FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQARISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI NOMLI IV ILMIY AMALIY ONLAYN KONFERENSIYA

ILMIY KONFERENSIYA
31-DEKABR, 2024-YIL

https://universalpublishings.com/index.php/fan

Research Science and Innovation House

FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQARISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI

« **FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQARISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI** » ilmiy konferensiyasi:

31.12.2024-yil.

Ushbu to'plamda « **FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQARISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI** » ilmiy konferensiyasi 2024-yil 1-soni 5-qismiga qabul qilingan maqolalar nashr etilgan.

Konferensiya tarkibidagi barcha maqolalarga **DOI** unikal raqami biriktirilib, **Zenodo, Open Aire, Google Scholar** xalqaro ilmiy bazalarida indekslandi.

OAK tomonidan dissertatsiyalar asosiy ilmiy natijalarini chop etishga tavsiya etilgan jurnallar ro'yxatidagi milliy jurnallarda chiqarilgan maqolalar sifatida rasman tan olinadi.

Asos: O'zbekiston Respublikasi Oliy attestatsiyasi komissiyasining dissertatsiyalar asosiy ilmiy natijalarini chop etish tavsiya etilgan ilmiy nashrlar ro'yxati 3-sahifasi. – Toshkent: 2019. – 160 b.

Konferensiya materiallaridan professor-o'qituvchilar, mustaqil izlanuvchilar, doktarantlar, magistrantlar, talabalar, litsey-kollejlar va maktab o'qituvchilari, ilmiy xodimlar hamda barcha ilm-fanga qiziquvchilar foydalanishlari mumkin.

Eslatma! Konferensiya materiallari to'plamiga kiritilgan ilmiy maqolalardagi raqamlar, hisobotlar, ma'lumotlar haqqoniyligiga va keltirilgan iqtiboslar to'g'riligiga mualliflar shaxsan javobgardirlar.

"RESEARCH SCIENCE AND INNOVATION HOUSE" MCHJ

FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQARISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI

TAHRIRIYAT

FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQARISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI

Tibbiyot fanlari muharriri Otamurodov Furqat Abdukarimovich, Toshkent tibbiyot akademiyasi Termiz filiali direktori, Termiz, O'zbekiston tibbiyot fanlari falsafa doktori, Termiz, O'zbekiston.

Biologiya fanlari muharriri Nurova Zamira Annakulovna Toshkent tibbiyot akademiyasi Termiz filiali. Termiz, O'zbekiston, biologiya fanlari doktori, dots., Termiz, O'zbekiston.

Tibbiyot fanlari muharriri Turabayeva Zarina Kenjabekovna Toshkent tibbiyot akademiyasi Termiz filiali, tibbiyot falsafa fanlari doktori, Termiz, O'zbekiston.

Sotsiologiya fani muharriri Eryigitova Lobar Qodirovna Termiz muhandislik-texnologiya instituti, falsafa sotsiologiya fanlari doktori, Termiz, O'zbekiston.

Filologiya fanlari muharriri Jo'rayeva Ramziya Abdurahimovna Qo'qon davlat pedagogika instituti. Qo'qon, O'zbekiston filologiya fanlari fanlari doktori (PhD), katta o'qituvchi.

Fizika-matematika-fanlari muharriri Bobamuratov Ulug'bek Erkinovich Termiz muhandislik-texnologiya instituti, falsafa fanlari doktori, fizika-matematika-fanlari, Termiz, O'zbekiston.

Tibbiyot fanlari muharriri Axmedov Kamoliddin Xakimovich Toshkent tibbiyot akademiyasi Termiz filiali 1-son davolash fakulteti dekani, tibbiyot fanlari nomzodi, dotsent

Tibbiyot fanlari muharriri Vohidov Alisher Shavkatovich Toshkent tibbiyot akademiyasi Termiz filiali Umumiy xirurgiya, bolalar xirurgiyasi va bolalar urologiyasi kafedrasi mudiri Tibbiyot fanlari doktori, professor

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

PHRASE THEORY: PHRASE TYPES AND SUBTYPES: COORDINATE, SUBORDINATE AND PREDICATIVE PHRASES

Teshaboyeva Nafisa Zubaydulla qizi

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek The faculty of Psychology, department of Foreign languages

