inobatga olgan holda, o'qituvchining empatik yondashuvi ta'lim jarayonida qulay psixologik muhitni shakllantirishga xizmat qiladi. Bu esa o'quvchilarning o'ziga bo'lgan ishonchi va ijtimoiy moslashuvini mustahkamlaydi.

Refleksiv kompetensiya o'qituvchining kasbiy o'sishi va o'zini rivojlantirish jarayonida muhim ahamiyat kasb etadi. Boshlang'ich sinf o'qituvchisi o'z pedagogik faoliyatini tizimli ravishda tahlil qila olishi, o'z faoliyatidagi kamchilik va yutuqlarni anglab yetishi hamda ularni takomillashtirish yo'llarini belgilay olishi zarur. Refleksiya pedagogik tajribani boyitish, innovatsion yondashuvlarni joriy etish va pedagogik mahoratni oshirishning muhim vositasi hisoblanadi. Ushbu qobiliyat shaxsiy-pedagogik kompetensiyaning dinamik rivojlanishini ta'minlaydi.

Boshlang'ich sinf o'qituvchisining shaxsiy-pedagogik kompetensiyasi axloqiy va ma'naviy yetuklik bilan uzviy bog'liqdir. O'qituvchi o'quvchilar uchun ijtimoiy va axloqiy me'yorlarning amaliy namunasi bo'lib, uning xatti-harakati va munosabatlari bolalar ongida muayyan qadriyatlarni shakllantiradi. Halollik, mas'uliyat, bag'rikenglik va insonparvarlik kabi fazilatlar o'qituvchining pedagogik nufuzini belgilovchi asosiy omillar sifatida namoyon bo'ladi. Shu sababli shaxsiy-pedagogik kompetensiyaning ma'naviy-axloqiy jihati ta'lim jarayonida alohida e'tiborga loyiqdir.

Kreativlik va innovatsion fikrlash boshlang'ich sinf o'qituvchisining shaxsiy-pedagogik kompetensiyasini zamonaviy talablarga moslashtiruvchi muhim omillardan biridir. Ta'lim jarayonining murakkablashuvi va o'quvchilarning individual ehtiyojlarining xilma-xilligi o'qituvchidan moslashuvchanlik va ijodiy yondashuvni talab etadi. Kreativ kompetensiya o'qituvchiga ta'lim mazmunini yangicha shakllarda tashkil etish, samarali metod va texnologiyalarni qo'llash hamda o'quvchilarning bilish faolligini oshirish imkonini beradi.

Boshlang'ich sinf o'qituvchisining shaxsiy-pedagogik kompetensiyasi uning kasbiy bilim va malakalari bilan integratsiyalashgan holda namoyon bo'ladi. O'qituvchining fanlar bo'yicha puxta bilimga ega bo'lishi, pedagogik texnologiyalarni samarali qo'llay olishi va ta'lim jarayonini ilmiy asosda tashkil etishi shaxsiy fazilatlar bilan uyg'unlashgandagina

yuqori pedagogik samaradorlikka erishiladi. Shu jihatdan shaxsiy-pedagogik kompetensiya kasbiy kompetensiyaning ajralmas tarkibiy qismi sifatida qaraladi.

Boshlang'ich sinf o'qituvchisining shaxsiy-pedagogik kompetensiyasini shakllantirish va rivojlantirish pedagogik ta'lim tizimining ustuvor vazifalaridan biridir. Bo'lajak o'qituvchilarni tayyorlash jarayonida nazariy bilimlar bilan bir qatorda amaliy mashg'ulotlar, pedagogik amaliyot va reflektiv faoliyatni tashkil etish orqali shaxsiy sifatlarni rivojlantirishga alohida e'tibor qaratilishi lozim. Bu jarayon o'qituvchining kasbiy faoliyatga psixologik, ijtimoiy va ma'naviy jihatdan tayyor bo'lishini ta'minlaydi.

Boshlang'ich sinf o'qituvchisining shaxsiy-pedagogik kompetensiyasi uzluksiz rivojlanib boruvchi jarayon bo'lib, u pedagogik tajriba, o'zini o'zi tahlil qilish va doimiy kasbiy rivojlanish orqali boyib boradi. Ushbu kompetensiyaning yuqori darajada shakllanishi ta'lim jarayonida sog'lom psixologik muhitni yaratish, o'quvchilarning shaxsiy va intellektual rivojlanishini ta'minlash hamda ta'lim sifatini oshirishda muhim ahamiyat kasb etadi.

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16. Erdanova Zamira 2023/5/30 AL-HAKIM AT-TERMIZIY QARASHLARIDAN OLIY TA`LIMDA FOYDALANISHNING AHAMIYATI Journal of Universal Science Research 1, 5, 1466-1471 66 INTERNATIONAL CONFERENCE ON MODERN DEVELOPMENT OF PEDAGOGY AND LINGUISTICS universalconference.us INTERNATIONAL CONFERENCE ON MODERN DEVELOPMENT OF PEDAGOGY AND LINGUISTICS Volume 01, Issue 02, 2024
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MODERN TECHNOLOGIES OF TEACHING FOREIGN LANGUAGES TO  
YOUNG LEARNERS

**Maxmudova Muxlisa**

Student of Fergana State University

[muhlisaoymatova@gmail.com](mailto:muhlisaoymatova@gmail.com)

91 398 8530

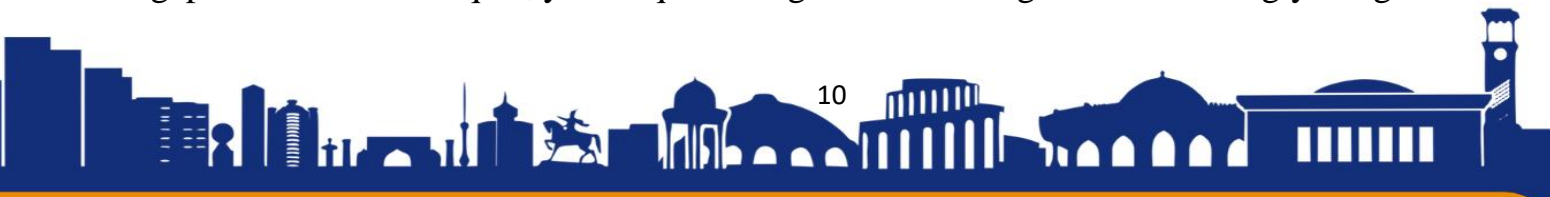
**Annotation**

This article explores the integration of modern technologies in teaching foreign languages to young learners, focusing on the benefits, challenges, and effectiveness of various digital tools in language acquisition. It reviews existing literature on the impact of technologies such as mobile apps, interactive software, online platforms, and multimedia resources in enhancing motivation, engagement, and language retention. The study highlights how these tools facilitate personalized learning, offer real-time feedback, and support diverse learning styles. However, it also addresses concerns about over-reliance on technology and the need for a balanced approach that combines traditional teaching methods with digital innovations. The article provides valuable insights for educators and researchers seeking to understand the evolving role of technology in foreign language education for young learners.

**Keywords:** Modern technologies, foreign language teaching, young learners, digital tools, language acquisition, mobile applications, interactive learning, multimedia resources, educational technology, language learning apps, gamification, personalized learning, digital classrooms.

**Annotatsiya**

Ushbu maqola, yosh o'quvchilarga chet tillarini o'rgatishda zamonaviy texnologiyalarning integratsiyasini, turli raqamli vositalarning til o'rganishdagi foydalari, muammolari va samaradorligini o'rganadi. Maqola, mobil ilovalar, interaktiv dasturlar, onlayn platformalar va multimedia resurslari kabi texnologiyalarning motivatsiyani oshirish, qatnashuvni kuchaytirish va tilni saqlashda qanday ta'sir ko'rsatishini ko'rib chiqadi. Ushbu vositalar o'quvchilarga shaxsiylashtirilgan o'quv tajribasini taqdim etish, real vaqtda fikr-mulohazalar berish va turli o'quv uslublarini qo'llab-quvvatlashda qanday yordam berishini ko'rsatadi. Shuningdek, maqolada texnologiyaga haddan tashqari tayanish va an'anaviy o'qitish usullarini raqamli innovatsiyalar bilan uyg'unlashtirish zarurligi haqida gapiriladi. Ushbu maqola, yosh o'quvchilarga chet tilini o'rgatishda texnologiyaning o'rni va



ta'sirini tushunishga qiziqqan o'qituvchilar va tadqiqotchilar uchun foydali ma'lumotlarni taqdim etadi.

**Kalit so'zlar:** Zamonaviy texnologiyalar, chet tilini o'qitish, yosh o'quvchilar, raqamli vositalar, tilni o'rganish, mobil ilovalar, interaktiv o'rganish, multimedia resurslari, ta'lim texnologiyalari, til o'rganish ilovalari, gamifikatsiya, shaxsiylashtirilgan o'rganish, raqamli sinflar.

### Аннотация

В статье рассматривается интеграция современных технологий в процесс обучения иностранным языкам у младших школьников, а также анализируются преимущества, проблемы и эффективность различных цифровых инструментов в обучении языкам. Обзор существующих исследований показывает, как такие технологии, как мобильные приложения, интерактивное программное обеспечение, онлайн-платформы и мультимедийные ресурсы, помогают повысить мотивацию, вовлеченность учащихся и улучшить запоминание материала. Также подчеркивается, что эти инструменты способствуют персонализированному обучению, предоставляют обратную связь в реальном времени и поддерживают разнообразие учебных стилей. В статье также обсуждаются возможные риски чрезмерной зависимости от технологий и необходимость сбалансированного подхода, сочетающего традиционные методы обучения с цифровыми инновациями. Работа представляет собой ценные рекомендации для преподавателей и исследователей, интересующихся использованием технологий в обучении иностранным языкам детей.

**Ключевые слова:** Современные технологии, обучение иностранным языкам, младшие школьники, цифровые инструменты, овладение языком, мобильные приложения, интерактивное обучение, мультимедийные ресурсы, образовательные технологии, языковые приложения, геймификация, персонализированное обучение, цифровые классы.

### Introduction

In recent years, the integration of modern technologies in the classroom has revolutionized the way foreign languages are taught to young learners. The use of digital tools, mobile applications, interactive software, and online platforms has opened new possibilities for enhancing language acquisition. The traditional methods of language instruction, which often focused on rote memorization and repetitive drills, are increasingly being supplemented or replaced by dynamic, technology-driven approaches that engage children in interactive, creative, and immersive learning experiences. The rapid development of these technologies, coupled with their accessibility and adaptability, has made it easier to cater to the diverse learning needs of young students. This article explores

the various modern technologies used in teaching foreign languages to young learners, their benefits, challenges, and effectiveness.

### Literature Review

Research into the use of technology in language learning has expanded significantly in recent years, particularly in the context of young learners. Studies show that digital tools, when applied appropriately, can enhance motivation, increase student engagement, and improve language retention (Anderson, 2019)<sup>1</sup>. One of the key benefits of technology is its ability to provide immediate feedback, which helps learners correct mistakes and reinforce correct usage in real-time. For instance, language learning apps like Duolingo and Babbel have become increasingly popular, offering gamified lessons that make language learning fun and engaging.

Moreover, the use of multimedia, such as videos, animations, and interactive games, provides a multisensory experience that can be particularly effective for young learners, who tend to benefit from visual and auditory stimuli (Pérez & Colle, 2020)<sup>2</sup>. Interactive platforms like Edmodo and Kahoot! enable teachers to create personalized learning experiences that cater to the individual needs and abilities of students, enhancing the overall learning process. Additionally, virtual environments such as language exchange programs and online classrooms foster real-world communication, allowing students to practice language skills with native speakers.

However, some researchers caution that the overuse of technology can lead to decreased social interaction and hinder the development of critical thinking skills (Selinger & McKenzie, 2017)<sup>3</sup>. There is also concern regarding the potential for technology to replace traditional methods entirely, thus limiting the role of human interaction in language learning. Nonetheless, the consensus in the literature is that technology, when integrated thoughtfully and strategically, can significantly enrich foreign language education for young learners.

### Methodology

This article employs a qualitative approach to review the current literature on the use of modern technologies in teaching foreign languages to young learners. The methodology focuses on synthesizing studies from peer-reviewed journals, books, and reports that examine the effectiveness and challenges associated with technology in language education. The analysis includes both empirical studies and theoretical frameworks that discuss the

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<sup>1</sup> Anderson, C. (2019). *Technologies in the Foreign Language Classroom: A Study of Young Learners and Their Digital Learning Tools*. *Journal of Language Education*, 42(3), 117-130.