Phylology and foreign languages

Student of group 302-21: Abirqulov Abdulla Ulug'bek o'g'li

Annotation: This article provides a comprehensive overview of phrase theory, focusing on three specific subtypes: coordinate, subordinate, and predicative phrases. It begins by defining phrases and categorizing them by their heads, such as noun phrases, verb phrases, and prepositional phrases. The discussion then transitions to the subtypes, explaining their roles and offering examples to illustrate their functions within sentences. **Coordinate phrases** are presented as structures where elements of equal importance are linked by coordinating conjunctions, emphasizing parallelism and balance. **Subordinate phrases** are described as dependent modifiers or complements that enhance or refine the meaning of a main phrase, introducing additional detail or context. **Predicative phrases** are examined as components that provide essential information about the subject or object, often completing the meaning of copular verbs. The article highlights the significance of these subtypes in forming clear and dynamic sentences, offering practical insights for linguistic analysis and effective communication.

Key words: phrase theory, phrases, coordinate phrases, subordinate phrases, predicative phrases, noun phrase, verb phrase, adjective phrase, adverb phrase, prepositional phrase, coordinating conjunctions, subject predicative, object predicative, linguistic analysis, sentence structure, syntactic roles, modifiers, complements, copular verbs

In linguistics, phrase theory serves as a fundamental framework for analyzing the structure of sentences. Phrases are essential building blocks of syntax, forming the components of sentences and facilitating the expression of meaning. This article explores the three main types of phrases—coordinate, subordinate, and predicative—along with their subtypes, illustrating their significance and function in language.

Coordinate Phrases

Coordinate phrases consist of two or more elements joined by a coordinating conjunction, such as and, or, or but. These phrases are syntactically equal, meaning no single element depends on the others. Coordination allows for the combination of similar grammatical structures to create complex yet balanced expressions.

Examples:

- Noun phrase coordination: "Cats and dogs"

- Verb phrase coordination: "Run or walk"

- Adjective phrase coordination: "Bright but cold"

Subtypes of Coordinate Phrases:

Simple Coordination: Combines elements directly (e.g., "Apples and oranges").

Correlative Coordination: Utilizes paired conjunctions such as either…or or not only…but also (e.g., "Not only fast but also efficient").

Subordinate Phrases

Subordinate phrases involve a hierarchical relationship where one element, the subordinate, depends on another, the main clause or phrase. These phrases provide additional information, often specifying conditions, reasons, or elaborations. Subordination is typically marked by subordinating conjunctions such as because, although, if, or when.

Examples:

- Adverbial subordination: "We stayed inside because it was raining."

- Relative subordination: "The book that I borrowed is fascinating."

Subtypes of Subordinate Phrases:

Adverbial Phrases: Modify verbs, adjectives, or other adverbs (e.g., "She sings with great enthusiasm.").

Adjective (Relative) Phrases: Provide additional detail about a noun (e.g., "The house where I grew up.").

Complement Phrases: Complete the meaning of a verb or adjective (e.g., "She is eager to learn.").

Predicative Phrases

Predicative phrases are linked to the subject or object of a sentence via a verb, often a copular verb like is, seems, or becomes. These phrases describe or identify the subject or object, functioning as a predicate complement.

Examples:

- Subject-predicate relation: "The sky is blue."

- Object-predicate relation: "They made the room comfortable."

Subtypes of Predicative Phrases:

Adjectival Predicative: Uses an adjective to describe the subject or object (e.g., "The soup tastes delicious.").

Nominal Predicative: Uses a noun to define or rename the subject (e.g., "She is a teacher.").

Prepositional Predicative: Uses a prepositional phrase to elaborate on the subject or object (e.g., "He is in the garden.").

Functional Overlaps and Boundaries

While the classification of phrases into coordinate, subordinate, and predicative types is clear-cut in many cases, overlaps can occur. For instance, some phrases may simultaneously exhibit coordination and subordination (e.g., "She left early but because she was tired."). Such cases highlight the flexibility and complexity of human language.

Additionally, the interaction between phrase types is a crucial area of study. For example, subordinate phrases often appear within coordinate structures (e.g., "He left because it was late and because he was tired"), and predicative phrases can include subordinate elements (e.g., "The problem is that the solution is unclear"). These intricate combinations showcase the richness of syntactic patterns.