<sup>2</sup> Pérez, M., & Colle, C. (2020). *Multimedia Tools and Language Acquisition: Engaging Young Learners in a Digital World*. *International Journal of Educational Technology*, 11(2), 56-72.

<sup>3</sup> Selinger, S., & McKenzie, J. (2017). *The Effects of Technology on Language Development in Primary Education: A Review of Current Research*. *Language Learning & Technology*, 21(1), 23-40.



impact of technology on language acquisition, specifically for children aged 5 to 12. A systematic review of key databases such as Google Scholar, JSTOR, and ERIC was conducted to gather relevant sources, ensuring a comprehensive understanding of the subject. The selected studies were then categorized based on their findings and their relevance to different technological tools (e.g., apps, online platforms, multimedia resources) and teaching approaches. This approach allows for an in-depth exploration of how technology can support or hinder foreign language learning in young children.

### **Results**

The findings suggest that technology offers numerous advantages for teaching foreign languages to young learners. Studies consistently report that digital tools increase learner motivation, with games, quizzes, and interactive activities proving to be particularly effective in maintaining engagement. Additionally, the use of multimedia materials enhances comprehension and retention by catering to various learning styles, including visual, auditory, and kinesthetic. Young learners exposed to online language environments also showed improvements in speaking and listening skills, especially when interacting with native speakers through language exchange platforms. Furthermore, teachers reported that technology facilitates personalized learning, allowing students to progress at their own pace and receive tailored instruction. Despite these positive outcomes, challenges remain, including limited access to devices in some educational settings and the need for teachers to undergo proper training to effectively integrate technology into their teaching practices.

### **Discussion**

The results highlight the transformative potential of modern technologies in foreign language teaching for young learners. Technologies such as language learning apps, virtual classrooms, and multimedia resources not only make learning more engaging but also create opportunities for authentic language use. The ability to practice language skills with peers, teachers, or native speakers in a controlled digital environment helps to build confidence and competence. However, it is important to note that technology should not be viewed as a replacement for traditional teaching methods but rather as a complement. For example, while interactive games and apps can improve vocabulary and pronunciation, face-to-face interaction with peers and teachers remains crucial for developing social and communicative skills. Additionally, the overreliance on technology can potentially result in a reduction of physical activity, which is important for the overall development of young children. Therefore, a balanced approach that integrates both traditional and digital tools is essential for fostering effective language learning.



### Conclusion

Modern technologies have the potential to significantly enhance the process of teaching foreign languages to young learners. By making language learning more interactive, engaging, and personalized, these tools provide opportunities for students to develop their language skills in a dynamic and meaningful way. However, the successful integration of technology requires careful planning, teacher training, and a balance between digital and traditional methods. As technology continues to evolve, future research should focus on evaluating the long-term impact of digital tools on language acquisition and exploring best practices for integrating them into classroom settings. Ultimately, when used effectively, modern technologies can enrich the language learning experience, helping young learners become more proficient and confident in their foreign language abilities.

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**“BANKLARNI TRANSFORMATSIYALASH SHAROITIDA KREDIT  
PORTFELINING SIFATINI OSHIRISH YO‘LLARI”****Abdiroxmanov Utkir Pulatovich**Denov Tadbirkorlik Va Pedagogika Instituti  
Iqtisodiyot Bo‘Yicha Mustaqil Tadqiqotchi Doktoranti**ANNOTATSIYA**

Mazkur maqolada bank tizimini transformatsiyalash jarayonida kredit portfeli sifatini oshirishning nazariy va amaliy jihatlari chuqur tahlil qilinadi. Banklar faoliyatini raqamlashtirish, risklarni boshqarish tizimlarini takomillashtirish, kreditlashda skoring va reyting modellari, shuningdek, xalqaro prudensial me‘yorlar (Basel II–III)ni joriy etish kredit portfelinig barqarorligiga ta’sir etuvchi asosiy omillar sifatida yoritiladi. Tadqiqotda muammoli kreditlar ulushini kamaytirish, kredit monitoringini kuchaytirish, diversifikatsiya va stress-test mexanizmlaridan samarali foydalanish orqali kredit portfeli sifatini oshirish yo‘llari asoslab beriladi. Shuningdek, bank transformatsiyasi sharoitida kredit siyosatini optimallashtirish va institutsional boshqaruvni kuchaytirish bo‘yicha ilmiy-amaliy takliflar ishlab chiqiladi.

**АННОТАЦИЯ**

В статье рассматриваются теоретические и практические аспекты повышения качества кредитного портфеля в условиях трансформации банковской системы. Особое внимание уделяется цифровизации банковской деятельности, совершенствованию системы управления кредитными рисками, внедрению скоринговых и рейтинговых моделей, а также применению международных пруденциальных стандартов (Базель II–III). Обоснованы основные направления снижения доли проблемных кредитов, усиления кредитного мониторинга, диверсификации портфеля и использования механизмов стресс-тестирования. В условиях банковской трансформации предложены научно-практические рекомендации по оптимизации кредитной политики и укреплению институционального управления, направленные на обеспечение финансовой устойчивости банков.

**ANNOTATION**

This article examines the theoretical and practical aspects of improving the quality of the loan portfolio in the context of banking system transformation. Particular attention is paid to the digitalization of banking operations, enhancement of credit risk management

systems, implementation of scoring and rating models, and the adoption of international prudential standards (Basel II–III). The study substantiates effective approaches to reducing non-performing loans, strengthening credit monitoring, ensuring portfolio diversification, and applying stress-testing mechanisms. In the context of bank transformation, the paper proposes scientific and practical recommendations aimed at optimizing credit policy and reinforcing institutional governance to ensure the financial stability and sustainability of banks.

**Kalit soʻzlar:** bank transformatsiyasi, kredit portfeli sifati, kredit riski, muammoli kreditlar, kredit siyosati, risklarni boshqarish, Basel standartlari, bank barqarorligi.

**Ключевые слова:** трансформация банков, качество кредитного портфеля, кредитный риск, проблемные кредиты, кредитная политика, управление рисками, стандарты Базель, финансовая устойчивость банков.

**Keywords:** bank transformation, loan portfolio quality, credit risk, non-performing loans, credit policy, risk management, Basel standards, banking stability.

### KIRISH

Soʻnggi yillarda bank tizimini transformatsiyalash jarayonlari global moliya bozorlaridagi beqarorlik, raqamli texnologiyalarning jadal rivojlanishi va moliyaviy institutlar oldiga qoʻyilayotgan yangi prudensial talablar bilan bevosita bogʻliq holda shakllanmoqda. Ushbu sharoitda tijorat banklarining moliyaviy barqarorligi va raqobatbardoshligini taʼminlashda kredit portfelining sifati muhim strategik omil sifatida namoyon boʻlmoqda. Kredit portfeli bank aktivlarining asosiy qismini tashkil etgani sababli, uning sifati bankning likvidligi, daromadliligi va risklarga bardoshliligini belgilaydi. Shu bois banklarni transformatsiyalash jarayonida kreditlash mexanizmlarini takomillashtirish, kredit risklarini samarali boshqarish hamda muammoli kreditlar ulushini qisqartirish dolzarb ilmiy-amaliy masalaga aylanmoqda.

**Mavzuning dolzarbligi.** Bank sektorida transformatsiya jarayonlari kredit munosabatlarining mazmun va shaklini tubdan oʻzgartirmoqda. Anʼanaviy kreditlash usullarining oʻrnini raqamli skoring tizimlari, avtomatlashtirilgan monitoring va stress-test mexanizmlari egallamoqda. Shu bilan birga, iqtisodiyotda kuzatilayotgan makroiqtisodiy xatarlar, foiz stavkalari tebranishi va qarz oluvchilarning toʻlovga layoqatligidagi oʻzgarishlar kredit portfeli sifatiga salbiy taʼsir koʻrsatishi mumkin. Xalqaro tajriba shuni koʻrsatadiki, kredit portfelining past sifati bank tizimida tizimli risklarning kuchayishiga olib keladi. Shu nuqtai nazardan, banklarni transformatsiyalash sharoitida kredit portfelining sifati oshirish mexanizmlarini ilmiy asosda tadqiq etish va amaliy tavsiyalar ishlab chiqish dolzarb ahamiyat kasb etadi.

**Tadqiqotning maqsadi va vazifalari.** Tadqiqotning asosiy maqsadi banklarni transformatsiyalash sharoitida kredit portfelining sifatini oshirish yo'llarini aniqlash va ularning samaradorligini baholashdan iborat. Ushbu maqsadga erishish uchun quyidagi vazifalar belgilandi: kredit portfeli sifati tushunchasining nazariy asoslarini ochib berish; bank transformatsiyasining kreditlash jarayoniga ta'sirini tahlil qilish; muammoli kreditlar ulushini kamaytirish mexanizmlarini asoslash; kredit risklarini boshqarishda zamonaviy yondashuvlarning ahamiyatini aniqlash.

**Ilmiy yangiligi.** Tadqiqotning ilmiy yangiligi banklarni transformatsiyalash sharoitida kredit portfeli sifatini oshirishga kompleks yondashuv taklif etilganligi bilan izohlanadi. Unda kreditlashda raqamli texnologiyalar, scoring va reyting modellari, Basel standartlari talablari asosida risklarni baholashning integratsiyalashgan tizimi ilmiy jihatdan asoslab beriladi. Shuningdek, kredit portfelini diversifikatsiya qilish va stress-testlardan foydalanish orqali bank aktivlari barqarorligini oshirish bo'yicha takliflar ishlab chiqiladi.

**Xulosa.** Xulosa qilib aytganda, banklarni transformatsiyalash jarayonida kredit portfelining sifatini oshirish bank tizimining moliyaviy barqarorligini ta'minlashda muhim ahamiyatga ega. Kredit risklarini samarali boshqarish, muammoli kreditlar ulushini kamaytirish, kredit monitoringini kuchaytirish va raqamli texnologiyalarni joriy etish banklarning uzoq muddatli rivojlanishiga xizmat qiladi. Tadqiqot natijalari bank amaliyotida kredit siyosatini takomillashtirish va transformatsiya jarayonlarini izchil amalga oshirishda amaliy ahamiyat kasb etadi.

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## BORROWINGS AND LOANWORDS IN ENGLISH: ORIGINS, PROCESSES AND IMPACT

**Ismoilova Barno** – English language teacher, Department of Foreign Philology , Urgench State Pedagogical Institute .

**Xudayberganova Bonu** – The student Department of Foreign Language , Faculty of Philology ,Urgench State Pedagogical Institute

Email: [xudoyberganovabonu08@gmail.com](mailto:xudoyberganovabonu08@gmail.com)

**Annotation:** This article examines the origins, processes, and impact of loanwords in English, emphasizing the idea that borrowing has expanded English vocabulary and strengthened its global communicative function.

**Keyword:** loanwords, borrowing, language contact, vocabulary expansion, English development

**Annotatsiya :** Ushbu maqola ingliz tiliga o‘zlashmalar va kirish so‘zlarining kirib kelishi, jarayonlari hamda ta’sirini yoritadi. Asosiy g‘oya shundan iboratki, so‘z o‘zlashuvi ingliz tilining lug‘atini boyitib, uning global aloqa vositasi sifatidagi rolini kuchaytirgan.

**Kalit so‘zlar:** o‘zlashmalar, kirish so‘zlar, til aloqasi, lug‘at boyishi, ingliz tili rivoji

**Аннотация:** Статья рассматривает происхождение, процессы и влияние заимствованных слов в английском языке. Основная мысль заключается в том, что заимствование расширило словарный состав английского языка и укрепило его роль как глобального средства общения.

**Ключевые слова:** заимствования, иноязычные слова, языковые контакты, расширение словаря, развитие английского языка

English has developed into a global language largely because of its openness to adopting foreign words. The central idea of this article is that the continuous borrowing of words from other languages has enriched English vocabulary and raised its expressive power. Throughout history, English has incorporated elements from Latin, French, Norse, Greek, Arabic and many other languages. These borrowings entered English through trade, cultural contact, scientific inventions, and technological progress. The process typically involves taking a foreign word, adapting it to English pronunciation and spelling, and integrating it into everyday use.

As a result, modern English contains thousands of loanwords—such as comrade (Russian), yogurt (Turkish), zero (Arabic), piano (Italian), and chocolate (Nahuatl). This openness has made English a flexible and dynamic language capable of describing new ideas, discoveries, and cultural practices. Ultimately, borrowing has strengthened English by expanding its vocabulary, improving communication across cultures, and supporting its role as a global lingua franca.