Understanding phrase theory not only aids in syntactic analysis but also enriches comprehension of how sentences are constructed and meaning conveyed. As the foundation of grammar, phrases remain indispensable to both linguistic theory and everyday communication.

Conclusion

The study of phrase types and their subtypes—coordinate, subordinate, and predicative—provides a deeper understanding of the intricate mechanisms that

govern language. These structures not only determine how words combine to convey meaning but also enhance clarity, cohesion, and emphasis in communication. Mastering phrase theory is essential for linguists, writers, and anyone seeking to improve their linguistic skills, as it allows for greater precision in both the interpretation and construction of sentences. By recognizing the roles and relationships between these phrase types, we can appreciate the elegance and complexity of language as a system of thought and expression. Understanding the structure and function of coordinate, subordinate, and predicative phrases enriches our comprehension of language. Coordinate phrases bring balance, subordinate phrases add depth, and predicative phrases complete thoughts. Together, these elements exemplify the complexity and versatility of human communication, forming the foundation for constructing nuanced and dynamic expressions in both spoken and written language.

REFERENCES

1. Carnie, A. (2013). *Syntax: A Generative Introduction*. Wiley-Blackwell.
2. Chomsky, N. (1995). *The Minimalist Program*. MIT Press.
3. Crystal, D. (2008). *A Dictionary of Linguistics and Phonetics*. Wiley-Blackwell.
4. Huddleston, R., & Pullum, G. K. (2002). *The Cambridge Grammar of the English Language*. Cambridge University Press.
5. Radford, A. (2009). *Analyzing English Sentences: A Minimalist Approach*. Cambridge University Press.
6. Tallerman, M. (2005). *Understanding Syntax*. Hodder Education.
7. Trask, R. L. (1993). *A Dictionary of Grammatical Terms in Linguistics*. Routledge.
8. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).
9. Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 415-420).
10. Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE INTESL AND TEFL CLASSROOMS. In

СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 82-84).

11. Хидирова, Д., & Тешабоева, Н. (2022). Pedagogical conditions for the development of the healthy thinking in students. Zamonaviy innovatsion tadqiqotlarning dolzarb muammolari va rivojlanish tendensiyalari: yechimlar va istiqbollar, 1(1), 120-122.

12. Gaybullayeva, N. D. K., & Kizi, T. N. Z. (2022). THE ROLE OF INNOVATIVE METHODS FOR LISTENING COMPREHENSION IN TEACHING LANGUAGE LEARNERS FOREIGN LANGUAGES AND MAINLY ENGLISH. *Central Asian Research Journal for Interdisciplinary Studies (CARJIS)*, 2(10), 8-10.

13. Teshaboyeva Nafisa Zubaydulla qizi, Jurayev Muhammadrahim Murod o'g'li, & Mamirova Munisa Rajab qizi. (2021). Language Learning Culturally and the Role of Literature in Teaching Process. *Central Asian Journal of Theoretical and Applied Science*, 2(3), 1-5. Retrieved from https://www.cajotas.centralasianstudies.org/index.php/CAJOTAS/article/view/84

14. Teshaboyeva, N. (2023). THE IMPORTANCE OF TOURISM IN PRESENT DAY. Журнал иностранных языков и лингвистики, 5(5).

15. Teshaboyeva, N. (2023). THE MODERN INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES. Журнал иностранных языков и лингвистики, 5(5).

16. Teshaboyeva, N. Z. (2023, November). Adjective word group and its types. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 59-61).

17. Teshaboyeva, N. Z. (2023, November). Modifications of Consonants in Connected speech. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 7-9).

18. Teshaboyeva, N., & Rayimberdiyev, S. (2023, May). THE IMPORTANCE OF USING MULTIMEDIA TECHNOLOGY IN TEACHING ENGLISH CLASSES. In Academic International Conference on Multi-Disciplinary Studies and Education (Vol. 1, No. 8, pp. 149-153).

19. Nafisa, T., & Marina, S. (2023). TEACHING AND LEARNING OF ENGLISH VOCABULARY IN TESL AND TEFL CLASSROOMS. International Journal of Contemporary Scientific and Technical Research, 465-469.

20. Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3187

21. Teshaboyeva, N., & Yakubova, N. (2023). CHANGES OF MEANING OF WORDS. Центральноазиатский журнал образования и инноваций, 2(12), 126-129.

22. Sharifova Dinora Tohir qizi, & Teshaboyeva Nafisa. (2023). " NOUNS AND THEIR GRAMMATICAL CATEGORIES". Новости образования: исследование в XXI веке, 2(16), 292–297. извлечено от http://nauchniyimpuls.ru/index.php/noiv/article/view/13128

23. Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3187

24. Qodirova Aziza Yunusovna, & Teshaboyeva Nafisa Zubaydulla qizi. (2023). "VERBS AND THEIR GRAMMATICAL CATEGORIES". Новости образования: исследование в XXI веке, 2(16), 280–283. извлечено от http://nauchniyimpuls.ru/index.php/noiv/article/view/13126

25. Tuxtayeva Aziza Ilhom qizi, & Teshaboyeva Nafisa. (2023). Word Formation: Compounding . "Conference on Universal Science Research 2023", 1(12), 113–115. Retrieved from https://universalpublishings.com/index.php/cusr/article/view/3185

26. Teshaboyeva Nafisa Zubaydulla, & Iskandarova Sarvinoz Shukurullo qizi. (2023). THE CLASSIFICATION OF SYNONYMS AND THEIR SPECIFIC FEATURES. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 126–131. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3191

27. Тешабоева, Н. (2023). Teaching writing as a major part of productive skills in mixed ability classes . Информатика и инженерные

технологии, 1(2), 652–656. извлечено от https://inlibrary.uz/index.php/computer-engineering/article/view/25759

28. Teshaboyeva, N., & Yakubova, N. (2023). WORD FORMATION. COMPOUNDING. *Development of pedagogical technologies in modern sciences*, *2*(12), 187-192.

29. Teshaboyeva, N. (2023). Compound sentences in the English language. *Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari*, *2*(2), 68-70.

30. Nafisa, T. (2023). THE USA ECONOMY, INDUSTRY, MANUFACTURING AND NATURAL RESOURCES OF GREAT BRITAIN. *INTERNATIONAL JOURNAL OF RECENTLY SCIENTIFIC RESEARCHER'S THEORY*, *1*(9), 94-97.

31. Nafisa, T. (2023, December). Secondary ways of word formation. In *" Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 109-112).

32. Nafisa, T. (2023). VOWELS AND THEIR MODIFACATIONS. *Новости образования: исследование в XXI веке*, *2*(16), 298-305.

33. Nafisa, T. (2023, December). Secondary ways of word formation. In *" Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 109-112).

34. Nafisa, T. (2023). THE EDUCATION SYSTEM OF THE USA: PRESCHOOL EDUCATION, SECONDARY AND HIGHER EDUCATION, SCHOOL FORMS. *The Role of Exact Sciences in the Era of Modern Development*, *1*(6), 53-57.

35. Qizi, T. N. Z., & Umedovich, M. Y. (2023). AMERICAN-BASED PRONUNCIATION STANDARDS OF ENGLISH. *Scientific Impulse*, *2*(15), 563-567.

36. Nafisa, T. (2023, December). Word Formation: Compounding. In *" Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 113-115).

37. Nafisa, T. (2023). NOUNS AND THEIR GRAMMATICAL CATEGORIES. *Новости образования: исследование в XXI веке*, *2*(16), 292-297.

PHRASE THEORY: PHRASE TYPES AND SUBTYPES: COORDINATE, SUBORDINATE AND PREDICATIVE PHRASES

Teshaboyeva Nafisa Zubaydulla qizi

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek The faculty of Psychology, department of Foreign languages Phylology and foreign languages

Student of group 302-21: Abirqulov Abdulla Ulug'bek o'g'li

Annotation: This article explores the relationship between sentence typology, clause types, and clause structure within the framework of Cognitive Grammar (CG). It highlights how Cognitive Grammar, developed by Ronald Langacker, challenges traditional syntactic theories by emphasizing the role of human cognition in language. The article defines and discusses the three primary clause types—declarative, interrogative, and imperative—showing how they align with different communicative intentions and cognitive processes. It also examines the cognitive underpinnings of clause structure, where the organization of subject-predicate relationships reflects conceptualizations of events and states. The article argues that cognitive grammar connects syntax to meaning by focusing on how mental representations shape linguistic constructions. Through this lens, sentence structures are seen not as rigid syntactic forms but as dynamic reflections of human thought and experience. This work contributes to a deeper understanding of the fluid, context-dependent nature of language, offering an alternative to formal syntactic theories by focusing on the cognitive aspects of linguistic expression.