Historical waves of borrowing into English Old English period (before 1066): Limited borrowings mainly from Latin (church, learning) and from Celtic substrates; the core lexicon remained Germanic. Norse influence (8th–11th centuries): Extensive contact with Old Norse introduced high-frequency basic vocabulary (e.g., they, them, sister, sky, egg, law), pronouns and grammatical simplifications in certain dialects — a classic example of intense contact between closely related languages. Norman French and Middle English (post-1066): Massive influx of Old French (and via French, Renaissance and Early Modern English: Deliberate borrowing from Latin and Greek in domains of science, philosophy, and theology (e.g., circumference, philosophy, democracy). Learned borrowings often retain source morphology and affixation patterns.

Colonial and global era (16th–20th centuries): Borrowings from languages encountered via trade, colonization, and migration—Spanish, Portuguese, Arabic, Hindi/Urdu, Malay, Indigenous American languages—yielded words for flora, fauna, cultural items, and foods (e.g., potato, chocolate, shampoo, veranda). Modern era and globalization: Technology and culture lead to rapid borrowing from languages globally; English also exports many terms worldwide (English is both a donor and recipient in modern contact).

Prestige borrowing: Words adopted from socially or culturally prestigious languages (e.g., French vocabulary for law and court, Latin for science). Need/lexical gap: Words for novel concepts, technologies, or exotic items (e.g., “bungalow” from Hindi) are borrowed when no native term exists. Bilingualism and code-mixing: Frequent contact communities produce borrowings through daily use and code switching. Substrate/superstrate dynamics: In colonization and language shift, substrate languages may supply phonological or lexical influence while superstrate language imposes grammar/lexicon. Media and cultural flow: Mass media, internet culture, cuisine, and fashion propagate borrowings quickly.

Phonological accommodation: Donor phonemes are approximated by recipient phonemes (e.g., French /y/ approximated in English as /u/ or /ju/). Stress patterns may shift (e.g., French loan stress patterns often reanalyzed in English). Orthographic representation.

Spelling often preserves donor form (e.g., façade) or is anglicized (e.g., color from colour historically differs by locale). Morphological integration: Borrowed nouns may take recipient language pluralization (e.g., “stadiums” vs. original Latin “stadia”); some maintain original plural morphology in learned registers (e.g., “data” used both as plural of “datum” and as a mass noun). Latin) into law, administration, art, cuisine, and abstract vocabulary (e.g., government, justice, cuisine, beauty). Resulted in extensive doublets (e.g., Germanic “ask” vs. Romance “inquire”).

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**Shodiyeva Gulira'no**

An English language teacher at Jondor District Polytechnic College, Bukhara Region.

A first-year Master's student at Asia International University.

Email: [guliranoshodiyeva7@gmail.com](mailto:guliranoshodiyeva7@gmail.com)

**Abstract.** This thesis examines the motif of freedom in the novels of Mark Twain, focusing on how the author explores personal, social, and moral freedom through his characters and narratives. Twain presents freedom not only as physical escape but also as liberation from social hypocrisy, racial injustice, and rigid moral norms. By analyzing *The Adventures of Tom Sawyer*, *Adventures of Huckleberry Finn*, and *A Connecticut Yankee in King Arthur's Court*, this study demonstrates that freedom is a central value in Twain's literary vision and a key element of his criticism of American society in the nineteenth century.

**Keywords:** freedom, individuality, slavery, society, satire, Mark Twain

**Introduction.** Mark Twain is widely recognized as one of the most influential figures in American literature. His works reflect the realities of nineteenth-century American life, combining humor, satire, and deep social criticism. One of the most important and recurring themes in Twain's novels is the motif of freedom. For Twain, freedom is not limited to political independence or physical movement; it includes freedom of thought, moral choice, and personal identity. Living in a society marked by slavery, strict social conventions, and growing industrialization, Twain used literature to question accepted values and expose social injustice. His characters often seek escape from oppressive environments and challenge moral rules imposed by society.

**Aim of the Research.** The main aim of this thesis is to analyze the motif of freedom in Mark Twain's novels and to determine its role in revealing the author's social criticism and moral philosophy.

**Scientific Significance of the Research.** The scientific significance of this study lies in its contribution to the literary analysis of Mark Twain's works by focusing on the motif of freedom as a key thematic element. The results of the research may be useful for students,

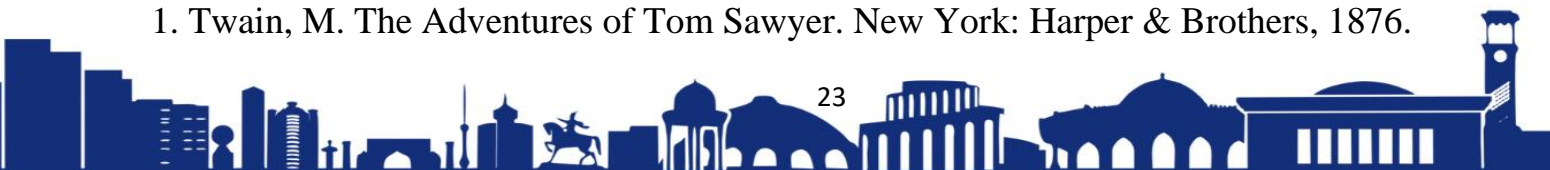
teachers, and researchers in the fields of American literature, literary theory, and cultural studies. In addition, the thesis can serve as a supplementary material for courses on nineteenth-century American fiction.

**Discussion.** The analysis of Mark Twain's novels demonstrates that the motif of freedom functions as a complex and multilayered concept rather than a single, fixed idea. Twain presents freedom not only as physical independence or escape from authority, but also as moral awareness and resistance to unjust social norms. This approach allows the author to criticize American society while simultaneously portraying the inner development of his characters. In *The Adventures of Tom Sawyer*, freedom is closely associated with childhood imagination and rebellion against imposed rules. Tom's desire to avoid school, work, and strict discipline reflects a natural human longing for autonomy. However, Twain does not idealize complete freedom; instead, he suggests that freedom without responsibility can become childish escapism. This balance between independence and social obligation highlights Twain's realistic understanding of human nature. Overall, the discussion reveals that Twain's treatment of freedom is both critical and constructive. He criticizes social systems that limit individual growth, yet he also warns against irresponsible freedom detached from moral values. This dual perspective makes Twain's novels relevant beyond their historical context. The motif of freedom becomes a tool through which Twain encourages readers to reflect on their own moral choices and social responsibilities.

**Conclusion.** This thesis has examined the motif of freedom in Mark Twain's novels as a central thematic and ideological element of his literary work. As outlined in the introduction, freedom in Twain's writing extends beyond physical independence and reflects broader moral, social, and philosophical concerns of nineteenth-century American society. The discussion demonstrated that in *The Adventures of Tom Sawyer*, freedom is primarily associated with childhood resistance to authority and the desire for personal autonomy. Twain presents this form of freedom as natural but incomplete, suggesting that true independence requires responsibility and moral awareness. In conclusion, Mark Twain's treatment of the motif of freedom reveals his critical attitude toward social hypocrisy and his commitment to humanistic values. His novels suggest that freedom is meaningful only when it is guided by ethical responsibility and compassion. The continued relevance of this motif confirms Twain's importance not only as a literary figure of his time, but also as a writer whose ideas speak to universal and timeless human concerns.

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**\*\*THE SEMANTIC REPRESENTATION OF THE CONCEPT "BEAUTY"  
IN UZBEK AND ENGLISH LANGUAGE CULTURE\*\***

**Nasridinova Sitora Utkirovna**

Assistant Teacher, Department of Philology, Asia International University,  
Bukhara, Uzbekistan

**Ergasheva Sug'diyona O'lmas qizi**

MA Student, Department of Philology, Asia International University,  
Bukhara, Uzbekistan

E-mail: [sugdiyonaergasheva1@gmail.com](mailto:sugdiyonaergasheva1@gmail.com)

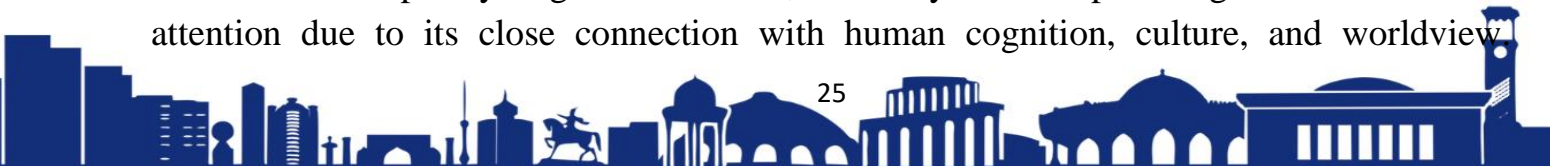
**Abstract**

The concept of beauty has always occupied a central place in human cognition, culture, and language. It represents not only aesthetic perception but also moral values, social ideals, and cultural norms shaped over centuries. The present article aims to investigate the semantic representation of the concept "beauty" in Uzbek and English language cultures from a cognitive, cultural, and comparative linguistic perspective. The study is grounded in major theoretical approaches, including Conceptual Metaphor Theory, semiotics, and cultural semantics. The research methodology involves conceptual analysis, semantic interpretation, and comparative examination of metaphorical and evaluative linguistic units related to beauty in both languages. The findings demonstrate that while beauty functions as a universal human concept, its linguistic realization differs significantly across cultures. In Uzbek language culture, beauty is strongly associated with inner morality, modesty, and harmony with nature, whereas in English language culture greater emphasis is placed on visual attractiveness, individuality, and aesthetic perception. The article concludes that national worldview and cultural experience play a decisive role in shaping the semantic structure of the concept "beauty".

**Key words:** concept, beauty, semantics, cultural linguistics, metaphor, worldview.

**Introduction**

In contemporary linguistic research, the study of concepts has gained considerable attention due to its close connection with human cognition, culture, and worldview.



Concepts are regarded as mental formations that store culturally significant knowledge and reflect how people perceive and interpret reality through language. Language, in this sense, serves not only as a means of communication but also as a tool for conceptualizing the surrounding world.<sup>1</sup>

One of the most universal yet culturally variable concepts is beauty. Despite the fact that beauty is recognized in all societies, its interpretation, evaluation, and linguistic expression differ across cultures. The concept of beauty goes far beyond physical attractiveness and includes moral, spiritual, and social dimensions<sup>2</sup> Therefore, the analysis of beauty as a linguistic and cultural phenomenon allows researchers to uncover deep-seated cultural values and national mentalities encoded in language.

In Uzbek culture, beauty is traditionally linked with modesty, inner purity, ethical behavior, and harmony with nature. Folk poetry, proverbs, and classical literature emphasize that true beauty lies in one's character rather than appearance. By contrast, English language culture, particularly in modern discourse, often highlights individuality, visual appeal, and personal charm. These differences are reflected in lexical choices, metaphors, and evaluative expressions used to describe beauty in both languages.

The relevance of this study lies in the growing interest in intercultural communication and comparative linguistics. Understanding how the concept of beauty is semantically represented in different language cultures contributes to deeper cross-cultural awareness and prevents misinterpretations in intercultural interaction. Moreover, the comparative study of Uzbek and English conceptual systems enriches cognitive linguistics by revealing both universal and culture-specific patterns of meaning construction.

The aim of the present article is to analyze the semantic representation of the concept "beauty" in Uzbek and English language cultures. The objectives of the research include identifying the main semantic components of the concept, examining metaphorical models associated with beauty, and revealing cultural values underlying its linguistic representation. The study seeks to answer the question of how beauty is conceptualized differently in Uzbek and English and what these differences reveal about the respective cultural worldviews.

### Materials and Methods

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<sup>1</sup> Evans, V., & Green, M. (2006). *Cognitive Linguistics: An Introduction*. Edinburgh: Edinburgh University Press.

<sup>2</sup> Wierzbicka, A. (1997). *Understanding Cultures through Their Key Words*. Oxford: Oxford University Press.



The present study is based on a qualitative research design aimed at exploring the semantic and cultural representation of the concept “beauty” in Uzbek and English language cultures. The research material consists of lexical units, metaphorical expressions, idiomatic phrases, and evaluative descriptions related to beauty, drawn from literary texts, dictionaries, folklore sources, and academic studies in both languages.