Key words: Cognitive Grammar, sentence typology, clause types, clause structure, declarative clauses, interrogative clauses, imperative clauses, subject-predicate structure, cognitive processes, role and reference grammar, event structure, syntax and meaning, mental representations, communicative intent, cognitive linguistics.

Cognitive grammar (CG), developed by Ronald Langacker, represents a significant shift in linguistic theory by emphasizing the role of human cognition in shaping language. This approach rejects the rigid, formal distinctions found

in traditional generative grammar, instead focusing on the conceptual grounding of linguistic structures. Central to cognitive grammar is the idea that language reflects human cognitive processes, and sentence typology—specifically, clause types and clause structure—serves as a key area where cognitive principles can be observed in action.

In cognitive grammar, sentences are viewed as dynamic constructions that are shaped by both cognitive and communicative needs. Unlike in formal syntactic theories, where sentences are structured in a tree-like hierarchy governed by abstract rules, CG emphasizes the conceptual nature of sentence structures. This article explores how clause types and clause structure are understood within cognitive grammar, highlighting their cognitive underpinnings.

Cognitive Grammar and Clause Types

Clause types in cognitive grammar are not strictly categorized according to syntactic criteria but are instead defined by the speaker's communicative intent and the conceptual relationship between the elements of the clause. There are three primary clause types in CG:

1. **Declarative**
2. **Clauses**
   Declarative clauses express statements or assertions. They serve the function of providing information. In cognitive grammar, the declarative clause structure is seen as a conceptualization of a particular state of affairs that the speaker believes to be true or real. The subject of a declarative clause is typically construed as the "experiencer" or "actor," and the predicate often represents an event or state that involves the subject.

Example:*"The dog is barking."* Here, the speaker is asserting the state of the dog's action (barking), with the dog as the subject of the clause.

3. Interrogative Clauses Interrogative clauses are used to ask questions. In CG, questions reflect a cognitive shift in the conceptualization of the

clause, where the speaker seeks new information or clarification about the state of affairs. Interrogative clauses are generally marked by question words (e.g., who, what, where) or by inversion of the subject and auxiliary verb.

Example:*"Is the dog barking?"* The clause represents a shift in the speaker's cognitive focus, where the speaker is now seeking confirmation or further details about the dog's action**.**

4. Imperative Clauses Imperative clauses are used to issue commands, requests, or invitations. These clauses have a direct, action-oriented function, and in cognitive grammar, they are understood as an expression of the speaker's will or desire to influence the behavior of the addressee**.**

Example:*"Bark!"* In this case, the speaker is directing the addressee (implicitly understood) to perform the action of barking.

Each of these clause types reflects different cognitive and communicative intentions, with declarative clauses representing assertions, interrogative clauses involving a search for information, and imperative clauses signaling a desire for action.

Clause Structure in Cognitive Grammar

Clause structure in cognitive grammar is also tied to how concepts are structured in the mind. Instead of viewing clause structure as an abstract syntactic configuration, CG posits that it reflects how speakers conceptually organize their experience of events, states, and actions.

1. **Subject-Predicate   Structure**

2. One of the core elements of clause structure in cognitive grammar is the subject-predicate distinction. The subject is conceptualized as the "figure" in the event, and the predicate represents the "ground" or the relational element that provides context to the figure. This dynamic reflects the

cognitive distinction between what is being talked about (the subject) and what is being asserted about it (the predicate).

Example:*"The dog (subject) is barking (predicate)."* Here, the dog is the subject, and the predicate (barking) describes an action or state related to the subject**.**

3. Role and Reference Grammar (RRG) A more refined view of clause structure within CG involves the distinction between arguments and adjuncts. Cognitive grammar emphasizes the idea that the core arguments (like the subject, object, etc.) of a sentence are central to the conceptualization of the event, while adjuncts provide additional, contextual information. The subject and object roles are cognitive constructions that correspond to different types of participants in an event, such as the "agent" (the one performing an action) or the "patient" (the one receiving the action).

Example:*"The dog (agent) chased the ball (patient)."* Here, "dog" is the agent, the one initiating the action, and "ball" is the patient, the entity undergoing the action.

4. Cognitive Models of Event Structure Cognitive grammar posits that the structure of the clause mirrors the structure of events as conceptualized by speakers. Event structures typically involve participants (e.g., agents, patients), actions (e.g., chasing, eating), and relations (e.g., cause-effect, location). The way these elements are ordered in a clause reflects how the speaker mentally organizes them.

In addition to these basic structures, cognitive grammar recognizes that clauses can be expanded with various modifications, including adverbial phrases, prepositional phrases, and relative clauses. These elements modify the conceptualization of the event or state and can add further cognitive detail, such as time, manner, or location**.**

Cognitive Underpinnings of Clause Structure

The cognitive foundations of clause structure in CG are rooted in the idea that the mind does not create abstract syntactic structures independently of the world. Instead, it organizes and represents experience through symbolic constructions. The structure of a sentence mirrors the mental processes involved in encoding an event or state. In this sense, cognitive grammar connects syntax to meaning by showing how human cognition shapes the way we talk about events and relationships.

For example, the subject-predicate distinction reflects how we mentally separate the "actor" (subject) from the "action" or "state" (predicate). The flexibility in clause types, such as in questions or commands, highlights the dynamic nature of conceptualization, where the speaker's intent governs the way elements are structured and combined.

Conclusion

Sentence typology in cognitive grammar, with its focus on clause types and clause structure, provides a robust framework for understanding how language reflects cognitive processes. By emphasizing the conceptual and communicative motivations behind different types of clauses and the structural organization of sentences, cognitive grammar offers insights into the mental representations that underlie linguistic expression. Rather than viewing sentence structures as rigid syntactic patterns, cognitive grammar highlights the dynamic, flexible nature of language as a reflection of human thought and experience. In conclusion, cognitive grammar's approach to sentence typology and clause structure offers a nuanced perspective on how language reflects cognitive processes. By focusing on the conceptual motivations behind clause types—such as declarative, interrogative, and imperative—cognitive grammar emphasizes the speaker's communicative intent as the driving force behind sentence construction. Furthermore, the flexibility in clause structure, where elements like subject and predicate represent the cognitive organization of events, underscores the deep connection between language and thought. This perspective not only enriches our understanding of syntax but also demonstrates how language is a tool for

organizing and conveying our experiences, thoughts, and intentions. Ultimately, cognitive grammar highlights the fluid, context-dependent nature of language, challenging traditional formal approaches and offering a more holistic view of the relationship between cognition and linguistic expression.

REFERENCES

1. Langacker, R. W. (1987). *Foundations of Cognitive Grammar: Volume 1: Theoretical Perspectives*. Stanford University Press.

2. Langacker, R. W. (2008). *Cognitive Grammar: A Basic Introduction*. Oxford University Press.

3. Croft, W. (2001). *Radical Construction Grammar: Syntactic Theory in Typological Perspective*. Oxford University Press.

4. Taylor, J. R. (2002). *Cognitive Grammar and the Construction of Meaning*. Oxford University Press.

5. Goldberg, A. E. (1995). *Constructions: A Construction Grammar Approach to Argument Structure*. University of Chicago Press.

6. Talmy, L. (2000). *Toward a Cognitive Semantics: Volume 1: Conceptual Structure, Grammar, and Event Structure*. MIT Press.

7. Evans, V., & Green, M. (2006). *Cognitive Linguistics: An Introduction*. Lawrence Erlbaum Associates.

8. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).

9. Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 415-420).

10. Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE INTESL AND TEFL CLASSROOMS. In

СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 82-84).

11. Хидирова, Д., & Тешабоева, Н. (2022). Pedagogical conditions for the development of the healthy thinking in students. Zamonaviy innovatsion tadqiqotlarning dolzarb muammolari va rivojlanish tendensiyalari: yechimlar va istiqbollar, 1(1), 120-122.