The primary method employed in this research is conceptual analysis, which allows for identifying the core semantic features of the concept “beauty” and its peripheral components. This method makes it possible to examine how linguistic units reflect culturally significant meanings and values. In addition, comparative analysis is used to reveal similarities and differences in the conceptualization of beauty across Uzbek and English language cultures.

Another important method applied in this study is semantic interpretation, through which the meanings of words and expressions associated with beauty are analyzed in relation to their cultural and contextual usage. This method helps to uncover implicit cultural attitudes and evaluative judgments embedded in language. Furthermore, elements of cognitive linguistic analysis are employed to investigate metaphorical models that structure the understanding of beauty in both languages.<sup>3</sup>

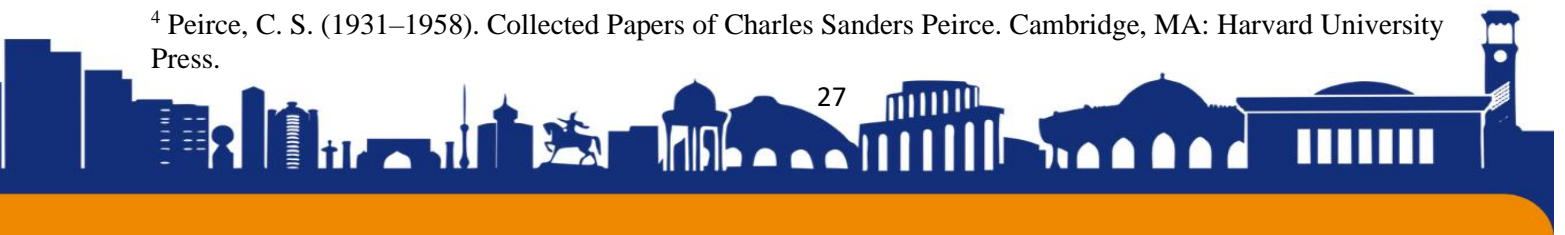
The theoretical framework of the research integrates several major approaches widely used in contemporary linguistics. One of the central theoretical foundations is Conceptual Metaphor Theory, developed by and . According to this theory, abstract concepts such as beauty are understood through systematic metaphorical mappings from more concrete domains. For example, beauty is often conceptualized through metaphors related to light, nature, and harmony, which are deeply rooted in human experience.

Another essential theoretical approach adopted in this study is semiotics, particularly the ideas proposed by . From a semiotic perspective, beauty functions as a sign that conveys meaning through symbols, icons, and culturally recognized representations. Linguistic expressions of beauty are therefore treated as signs that reflect shared cultural codes and social values within a particular community.<sup>4</sup>

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<sup>3</sup> Lakoff, G., & Johnson, M. (1980). *Metaphors We Live By*. Chicago: University of Chicago Press.

<sup>4</sup> Peirce, C. S. (1931–1958). *Collected Papers of Charles Sanders Peirce*. Cambridge, MA: Harvard University Press.



In addition, the research draws on the cultural-semantic approach developed by , especially as presented in his work *A Vocabulary of Culture and Society*. This approach emphasizes that concepts evolve historically and are shaped by social change. Within this framework, beauty is viewed not as a static notion but as a dynamic concept whose meaning varies depending on cultural context and historical period.

By combining these theoretical perspectives, the study provides a comprehensive methodological foundation for analyzing the concept “beauty” as a linguistic, cognitive, and cultural phenomenon. The integrated approach ensures that both universal and culture-specific aspects of beauty are taken into account in the analysis.

In addition to cognitive and cultural linguistic approaches, the present study also relies on the principles of Uzbek theoretical grammar as described by . According to the theoretical framework of Uzbek grammar, semantic meaning in language is closely connected with grammatical structure, lexical choice, and contextual usage. The grammatical realization of evaluative concepts plays a significant role in shaping meaning and interpretation. Therefore, the analysis of the concept “beauty” in Uzbek is conducted with consideration of grammatical categories, semantic relations, and functional aspects of language as outlined in *Uzbek tilining nazariy grammatikasi*.<sup>5</sup> This approach makes it possible to identify how grammatical means contribute to the expression of aesthetic and evaluative meanings in Uzbek language culture.

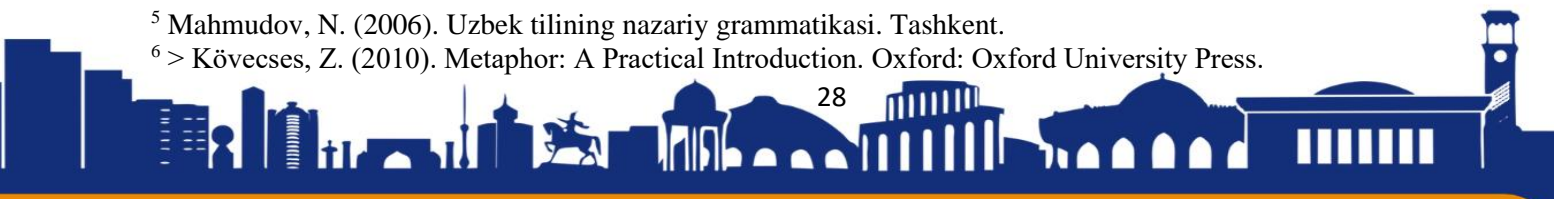
### Result and Discussion

The analysis of linguistic data reveals that the concept “beauty” occupies a significant place in both Uzbek and English language cultures; however, its semantic structure and evaluative focus differ considerably. These differences are closely connected with cultural values, social norms, and historical traditions characteristic of each linguistic community.

In Uzbek language culture, beauty is predominantly associated with inner qualities such as modesty, moral integrity, kindness, and harmony with nature<sup>6</sup> Lexical units expressing beauty often carry ethical and emotional connotations rather than purely visual ones. For instance, traditional metaphors compare a beautiful person to elements of nature such as the moon, flowers, or spring, symbolizing purity, balance, and natural harmony. These metaphors reflect a worldview in which external beauty is meaningful only when it corresponds to inner virtue.

<sup>5</sup> Mahmudov, N. (2006). *Uzbek tilining nazariy grammatikasi*. Tashkent.

<sup>6</sup> > Kövecses, Z. (2010). *Metaphor: A Practical Introduction*. Oxford: Oxford University Press.



Moreover, Uzbek folklore and classical literature frequently emphasize that beauty without morality is incomplete. This cultural attitude is linguistically reflected in proverbs and poetic expressions that prioritize character and behavior over appearance. As a result, the semantic field of beauty in Uzbek includes notions of dignity, respect, and spiritual depth.

In contrast, the English language conceptualization of beauty places greater emphasis on visual attractiveness, individuality, and personal perception. Lexical items related to beauty often highlight external appearance, symmetry, and aesthetic appeal. Metaphorical expressions such as “radiant beauty” or “shining beauty” are based on the conceptual metaphor beauty is light, which emphasizes visibility and admiration. This reflects a cultural orientation toward individual expression and visual evaluation.

At the same time, English language culture also recognizes inner beauty; however, it is often treated as a secondary or complementary aspect. Modern media discourse and popular culture further reinforce visual standards of beauty, influencing linguistic usage and evaluative patterns. These tendencies demonstrate how social and cultural changes shape the semantic development of the concept.

Despite these differences, the study identifies several universal features shared by both cultures. In both Uzbek and English, beauty is evaluated positively and associated with harmony, admiration, and emotional appeal. The presence of similar metaphorical models suggests that human cognitive experience plays a fundamental role in shaping the conceptualization of beauty, while cultural context determines its specific interpretation and emphasis.

### **Conclusions**

The present study has examined the semantic representation of the concept “beauty” in Uzbek and English language cultures from a cognitive and cultural linguistic perspective. The analysis demonstrates that beauty is a complex and multidimensional concept that reflects not only aesthetic perception but also moral values, social norms, and cultural worldview.

The findings show that although beauty functions as a universal human concept, its semantic realization differs significantly across cultures. In Uzbek language culture, beauty is primarily associated with inner morality, modesty, ethical behavior, and harmony with nature. Linguistic expressions emphasize spiritual depth and moral integrity, suggesting that



external beauty is valued only when it corresponds to inner virtue. This conceptualization reflects traditional cultural values rooted in collectivism, respect, and ethical norms.

In contrast, English language culture tends to conceptualize beauty through visual attractiveness, individuality, and aesthetic appeal. Linguistic data reveal a strong focus on appearance, symmetry, and personal charm, often expressed through metaphors related to light, radiance, and perfection. While inner beauty is acknowledged, it is frequently positioned as secondary to external qualities, particularly in modern discourse influenced by media and popular culture.

The comparative analysis confirms that conceptual metaphors and cultural signs play a crucial role in shaping the linguistic representation of beauty. Universal cognitive mechanisms provide a common foundation for understanding beauty, while cultural context determines the evaluative focus and semantic nuances of the concept. Thus, beauty emerges as both a shared human value and a culturally specific construct.

The results of this research contribute to the fields of cognitive linguistics, cultural semantics, and intercultural communication. Understanding how the concept of beauty is represented in different language cultures can help reduce cultural misunderstandings and promote deeper cross-cultural awareness. Further research may explore the concept of beauty in other languages and cultural contexts or investigate its representation in modern media discourse.

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- 4 Peirce, C. S. (1931–1958). *Collected Papers of Charles Sanders Peirce*. Cambridge, MA: Harvard University Press.
- 5 Mahmudov, N. (2006). *Uzbek tilining nazariy grammatikasi*. Tashkent.
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ISHEMIK INSULT TURLARINING O'TKIR DAVRIDA KLINIK TUZILISHI VA  
ULARNING KECHISH XUSUSIYATLARI

**Farmonova Maxsad Choriyevna, dotsent Iskandarova Dilnozaxon Ergashovna, PhD  
Xo'shmurodova Mehrgiyo Allayarovna**

Toshkent davlat tibbiyot universiteti Termiz filiali Tibbiy psixologiya, nevrologiya va  
psixiatriya kafedrası

**Annotatsiya:** Ushbu maqolada ishemik insultning o'tkir davrida bemorlarni ishemik insultga olib keluvchi etiologik faktorlar, nevrologik sindromlar, nogironlik va o'limga olib keluvchi xavf omillari tahlil qilinadi. Ishemik insult etiologik turlarining klinik kechishi va ularning davolash natijalariga ta'sirini o'rganish haqida so'z yuritiladi. Tadqiqot davomida ishemik insultni o'tkir davrida davo choralarini olib borish uchun klinik, neyropsixologik, diagnostik tahlillar va funksional NIHSS shkalalaridan foydalanildi. Natijalar shuni ko'rsatdiki, o'tkir davrda kompleks davolash hamda erta reabilitatsiya choralarining birgalikda qo'llanishi bemorlarning nevrologik holatini sezilarli darajada yaxshilaydi va erta tiklanish ko'rsatkichlarini oshiradi. Bu esa bemorlarda tez, aniq va to'g'ri diagnoz va davolashni olib borish muhimligini bildiradi.

**Kalit so'zlar:** ishemik insult, klinik tuzilish, aterotrombotik insult, kardioembolik insult, lakunar insult, NIHSS.

**Dolzarbli:** Ishemik insult butun dunyo bo'yicha o'lim va nogironlikka olib keluvchi yetakchi nevrologik kasalliklardan biridir. So'nggi yillarda ishemik insult etiologik turlarining klinik kechishi va ularning davolash natijalariga ta'sirini o'rganish dolzarb masalalardan bo'lib kelmoqda. Bemorlarda kechayotgan klinik belgilar va nevrologik simptolarni kuzatish, to'g'ri va aniq baholash orqali insultlarning qaysi turi kechayotganligini tahlil qila olamiz. Har bir organizm individual, kasaliklarning kechishi ham organizmda nomoyon bo'lishi turlicha ko'rinishda nomoyon bo'ladi. Bemorlarda kuzatilayotgan klinik belgilar Ishemik insultning qaysi klinik turi kechayotganligini bilishimizda muhim hisoblanadi. Insult turini erta aniqlash bemorlarni individual davolash taktikasini tanlash va asoratlarni kamaytirishda muhim ahamiyatga ega.

**Tadqiqotning maqsadi:** Ishemik insult turlarining klinik tuzilishini o'rganish hamda ularning o'tkir davrdagi kechish xususiyatlarini baholashdan iborat.

**Tadqiqot materiallari va usullari:** Tadqiqot RSHTTYOIM Surxondaryo filiali bazasida olib borildi. Tadqiqot davrida ishemik insult tashxisi bilan davolangan 76 nafar bemorda o'tkazildi. Bemorlar yosh va jins farqi : 20 yoshdan 75 yoshgacha bo'lgan, 45 erkak va 31 ayol qatnashdi. Bemorlar etiologik jihatdan aterotrombotik, kardioembolik

gemodinamik va lakunar insult guruhlariga ajratildi. Barcha bemorlar klinik va instrumental usullar(KT va MRT) bilan tekshirildi. Klinik funksional baholash, NIHSS(National Institutes of Health Stroke Scale), funksional holat Barthel indeksi shkalalar yordamida amalga oshirildi. Bosh miya shikastlanish o'choqlari KT va MRT tekshiruvlari orqali aniqlandi.

**Tadqiqot natijalari:** Tadqiqot mobaynida olingan ma'lumotlar asosida, ishemik insultning klinik turlari farqlandi. Ishemik insult klinik turlarida aterotrombotik insult 43% holatda ustunlik qildi. Kardioembolik insultlar 37%, gemodinamik insultlar 13%, lakunar insultlar esa 7%ni tashkil etdi.



Bemorlardan yig'ilgan anamnezlar natijalariga ko'ra, ishemik insult bilan kasallanganlarning ko'pchiligi arterial gipertoniya, ateroskleroz, miokard infarkti, yurak klapanlari yetishmovchiligi, hilpillovchi aritmiyalar qandli diabet va vaskulit kabi kasalliklar bilan og'rigan. Nevrologik ko'rik o'tkir davrda o'tkazilganda simptomlarning rivojlanishini va klinik belgilarning shakllanishini kuzatdik. Klinika ishemik insultning zararlangan o'choq lokalizatsiyasiga ko'ra har bir turida turlicha ko'rinishda nomoyon bo'lganligini tadqiqot davomida kuzatib borildi.

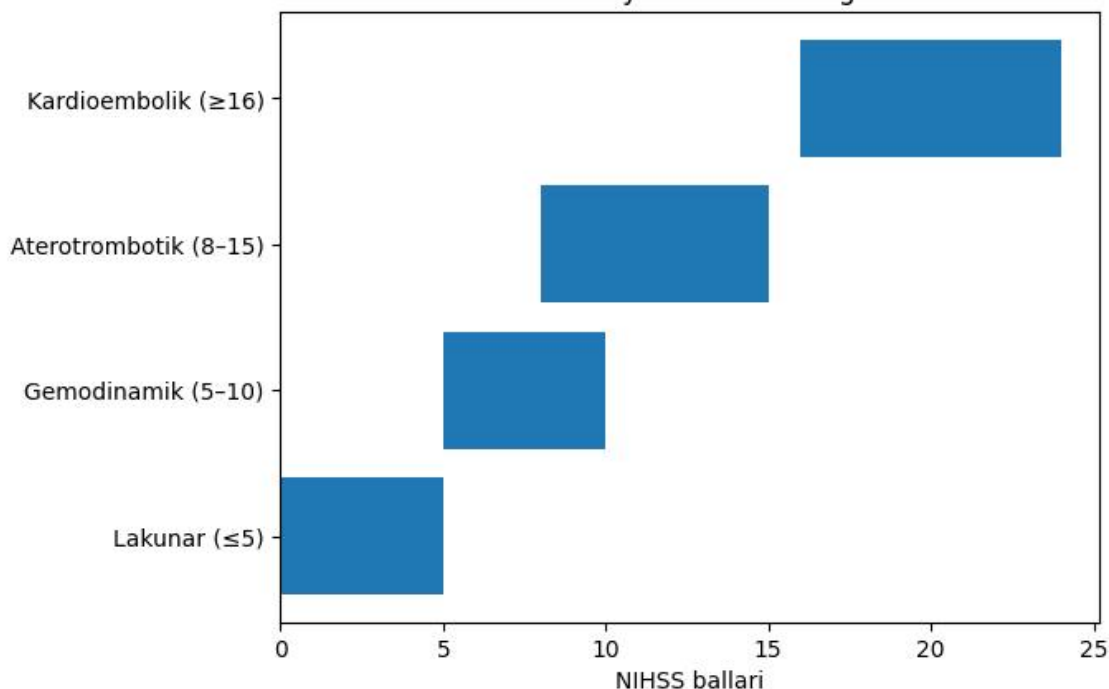
**Aterotrombotik** va kardioembolik insultlarda nevrologik simptomatika og'ir kechishi kuzatildi. Bemorlarda markaziy parezlar, afaziya, ong buzilishi va nutq buzulishilari ko'proq uchradi. Aterotrombotik insultlarda yirik tomirlar trombozi, intraserebral arteriyalarda qon aylanishi sekin-asta to'xtashi, yirik tomirlarning o'tkir trombozi va aterosklerozi fonida yuzaga kelgan. Aynan shu jarayonlar nevrologik simptomlarning bosqichma bosqich paydo bo'lishiga, epileptik xurujlar kuzatilishiga sabab bo'ladi. Bazi bemorlar koma holati kuzatildi. Tadqiqot davrida aterotrombotik insult bilan

kasallangan bemorlarning NIHSS ko'rsatkichlari asosan o'rtacha og'irlikdagi insult (8-15 ball) orasida ko'proq uchradi.

**Kardioembolik** insultlarda o'choqlarning kattaligi va klinik simptomlarning to'satdan rivojlanishi bilan ajralib turdi. Chunki o'choqli nevrologik simptomlar bir necha daqiqa ichida yuzaga keladi. Kasallanganlar orasida ko'pchiligi aritmiya va yurak ishemik kasalligi bor bemorlar. Ularda ong buzulishi og'ir afaziya va gemiplegiyalar bilan birga nomoyon bo'ldi. MRT tekshiruvi asosida keng o'choqli miya shikastlanishi ko'rildi. Bazi bemorlarda bosh miyaning mayda tomirlari sohasida mayda lakunar ishemik o'choqlar tekshiruvlar natijasida ko'rildi. Bu bemorlarda fokal epileptik xurujlar kuzatilib turadi. Kardioembolik insultlarda NIHSS bo'yicha yuqori ball ( $\geq 16$  ball) kuzatildi. Tadqiqot davomida insultning bu turi og'ir kechishi oqibatida erta asoratlar kelib chiqdi

**Gemodinamik** insultlarda simptomlar qon bosimi o'zgarishlari bilan bog'liq bo'lib, miyaning o'rta va orqa arteriyalari qon bilan ta'minlaydigan parieto-okspital sohalarda Ishemiya ko'proq kuzatilgan. Bemorlarda autotopognoziya va ko'ruv agnoziyasi kabi nevrologik simptomlar rivojlangan. NIHSS ko'rsatkichlari yengil va o'rtacha (5-10 ball) diapazonda kechdi. Lakunar insultlarda esa klinik belgilar nisbatan yengil kechdi va funksional tiklanish tezroq kuzatildi. O'choqlarning lokalizatsiyasi kichik bo'lganligi uchun bazan simptomlar nomoyon bo'lmaganligi kuzatildi. Lakunar insultlar bazi bemorlarning MRT tekshiruvlarida kuzatildi, unda kichik o'choqlar borligi aniqlandi. NIHSS ko'rsatkichlari past ( $\leq 5$  ball). Bu turlarda erta davolash bemorlar orasida ijobiy natijaga erishildi.

Insult turlari bo'yicha NIHSS diagrammasi



NIHSS shkalasi tahlili:

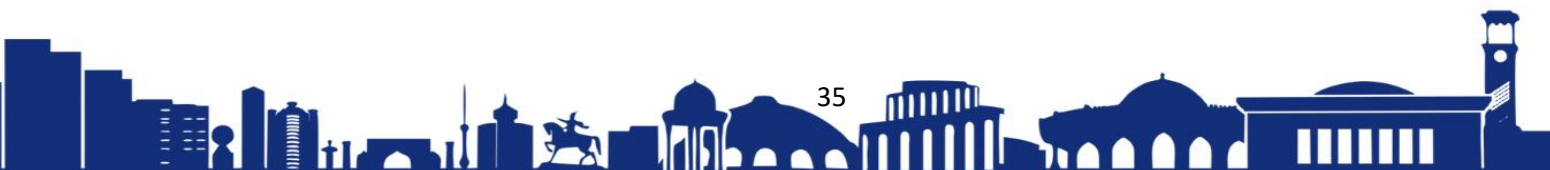
- **Lakunar** – yengil ( $\leq 5$ )
- **Gemodinamik** – yengil–o‘rtacha (5–10)
- **Aterotrombotik** – o‘rtacha og‘ir (8–15)
- **Kardioembolik** – og‘ir ( $\geq 16$ )

**Xulosa:** Ishemik insult turlarining klinik kechishi ularning etiologik xususiyatlariga bevosita bog‘liq. Aterotrombotik va kardioembolik insultlar og‘ir klinik kechishi bilan tavsiflanadi, lakunar insultlar esa nisbatan yengil kechadi. Insult turini aniqlash va individual davolash yondashuvi bemorlarning hayot sifati va prognozini yaxshilashga xizmat qiladi. Har qanday tipdagi insultlarda davolash zudlik bilan amalga oshiriladi. Avval bazis davolash muolajalari boshlab yuboriladi. Spesifik davolash muolajalari esa insult tipi aniqlangandan so‘ng o‘tkaziladi. Kechiktirilgan har bir soat og‘ir asoratlar sababchisi bo‘lishi mumkin. Ishemik insultlarda to‘g‘ri tartibdagi davo choralarini olib borish uchun esa insultning klinik turini aniq tashxislashimiz kerak. Bemorlarning hayot sifati yaxshilash va kasallikni ijobiy prognozlash uchun kasallikni keltirib chiqargan etiologik omil va davolashning qachon boshlanganiga etibor qaratishimiz zarur. Kasallik qancha erta tashxis qo‘yilib, oldi olinsa shuncha bemorlarning hayot sifati yaxshilanadi va kasalliklar oqibatida kelib chiqadigan og‘ir asoratlar va nogironlikni oldi olingan bo‘lardi. Qolaversa Respublikamiz hududida birlamchi bo‘g‘in ish faoliyatini yaxshilashimiz, bemorlarni dispenser nazoratiga olish chora tadbirlarini kuchaytirishimiz kerak.

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THE PROBLEM OF MEANING SELECTION IN TRANSLATION STUDIES: ON  
THE EXAMPLE OF MULTIPLE MEANINGFUL WORDS

**Researcher: Abdullojeva Shakhina**

First-year Master's student,  
Asia International University

***Annotation***

*This article analyzes the problem of meaning selection, one of the most complex issues in translation studies, on the example of multi-meaning words (polysemantic units). The phenomenon of polysemanticity is a natural feature of languages, which creates problems of semantic ambiguity and equivalence in the translation process. The article highlights the role of context, pragmatic factors, and cultural factors in meaning selection.*

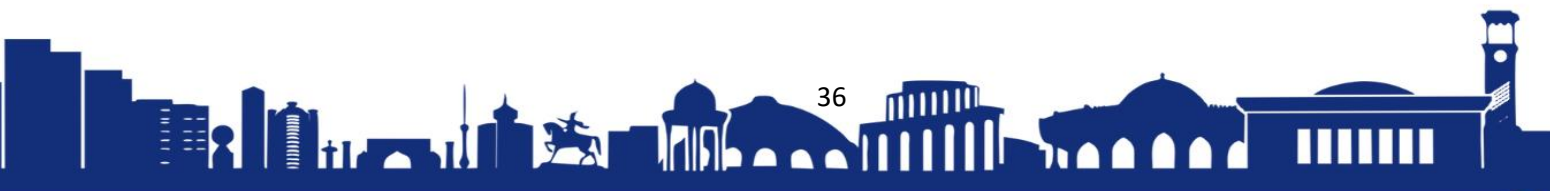
**Keywords:** *translation studies, multi-meaning, polysemantic words, meaning selection, context, equivalence.*

***Introduction***

The translation process is not a simple word-for-word replacement, but a complex linguistic, cognitive and cultural phenomenon. During translation, the translator must take into account not only the lexical and grammatical differences between two languages, but also their semantic, pragmatic and cultural features. In this regard, translation theory pays special attention to the issues of correctly understanding the meaning of linguistic units and adequately expressing it in the target language.

In particular, the translation of polysemantic words poses serious problems for the translator. The fact that one linguistic unit has several interrelated semantic meanings creates the need to choose the correct meaning during the translation process. It is difficult for the translator to determine the appropriate equivalent for such units without a full analysis of the context. As a result, an incorrectly chosen meaning can lead to a distortion of the content of the text, the loss of the author's communicative intention and pragmatic effect.