12. Gaybullayeva, N. D. K., & Kizi, T. N. Z. (2022). THE ROLE OF INNOVATIVE METHODS FOR LISTENING COMPREHENSION IN TEACHING LANGUAGE LEARNERS FOREIGN LANGUAGES AND MAINLY ENGLISH. *Central Asian Research Journal for Interdisciplinary Studies (CARJIS)*, *2*(10), 8-10.

13. Teshaboyeva Nafisa Zubaydulla qizi, Jurayev Muhammadrahim Murod o'g'li, & Mamirova Munisa Rajab qizi. (2021). Language Learning Culturally and the Role of Literature in Teaching Process. *Central Asian Journal of Theoretical and Applied Science*, *2*(3), 1-5. Retrieved from https://www.cajotas.centralasianstudies.org/index.php/CAJOTAS/article/view/84

14. Teshaboyeva, N. (2023). THE IMPORTANCE OF TOURISM IN PRESENT DAY. Журнал иностранных языков и лингвистики, 5(5).

15. Teshaboyeva, N. (2023). THE MODERN INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES. Журнал иностранных языков и лингвистики, 5(5).

16. Teshaboyeva, N. Z. (2023, November). Adjective word group and its types. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 59-61).

17. Teshaboyeva, N. Z. (2023, November). Modifications of Consonants in Connected speech. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 7-9).

18. Teshaboyeva, N., & Rayimberdiyev, S. (2023, May). THE IMPORTANCE OF USING MULTIMEDIA TECHNOLOGY IN TEACHING ENGLISH CLASSES. In Academic International

Conference on Multi-Disciplinary Studies and Education (Vol. 1, No. 8, pp. 149-153).

19. Nafisa, T., & Marina, S. (2023). TEACHING AND LEARNING OF ENGLISH VOCABULARY IN TESL AND TEFL CLASSROOMS. International Journal of Contemporary Scientific and Technical Research, 465-469.

20. Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3187

21. Teshaboyeva, N., & Yakubova, N. (2023). CHANGES OF MEANING OF WORDS. Центральноазиатский журнал образования и инноваций, 2(12), 126-129.

22. Sharifova Dinora Tohir qizi, & Teshaboyeva Nafisa. (2023). " NOUNS AND THEIR GRAMMATICAL CATEGORIES". Новости образования: исследование в XXI веке, 2(16), 292–297. извлечено от http://nauchniyimpuls.ru/index.php/noiv/article/view/13128

23. Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3187

24. Qodirova Aziza Yunusovna, & Teshaboyeva Nafisa Zubaydulla qizi. (2023). "VERBS AND THEIR GRAMMATICAL CATEGORIES". Новости образования: исследование в XXI веке, 2(16), 280–283. извлечено от http://nauchniyimpuls.ru/index.php/noiv/article/view/13126

25. Tuxtayeva Aziza Ilhom qizi, & Teshaboyeva Nafisa. (2023). Word Formation: Compounding . "Conference on Universal Science

Research 2023", 1(12), 113–115. Retrieved from
https://universalpublishings.com/index.php/cusr/article/view/3185

26. Teshaboyeva Nafisa Zubaydulla, & Iskandarova Sarvinoz
Shukurullo qizi. (2023). THE CLASSIFICATION OF SYNONYMS
AND THEIR SPECIFIC FEATURES. "XXI ASRDA
INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM
TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli
Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 126–131. Retrieved
from
https://universalpublishings.com/index.php/itfttdm/article/view/3191

27. Тешабоева, Н. (2023). Teaching writing as a major part of
productive skills in mixed ability classes . Информатика и
инженерные технологии, 1(2), 652–656. извлечено от
https://inlibrary.uz/index.php/computer-
engineering/article/view/25759

28. Teshaboyeva, N., & Yakubova, N. (2023). WORD FORMATION.
COMPOUNDING. *Development of pedagogical technologies in
modern sciences*, *2*(12), 187-192.

29. Teshaboyeva, N. (2023). Compound sentences in the English
language. *Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va
rivojlanish omillari*, *2*(2), 68-70.