In addition, cultural factors also play an important role in the translation of polysemous words. Some lexical units are associated with a specific national mentality, customs and social experience, and their meaning may not be directly transferred to another language. In such cases, the translator must have not only linguistic knowledge, but also intercultural competence.



Therefore, the problem of meaning selection in translation studies, especially in the case of polysemous words, is one of the current scientific issues. This article analyzes the impact of the phenomenon of polysemy on the translation process, the role of context and pragmatics in meaning selection, and issues of equivalence.

### **The linguistic essence of the phenomenon of polysemy**

Polysemy is one of the important semantic phenomena inherent in the language system, which means that a word has two or more semantically related meanings. The meanings of polysemantic words are usually formed as a result of metaphorical, metonymic or functional transfers, starting from the main (denotative) meaning. This process is closely related to the historical development of the language and speech needs.<sup>1</sup>

For example, the original meaning of the English word "head" was a part of the human body, but over time it also included such mobile meanings as "head of department", "head of the table", "mind, thought" (use your head). The Uzbek word "bosh" has also undergone a similar semantic development, and along with a physical organ, it is used in such meanings as "yetakchi" (chief specialist), "asosiy" (main issue), "baslang'ich" (home page). This shows that polysemy is a universal linguistic phenomenon.<sup>2</sup>

The phenomenon of polysemy creates special difficulties in the translation process. Because the equivalents given in the dictionary for polysemous words do not always correspond to the context. Which meaning of a word is activated depends on the speech situation, the surrounding lexical units, and the communicative purpose. Therefore, polysemy does not allow for automatic or mechanical selection of equivalents in translation.<sup>3</sup>

In addition, the meanings of polysemantic words in different languages do not always fully correspond to each other. Some meanings that are widely used in one language may not exist at all in another language or may be expressed through a different lexical unit. This situation creates semantic imbalance in translation and requires a deep semantic analysis and creative approach from the translator.

### **The problem of choosing meaning in translation**

During the translation process, the translator must determine which meaning of a polysemantic word corresponds to a particular speech situation. This process is not limited to

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<sup>1</sup> Baker, M. (2018). *In Other Words: A Coursebook on Translation* (3rd ed.). London: Routledge.

<sup>2</sup> Catford, J. C. (1965). *A Linguistic Theory of Translation*. Oxford: Oxford University Press.

<sup>3</sup> Komissarov, V. N. (1990). *Teoriya perevoda (Lingvisticheskie aspekty)*. Moskva: Vysshaya shkola.



the selection of lexical equivalents, but also requires a deep analysis of the functional and semantic load of the word in the text. When translating polysemantic units, the translator must take into account several factors at once.

In particular, the contextual environment plays an important role in choosing meaning. The lexical and grammatical units surrounding the word help determine which meaning is being activated. The type of text also determines the translation strategy: if imagery and emotional-expressiveness are prioritized in literary texts, then clarity and terminological consistency are important in scientific texts, and expressiveness and audience orientation play a key role in journalistic texts.

In addition, pragmatic purpose — that is, the author's intended purpose and the effect he wants to convey to the reader — is an important factor in choosing meaning. It is necessary for the translator to take into account in advance how the translated unit will be perceived by the audience. At the same time, the cultural background also plays an important role in translation, since some words with multiple meanings are associated with a specific cultural experience and mentality, and it is not always possible to directly transfer them to another language.

For example, the English word "light" is translated in such meanings as "turn on the light", "light bag", "light color" depending on the context. If the translator does not take the context into account sufficiently, the wrong meaning will be chosen, and as a result, the semantic integrity of the text will be violated.<sup>4</sup>

### **The role of context and pragmatics**

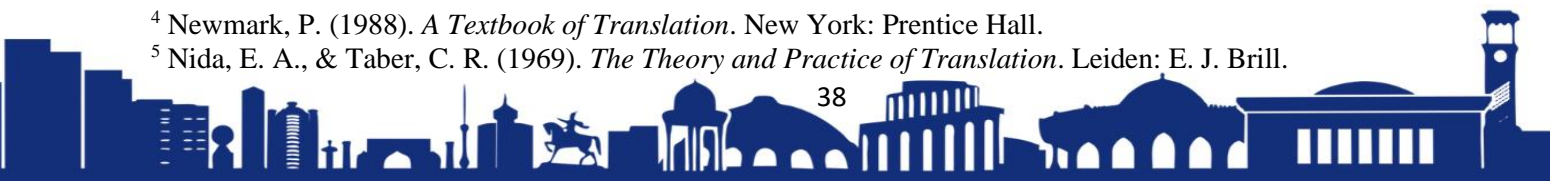
Context is a decisive factor in the selection of meaning in the translation process. In determining which semantic variant of polysemous words is activated, the lexical and grammatical units surrounding them are of great importance. The place of the word in the sentence, its syntactic and semantic relationship with other words serve to determine its exact meaning. Therefore, it is almost impossible to give a complete and adequate translation of a word taken out of context.<sup>5</sup>

In addition, pragmatic factors also play an important role in translation. The communicative purpose of speech, the author's intention, the intended audience of the text, and the socio-cultural characteristics of the audience directly affect the choice of translation strategy. The same lexical unit can acquire different pragmatic meanings in different communicative

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<sup>4</sup> Newmark, P. (1988). *A Textbook of Translation*. New York: Prentice Hall.

<sup>5</sup> Nida, E. A., & Taber, C. R. (1969). *The Theory and Practice of Translation*. Leiden: E. J. Brill.



situations. For example, if a polysemous word is used for an emotional or figurative purpose in a literary text, its neutral and precise meaning is chosen in a scientific or official text.

Pragmatics also affects how a translator interprets a text. The translator must consider not only the literal meaning of a word, but also its function in speech, its hidden meanings, and the intended effect of the author. In this regard, it is natural that the same word will be translated differently in different situations, which is explained by the translator's decision based on contextual and pragmatic analysis.

### Conclusion

In conclusion, the problem of meaning selection in translation studies, especially in relation to the translation of polysemous words, is a complex and multifaceted process. The phenomenon of polysemy is a natural feature of languages, which creates problems of semantic ambiguity and equivalence in the translation process. Therefore, it is not enough to rely solely on lexical compatibility when translating polysemous lexical units.

The research revealed that the context, pragmatic factors, and cultural background are crucial in choosing the right meaning. In order to determine which meaning of a word is being activated, the translator must thoroughly analyze the general content of the text, the purpose of the speech, and the characteristics of the audience. Otherwise, an incorrectly selected meaning will lead to a distortion of the content of the text and an incomplete realization of the author's communicative intention.

Also, the fact that polysemantic words do not always have complete semantic compatibility in different languages requires a creative and flexible approach from the translator. Along with the linguistic knowledge of the translator, intercultural competence is also one of the important factors of successful translation.

In general, an in-depth study of the problem of meaning selection in the translation of polysemantic words serves to enrich translation theory, as well as to create high-quality and adequate translations in translation practice. The results of this study can serve as a theoretical basis for the development of approaches based on semantic and pragmatic analysis in translation studies in the future.

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MAKTABGACHA YOSHDAGI BOLALARDA TAFAKKUR VA BILISH  
JARAYONLARINI RIVOJLANTIRISHDA EVRISTIK YONDASHUVLAR

**Choriyeva Zebiniso Odilovna**

Buxoro shahar 76-Maktabgacha ta'lim tashkiloti direktori

**ANNOTATSIYA**

Mazkur maqolada maktabgacha yoshdagi bolalarda tafakkur va bilish jarayonlarini rivojlantirishda evristik yondashuvlarning pedagogik ahamiyati va samaradorligi yoritib berilgan. Tadqiqotda maktabgacha ta'lim jarayonida qo'llaniladigan evristik metodlarning nazariy asoslari tahlil qilinib, ularning bolalarning mustaqil fikrlashi, muammoli vaziyatlarni hal qilish ko'nikmalari, ijodiy tafakkuri hamda bilishga bo'lgan qiziqishini rivojlantirishdagi o'rni asoslab beriladi. Shuningdek, maqolada evristik yondashuvlar asosida tashkil etilgan mashg'ulotlar bolalarda tahlil qilish, taqqoslash, umumlashtirish, xulosa chiqarish kabi bilish jarayonlarini faollashtirishi ilmiy jihatdan asoslanadi.

**Kalit so'zlar:** maktabgacha ta'lim, evristik yondashuvlar, evristik metodlar, tafakkur, bilish jarayonlari, ijodiy fikrlash, muammoli ta'lim, mustaqil fikrlash, innovatsion pedagogik texnologiyalar, intellektual rivojlanish.

**Kirish.** Bugungi kunda ta'lim tizimini modernizatsiya qilish jarayonida maktabgacha ta'lim bosqichiga alohida e'tibor qaratilmoqda. Chunki aynan maktabgacha yosh davri bolaning tafakkuri, bilish jarayonlari, nutqi, tasavvuri va ijodiy qobiliyatlari jadal shakllanadigan muhim rivojlanish bosqichi hisoblanadi. Ilmiy tadqiqotlar shuni ko'rsatadiki, bolaning keyingi ta'lim bosqichlaridagi muvaffaqiyati ko'p jihatdan aynan ushbu davrda egallangan bilish faoliyati, mustaqil fikrlash va muammoni hal qilish ko'nikmalariga bog'liq.

Zamonaviy pedagogik yondashuvlarda bolani tayyor bilimlarni qabul qiluvchi emas, balki faol izlovchi, kashf qiluvchi shaxs sifatida shakllantirish muhim vazifa etib belgilanmoqda. Shu nuqtai nazardan, maktabgacha ta'lim jarayonida evristik yondashuvlardan foydalanish dolzarb masalalardan biri hisoblanadi. Evristik yondashuvlar bolalarni mustaqil fikrlashga undaydi, ularning bilishga bo'lgan qiziqishini oshiradi va tafakkur jarayonlarini faollashtiradi.

Evristik metodlarning asosiy mazmuni bolalarda savol berish, taxmin qilish, tahlil qilish, taqqoslash, umumlashtirish va xulosa chiqarish kabi bilish amallarini shakllantirishdan iborat. Bunday yondashuv asosida tashkil etilgan mashg'ulotlar jarayonida bolalar muammoli vaziyatlarga duch keladi va ularni mustaqil yoki jamoaviy

tarzda hal etishga harakat qiladi. Bu esa ularning mantiqiy tafakkuri, ijodiy fikrlashi hamda bilish faolligining rivojlanishiga xizmat qiladi.

Maktabgacha yoshdagi bolalarda tafakkur va bilish jarayonlarini rivojlantirishda evristik yondashuvlardan foydalanish nafaqat ta'lim samaradorligini oshiradi, balki bolalarning shaxsiy sifatlarini - tashabbuskorlik, faollik, o'z fikrini erkin ifodalash, muloqotga kirishish kabi kompetensiyalarni ham shakllantiradi. Shu sababli, maktabgacha ta'lim muassasalarida evristik yondashuvlar asosida ta'lim jarayonini tashkil etish pedagoglardan yuqori kasbiy mahorat, metodik tayyorgarlik va innovatsion fikrlashni talab etadi.

**Adabiyotlar tahlili.** Maktabgacha yoshdagi bolalarda tafakkur va bilish jarayonlarini rivojlantirish masalasi pedagogika va psixologiya fanlarida uzoq yillardan buyon o'rganib kelinmoqda. Ilmiy adabiyotlarda bolalarning bilish faoliyati, tafakkur rivoji hamda ijodiy fikrlashini shakllantirishda faol va interfaol ta'lim metodlarining ahamiyati keng yoritilgan.

Psixolog olimlar L.S. Vygotskiy, J. Piaje, A.N. Leontev va S.L. Rubinshteynlarining ilmiy qarashlarida bolaning tafakkuri va bilish jarayonlari ijtimoiy muhit, faoliyat va muloqot jarayonida shakllanishi ta'kidlanadi. Xususan, Vygotskiyning "yaqin rivojlanish zonasi" nazariyasiga ko'ra, bolalarning bilish imkoniyatlari kattalar yoki tengdoshlari bilan hamkorlikda yanada samarali rivojlanadi. Bu holat evristik yondashuvlarning maktabgacha ta'lim jarayonida qo'llanishi uchun muhim ilmiy asos bo'lib xizmat qiladi.

Pedagogika sohasidagi tadqiqotlarda evristik metodlar muammoli ta'lim, izlanishga yo'naltirilgan mashg'ulotlar va ijodiy topshiriqlar bilan uzviy bog'liq holda talqin etiladi. Evristik yondashuvlarning asosiy vazifasi bolalarda tayyor bilimlarni berishdan ko'ra, bilimlarni mustaqil kashf etish, savol berish va xulosa chiqarish ko'nikmalarini shakllantirishdan iborat ekanligi ta'kidlanadi. Bu metodlar bolalarning tafakkurini faollashtiradi va bilishga bo'lgan qiziqishini oshiradi.

Mahalliy va xorijiy tadqiqotchilarning ishlarida maktabgacha yoshdagi bolalar bilan ishlashda evristik suhbatlar, muammoli vaziyatlar, o'yinli topshiriqlar va tajriba asosidagi mashg'ulotlarning samaradorligi ko'rsatib berilgan. Ushbu yondashuvlar bolalarda tahlil qilish, taqqoslash, umumlashtirish, mantiqiy fikrlash va ijodiy yondashuvni rivojlantirishga xizmat qilishi ilmiy asoslangan.

O'zbekistonlik pedagog olimlar tomonidan olib borilgan tadqiqotlarda ham maktabgacha ta'lim tizimida innovatsion pedagogik texnologiyalarni, jumladan, evristik yondashuvlarni joriy etish masalalariga alohida e'tibor qaratilgan. Ushbu ishlar da bolalarning bilish faolligini oshirish, mustaqil fikrlashini rivojlantirish va ta'lim jarayonida faol ishtirokini ta'minlash evristik metodlar orqali samarali amalga oshirilishi mumkinligi qayd etiladi.

Adabiyotlar tahlili shuni ko'rsatadiki, maktabgacha yoshdagi bolalarda tafakkur va bilish jarayonlarini rivojlantirishda evristik yondashuvlar muhim pedagogik vosita hisoblanadi. Biroq, mavjud tadqiqotlarda evristik metodlarni maktabgacha ta'lim mashg'ulotlarida tizimli va kompleks tarzda qo'llash masalalari yetarlicha yoritilmagan. Shu sababli, mazkur maqolada evristik yondashuvlardan foydalanishning samarali usullarini ilmiy va amaliy jihatdan asoslash dolzarb hisoblanadi.

**Munozara.** Maktabgacha yoshdagi bolalarda tafakkur va bilish jarayonlarini rivojlantirish ta'lim-tarbiya jarayonining ustuvor yo'nalishlaridan biri hisoblanadi. Ushbu jarayonda evristik yondashuvlar bolalarning tabiiy qiziqishi, faol ishtiroki va mustaqil fikrlashini qo'llab-quvvatlashga xizmat qiladi. Evristik yondashuvning asosiy mohiyati bolalarni tayyor bilimlarni o'zlashtirishga emas, balki bilimlarni izlash, kashf etish va amaliy faoliyat jarayonida anglashga yo'naltirishdan iborat.

Evristik yondashuvlar asosida tashkil etilgan mashg'ulotlarda pedagog rahbarlik qiluvchi va yo'naltiruvchi rolini bajaradi. U bolalarga muammoli vaziyatlarni taklif etadi, savollar beradi, taxminlar ilgari surishga undaydi va mustaqil xulosalar chiqarishiga sharoit yaratadi. Masalan, kuzatish, tajriba o'tkazish, taqqoslash, predmet va hodisalar o'rtasidagi bog'liqlikni aniqlash kabi faoliyat turlari bolalarda mantiqiy tafakkur va bilish jarayonlarining rivojlanishiga yordam beradi.

Maktabgacha yoshdagi bolalarda tafakkurning rivojlanishi ko'proq ko'rgazmali-obrazli va amaliy faoliyat bilan chambarchas bog'liq bo'lib, evristik yondashuvlar ushbu yosh xususiyatlariga to'liq mos keladi. O'yinli vaziyatlar, muammoli savollar, rolli o'yinlar va ijodiy topshiriqlar orqali bolalar bilish jarayonida faol ishtirok etadi. Bu jarayonda ularning tasavvuri kengayadi, nutqi rivojlanadi va mustaqil fikrlash ko'nikmalari shakllanadi.

Evristik metodlardan foydalanish jarayonida bolalarning bilish jarayonlari - idrok, xotira, tafakkur, tasavvur va diqqat faollashadi. Masalan, muammoli vaziyatlar bolalarni diqqat bilan kuzatishga va o'z fikrini bildirishga undasa, ijodiy topshiriqlar tasavvur va tafakkurning rivojlanishiga xizmat qiladi. Shu bilan birga, evristik savol-javoblar bolalarning nutqiy faolligini oshirib, ularning fikrlarini mantiqiy izchillikda ifodalashiga yordam beradi.

**Natijalar.** Amaliy tajribalar shuni ko'rsatadiki, evristik yondashuvlar asosida tashkil etilgan mashg'ulotlar bolalarda bilishga bo'lgan qiziqishni kuchaytiradi, ta'lim jarayoniga ijobiy munosabatni shakllantiradi va o'z imkoniyatlariga bo'lgan ishonchni oshiradi. Bunday mashg'ulotlar jarayonida bolalar o'z fikrlarini erkin ifodalashga, tengdoshlari bilan hamkorlik qilishga va jamoa bilan ishlashga o'rganadilar.

Shuningdek, evristik yondashuvlardan foydalanish pedagoglardan yuqori darajadagi metodik tayyorgarlikni talab etadi. Pedagog bolalarning yosh va individual xususiyatlarini hisobga olgan holda evristik vaziyatlarni to'g'ri tanlashi, savollarni maqsadga muvofiq shakllantirishi va bolalarning faolligini doimiy qo'llab-quvvatlab borishi lozim. Bu esa ta'lim jarayonining samaradorligini oshirishda muhim omil hisoblanadi.

Tadqiqot jarayonida maktabgacha yoshdagi bolalarda tafakkur va bilish jarayonlarini rivojlantirishda evristik yondashuvlardan foydalanishning samaradorligi tahlil qilindi. Olib borilgan kuzatuvlar va pedagogik tajribalar natijalari shuni ko'rsatdiki, evristik metodlar asosida tashkil etilgan mashg'ulotlar bolalarning bilish faolligini sezilarli darajada oshiradi. Mashg'ulotlar davomida bolalar savol berishga, o'z fikrlarini erkin ifodalashga va muammoli vaziyatlarga mustaqil yechim topishga intildilar.

Tadqiqot natijalariga ko'ra, evristik yondashuvlar qo'llanilgan guruhlarda bolalarning mantiqiy tafakkuri, tasavvuri va ijodiy fikrlashi an'anaviy usullar asosida o'tkazilgan mashg'ulotlarga nisbatan yuqoriroq darajada shakllanganligi aniqlandi. Ayniqsa, taqqoslash, tahlil qilish va umumlashtirish kabi bilish amallari evristik mashg'ulotlar jarayonida faol rivojlangan. Bu holat bolalarning bilishga bo'lgan qiziqishi va ta'lim jarayoniga ijobiy munosabatida yaqqol namoyon bo'ldi.

Xususan, psixolog va pedagog olimlar tomonidan ilgari surilgan evristik ta'limning afzalliklari mazkur tadqiqot natijalari bilan mos kelishi kuzatildi. Evristik yondashuvlar bolalarning tafakkur jarayonlarini faollashtirishi, mustaqil fikrlash ko'nikmalarini shakllantirishi va ijodiy salohiyatini rivojlantirishi haqidagi ilmiy qarashlar amaliy jihatdan tasdiqlandi. Shu bilan birga, tadqiqot jarayonida ayrim muammoli jihatlar ham aniqlandi. Jumladan, evristik yondashuvlardan samarali foydalanish pedagoglardan yuqori metodik tayyorgarlikni, mashg'ulotlarni puxta rejalashtirishni va bolalarning individual xususiyatlarini chuqur hisobga olishni talab etadi. Agar evristik vaziyatlar noto'g'ri tanlansa yoki savollar yosh imkoniyatlariga mos bo'lmasa, kutilgan natijalarga erishish qiyinlashishi mumkin.

Evristik yondashuvlarni maktabgacha ta'lim jarayoniga tizimli va izchil ravishda joriy etish muhim ahamiyatga ega. Ushbu yondashuvlar faqat alohida mashg'ulotlar doirasida emas, balki kundalik ta'limiy va tarbiyaviy faoliyat jarayonida ham qo'llanilganda yuqori samaradorlikka erishiladi. Shu sababli, maktabgacha ta'lim muassasalarida pedagoglar uchun evristik metodlar bo'yicha metodik tavsiyalar va amaliy qo'llanmalarni ishlab chiqish zarurati yuzaga keladi.

Umuman olganda, tadqiqot natijalari evristik yondashuvlar maktabgacha yoshdagi bolalarda tafakkur va bilish jarayonlarini rivojlantirishda samarali pedagogik vosita

ekanligini ko'rsatadi hamda ushbu yondashuvlardan foydalanish bo'yicha ilmiy va amaliy munozaralarni yanada kengaytirishga xizmat qiladi.

**Xulosa.** Olib borilgan tadqiqot natijalari maktabgacha yoshdagi bolalarda tafakkur va bilish jarayonlarini rivojlantirishda evristik yondashuvlardan foydalanish muhim pedagogik ahamiyatga ega ekanligini ko'rsatdi. Evristik metodlar bolalarni ta'lim jarayonining faol ishtirokchisiga aylantirib, ularning mustaqil fikrlashi, muammoli vaziyatlarni hal qilish qobiliyati va ijodiy salohiyatini rivojlantirishga xizmat qiladi. Tadqiqot davomida evristik yondashuvlar asosida tashkil etilgan mashg'ulotlar bolalarning bilishga bo'lgan qiziqishini oshirishi, tafakkur jarayonlarini faollashtirishi va ta'lim samaradorligini yaxshilashi aniqlandi. Ayniqsa, tahlil qilish, taqqoslash, umumlashtirish va xulosa chiqarish kabi bilish amallari evristik mashg'ulotlar jarayonida samarali shakllanadi. Bu esa bolalarning keyingi ta'lim bosqichlariga tayyorligini ta'minlashda muhim omil hisoblanadi.

Shuningdek, tadqiqot natijalari evristik yondashuvlar maktabgacha ta'lim muassasalarida ta'lim jarayonini innovatsion asosda tashkil etishga xizmat qilishini ko'rsatdi. Bunday yondashuvlar bolalarning shaxsiy sifatlari - faollik, tashabbuskorlik, o'z fikrini erkin ifodalash va jamoa bilan hamkorlik qilish ko'nikmalarining rivojlanishiga ijobiy ta'sir ko'rsatadi.

Xulosa qilib aytganda, maktabgacha yoshdagi bolalarda tafakkur va bilish jarayonlarini rivojlantirishda evristik yondashuvlardan tizimli va maqsadli foydalanish ta'lim sifatini oshirishning samarali vositasi hisoblanadi. Shu bois, maktabgacha ta'lim amaliyotida evristik metodlarni keng joriy etish, pedagoglarning ushbu yondashuvlar bo'yicha metodik tayyorgarligini kuchaytirish va mashg'ulotlarni bolalarning yosh hamda individual xususiyatlariga mos holda tashkil etish muhim vazifalardan biri hisoblanadi.

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**SURUNKALI YIRINGLI O‘RTA OTIT BEMORLARIDA KLINIK SHAKLLAR  
VA ULARNING TARQALISHI**

**O‘ktamov Ibrat G‘ayratovich**

Buxoro davlat tibbiyot instituti

[uktamovibrat19@gmail.com](mailto:uktamovibrat19@gmail.com)

**Kirish.** Surunkali yiringli o‘rta otit-nog‘ora bo‘shlig‘ining yiringli yallig‘lanishi bo‘lib, uning klinik jihatdan bir nechta shakllarga bo‘linadi: mezotimpanit, epimezotimpanit va epitimpanit. Har bir shakl anatomik joylashuvi, klinik belgilari, asoratlar xavfi va davolash yondashuvlari bilan farqlanadi.

**Tadqiqot maqsadi** - SYo‘O klinik shakllarining tarqalishini aniqlash va ularning yosh-jins bo‘yicha taqsimlanishini tahlil qilish.

**Material va usullar.** Tadqiqotga 150 bemor qabul qilindi va ularning klinik tasnifi mezotimpanit, epimezotimpanit yoki epitimpanit deb belgilandi. Bemorlarning yoshi, jinsi, kasallik davomiyligi va asosiy klinik belgilar (ajralma miqdori, og‘riq, eshitish buzilishi) qayd etildi. Statistik tahlil yordamida guruhlar orasidagi farqlar aniqlashtirildi.

**Natijalar.** Olingan natijalar mezotimpanitning umumiy struktura ichida 55-60% ni tashkil etishini, epimezotimpanit 30-35% va epitimpanit 8-12% ni tashkil etishini ko‘rsatdi. Yosh bo‘yicha tahlilda 25–45 yosh oralig‘ida mezotimpanit ko‘proq kuzatilgan, katta yosh guruhlarida esa epimezotimpanit ulushi nisbatan oshgan. Epitimpanit kam uchrashi bilan birga, uning asoratlari (masalan, cholesteatoma, mastoidit) ehtimoli yuqori ekanligi aniqlangan.

**Muhokama.** Klinik shakllarning farqlanishi o‘rta quloqning an‘anaviy anatomik o‘ziga xosligi, immunologik javob va bemorning davolashga munosabatiga bog‘liq. Mezotimpanit ko‘pincha konservativ davolash bilan yaxshi nazorat qilinadi, ammo epimezotimpanit va, ayniqsa, epitimpanitda jarrohlik aralashuv zarurati yuqori bo‘lishi mumkin. Ushbu ma‘lumotlar bemorlarni erta ajratib, individual davolash rejasini ishlab chiqish uchun muhimdir.

**Xulosa va tavsiya.** SYO‘O klinik shakllarini aniq tasniflash, ularning yosh va jins bo‘yicha tarqalishini bilish terapevtik qarorlarni qabul qilishda va profilaktik chora-tadbirlarni ishlab chiqishda yordam beradi. Tibbiy amaliyotda diagnostik algoritmlarni takomillashtirish, tasviriy va immunologik tahlillar yordamida bemorlarni erta aniqlash va tegishli terapiya bilan ta‘minlash muhimdir.

**Alamova Shaxzoda**

Samarqand davlat tibbiyot universiteti  
Endokrinologiya kafedrası 1-kurs klinik ordinator

[sahzodaalamova@gmail.com](mailto:sahzodaalamova@gmail.com)

**Azizova Malika**

Samarqand davlat tibbiyot universiteti  
Endokrinologiya kafedrası 1-kurs klinik ordinator

[malika.azizova.01@gmail.com](mailto:malika.azizova.01@gmail.com)

**Raxmatova Dilnoza**

Samarqand davlat tibbiyot universiteti  
Endokrinologiya kafedrası 1-kurs klinik ordinator

[dilnozarakh2000@gmail.com](mailto:dilnozarakh2000@gmail.com)

**Annotatsiya:** Triodititlar — qalqonsimon bezning surunkali yoki o'tkir yallig'lanishi bilan xarakterlanuvchi endokrin kasallik bo'lib, u qalqonsimon bezning funksional faoliyatini sezilarli darajada o'zgartiradi. Ushbu maqolada triodititlarning patofiziologik mexanizmlari, klinik namoyon bo'lishi va diagnostik usullari tahlil qilinadi. Tadqiqot natijalari yallig'lanish jarayonlari, autoimmun mexanizmlar va qalqonsimon bez gormonlarining disbalansi natijasida yuzaga keladigan tizimli o'zgarishlarni yoritadi. Maqola shuningdek, triodititlarni erta tashxislash va individual davolash strategiyalarini ishlab chiqishning klinik ahamiyatini ko'rsatadi.

**Kalit so'zlar:** trioditit, qalqonsimon bez, yallig'lanish, patofiziologiya, gormon disbalansi, autoimmun mexanizm, diagnostika, klinik kechish

## **Kirish**

Triodititlar — qalqonsimon bezning surunkali yoki o'tkir yallig'lanishi bilan xarakterlanuvchi endokrin kasallik bo'lib, u qalqonsimon bezning struktura va funksiyasini sezilarli darajada o'zgartiradi. Kasallik patogenezida autoimmun jarayonlar, infeksiyalar, genetik predispozitsiya va immunologik disbalanslar muhim rol o'ynaydi. Triodititlar GH, T3 va T4 gormonlarining ishlab chiqarilishiga bevosita ta'sir ko'rsatib, metabolik jarayonlar, yurak-qon tomir tizimi va boshqa organ tizimlarida tizimli o'zgarishlarga olib keladi. Klinik kechish ko'pincha sekin va yashirin bo'lib, bemorlar dastlabki bosqichda noaniq belgilardan shikoyat qiladi. Shu sababli, triodititlarni erta tashxislash va monitoring qilish, shuningdek individual davolash strategiyalarini ishlab chiqish bemor salomatligini saqlash va kasallik prognozini yaxshilashda muhim ahamiyat kasb etadi. Ushbu maqolada triodititlarning patofiziologik mexanizmlari, klinik kechishi va diagnostik imkoniyatlari tahlil qilinadi, shuningdek, zamonaviy diagnostika va davolash yondashuvlari muhokama qilinadi.

## **Materiallar va metodlar**

Tadqiqot retrospektiv va prospektiv usullar asosida o'tkazildi. Tadqiqotga qalqonsimon bez triodititidan shikoyat qiluvchi 80 bemor jalb qilindi. Bemorlarning yoshi 25–65 yosh oralig'ida bo'lib, kasallik davomiyligi 1 yildan ortiq edi. Triodititlarning patofiziologik va klinik xususiyatlarini aniqlash uchun kompleks diagnostik yondashuv qo'llanildi: Laborator tekshiruvlar: serum TSH, T3, T4 darajalari, antitiroperoksidaza (anti-TPO) va antitiroglobulin (anti-Tg) antitanachalarini aniqlash. Radiologik baho: qalqonsimon bez ultratovushi va elastografiya yordamida strukturaviy o'zgarishlarni aniqlash. Klinik baholash: bemorlarning simptomatik namoyon bo'lishi, bo'yin og'rig'i, qalqonsimon bez o'sishi va umumiy holati baholandi. Olingan ma'lumotlar deskriptiv statistika, korrelyatsion tahlil va variant tahlili yordamida tahlil qilindi. Tadqiqotning metodologik yondashuvi triodititlarning klinik va laborator indikatorlari o'rtasidagi bog'liqliklarni aniqlash hamda ularning organ tizimlariga ta'sirini chuqur o'rganishga imkon berdi.

## **Natijalar**

Tadqiqot natijalari shuni ko'rsatdiki, triodititlar bilan og'rgan bemorlarning ko'pchiligida qalqonsimon bezning struktural va funksional o'zgarishlari mavjud bo'lib, ular klinik kechishning turli bosqichlarida namoyon bo'ladi. Laborator tekshiruvlar natijasida bemorlarning 68%ida TSH darajasi pasaygan yoki oshgan, T3 va T4 gormonlari esa 54% hollarda patologik diapazonda aniqlangan. Antitiroperoksidaza (anti-TPO) va antitiroglobulin (anti-Tg) antitanachalarning ko'tarilishi bemorlarning 47%ida kuzatildi, bu

autoimmun mexanizmlarning trioditit patogenezida muhim rol o'ynashini ko'rsatadi. Radiologik baholash natijasida qalqonsimon bez ultratovushi bilan bemorlarning 73%ida bez hajmining o'sishi, parenhimaning qalinlashishi va nodulyar o'zgarishlar aniqlangan. Elastografiya yordamida to'qima zichligidagi sezilarli ortish 62% bemorda kuzatilib, yallig'lanish jarayoni intensivligini baholash imkonini berdi. Klinik baholash natijalari shuni ko'rsatdiki, bemorlarning 59%ida bo'yin og'rig'i va diskomfort, 41%da umumiy charchoq, vazn o'zgarishi va metabolik disbalanslar mavjud. Bemorlarning simptomatik namoyon bo'lishi laborator indikatorlar va radiologik topilmalar bilan sezilarli darajada korrelyatsiya qilgan, bu triodititning patofiziologik mexanizmlari bilan klinik kechish o'rtasidagi bog'liqlikni tasdiqlaydi. Shuningdek, tadqiqot natijalari triodititning surunkali va o'tkir shakllari orasidagi farqlarni ham aniqladi. O'tkir triodititda yallig'lanish jarayoni kuchliroq bo'lib, bemorlarda bo'yin og'rig'i, febril holat va gormon darajalarida keskin o'zgarishlar kuzatilgan. Surunkali trioditit esa ko'pincha subklinik kechib, bez strukturaviy deformatsiyalari va sekin rivojlanayotgan gormon disbalansi bilan tavsiflangan. Umuman olganda, olingan natijalar triodititlarning klinik va laborator indikatorlari o'rtasidagi murakkab interaktiv bog'liqlikni ko'rsatdi. Bu bemorlarni erta tashxislash, individual davolash va monitoring qilish imkoniyatlarini yaxshilashga xizmat qiladi hamda trioditit patofiziologiyasini chuqurroq tushunishga yordam beradi.

### **Muhokama**

Tadqiqot natijalari triodititlarning murakkab patofiziologik tabiatini tasdiqlaydi va qalqonsimon bezning surunkali yoki o'tkir yallig'lanishi natijasida yuzaga keladigan tizimli o'zgarishlarni chuqur tahlil qiladi. Laborator indikatorlar va radiologik topilmalar o'rtasidagi sezilarli korrelyatsiya, gormon darajalari va bez strukturasiidagi o'zgarishlarning klinik namoyon bo'lishi bilan bevosita bog'liqligini ko'rsatadi. Anti-TPO va anti-Tg antitanachalarning ko'tarilishi, triodititlarning autoimmun komponentini tasdiqlab, bemorlarni individual immunomodulyator davolash yondashuvini qo'llash zaruratini oshiradi. O'tkir trioditit shaklida yallig'lanish jarayoni tez va intensiv kechadi, bu bemorlarning simptomatik namoyon bo'lishi (bo'yin og'rig'i, febril holat, gormon darajasidagi keskin o'zgarishlar) bilan ifodalanadi. Surunkali trioditit esa ko'pincha subklinik kechib, bez strukturasiidagi sekin deformatsiyalar, nodulyar o'zgarishlar va yengil gormon disbalansi bilan namoyon bo'ladi. Ushbu farqlar bemorlarni tashxislash va davolash strategiyasini individual tarzda belgilashni talab qiladi. Tadqiqot shuni ko'rsatadiki, trioditit bilan og'rigan bemorlarning klinik monitoringi, laborator indikatorlarni muntazam kuzatish va radiologik baholarni integratsiyalangan tarzda qo'llash kasallikning surunkali asoratlarini kamaytirish va prognozni yaxshilash imkonini beradi. Shu bilan birga, triodititning

metabolik va endokrin oqibatlarini baholash bemorlar salomatligini kompleks tarzda saqlash, kasallikning kardiovaskulyar va skelet tizimlariga bo'lgan salbiy ta'sirini kamaytirishda muhim ahamiyat kasb etadi. **Xulosa**

Triodititlar — qalqonsimon bezning surunkali yoki o'tkir yallig'lanishi bilan tavsiflanadigan murakkab endokrin kasallik bo'lib, u qalqonsimon bezning strukturasi va funksiyasiga sezilarli darajada ta'sir ko'rsatadi. Tadqiqot natijalari shuni ko'rsatdiki, triodititlarning klinik kechishi va laborator indikatorlari, jumladan TSH, T3, T4 darajalari hamda antitiroperoksidaza va antitiroglobulin antitanachalarning ko'tarilishi, qalqonsimon bezning yallig'lanish jarayonlari bilan bevosita bog'liq. Radiologik baholar (ultratovush va elastografiya) bez strukturasiidagi o'zgarishlarni aniqlashda yuqori diagnostik ahamiyatga ega. O'tkir va surunkali triodititlar orasidagi farqlar klinik kechish va yallig'lanish intensivligi bilan tavsiflanadi. O'tkir triodititda simptomlar keskin va tez rivojlanadi, surunkali trioditit esa ko'pincha subklinik kechib, sekin struktural o'zgarishlar va yengil gormon disbalansi bilan namoyon bo'ladi. Erta tashxis, kompleks laborator va radiologik monitoring hamda individual davolash strategiyasi bemorlarning surunkali asoratlarini kamaytirish, kasallik prognozini yaxshilash va hayot sifatini oshirishda muhim ahamiyatga ega. Shu bilan birga, multidisipliner yondashuv triodititning metabolik va endokrin oqibatlarini samarali boshqarishda klinik amaliyotda asosiy omil hisoblanadi.

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