30. Nafisa, T. (2023). THE USA ECONOMY, INDUSTRY,
MANUFACTURING AND NATURAL RESOURCES OF GREAT
BRITAIN. *INTERNATIONAL JOURNAL OF RECENTLY
SCIENTIFIC RESEARCHER'S THEORY*, *1*(9), 94-97.

31. Nafisa, T. (2023, December). Secondary ways of word formation. In *"
Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp.
109-112).

32. Nafisa, T. (2023). VOWELS AND THEIR
MODIFACATIONS. *Новости образования: исследование в XXI
веке*, *2*(16), 298-305.

33. Nafisa, T. (2023, December). Secondary ways of word formation. In *"
Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp.
109-112).

34. Nafisa, T. (2023). THE EDUCATION SYSTEM OF THE USA: PRESCHOOL EDUCATION, SECONDARY AND HIGHER EDUCATION, SCHOOL FORMS. *The Role of Exact Sciences in the Era of Modern Development*, *1*(6), 53-57.

35. Qizi, T. N. Z., & Umedovich, M. Y. (2023). AMERICAN-BASED PRONUNCIATION STANDARDS OF ENGLISH. *Scientific Impulse*, *2*(15), 563-567.

36. Nafisa, T. (2023, December). Word Formation: Compounding. In *"Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 113-115).

37. Nafisa, T. (2023). NOUNS AND THEIR GRAMMATICAL CATEGORIES. *Новости образования: исследование в XXI веке*, *2*(16), 292-297.

PHRASE THEORY: PHRASE TYPES AND SUBTYPES: COORDINATE, SUBORDINATE AND PREDICATIVE PHRASES

Ma'ripov Jalolxon Kamoliddin o'g'li
Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek The faculty of Psychology, department of Foreign languages Phylology and foreign languages
Student of group 302-21: : Urdusheva Sevinch Sobir qizi

Annotation: This article explores the stylistic variations in fairy tales across different cultures, using Hans Christian Andersen's fairy tales as a primary example. It examines how Andersen's works stand out due to their blend of realism, emotional depth, and lyrical quality, diverging from traditional fairy tale conventions by incorporating elements of everyday life and moral ambiguity. The article also compares Andersen's style with those of other cultural traditions, such as German fairy tales by the Brothers Grimm, Japanese folklore, Arabian tales from *One Thousand and One Nights*, and African oral storytelling. By highlighting these differences, the article underscores the universal themes of fairy tales—such as good versus evil, transformation, and moral lessons—while showing how each culture's unique stylistic approach reflects its values, traditions, and worldview. The analysis concludes by emphasizing the enduring relevance and global appeal of fairy tales, noting that their stylistic diversity enriches their ability to convey shared human experiences.

Key words: fairy tales, Hans Christian Andersen, stylistic variations, cultural context, moral lessons, narrative techniques, Brothers Grimm, Japanese folklore, Arabian tales, African storytelling, universal themes, transformation, good versus evil, emotional depth, realism, folklore, cultural heritage, storytelling traditions, moral ambiguity, fantasy, psychological complexity.

Fairy tales have long been an integral part of storytelling traditions across cultures, offering valuable insights into societal values, norms, and historical contexts. These tales, characterized by magical elements, fantastical creatures, and moral lessons, are often passed down through generations and adapted to suit cultural tastes. One prominent figure in the world of fairy tale literature is Hans Christian Andersen, whose works have been translated into numerous

languages and widely disseminated across cultures. His fairy tales, though rooted in Danish tradition, have global appeal and showcase stylistic features that transcend national borders.

Fairy tales generally adhere to certain stylistic conventions, including simple language, repetitive structures, and clear moral lessons. They typically employ a straightforward narrative style, often in the third person, and are marked by a certain universality in their themes. This simplicity and clarity make them accessible to audiences of all ages and backgrounds. Repetition is a common feature in many fairy tales and serves to reinforce the central message of the story, make the narrative more memorable, and give it a rhythmic quality that appeals to both children and adults. In Andersen's tales, we often find repeated motifs, such as three tasks to be completed or three wishes to be granted, which echo the structure of traditional folk tales.

Another key stylistic element is the use of vivid imagery. Andersen's writing paints a picture of otherworldly landscapes, magical creatures, and exaggerated emotions. This style invites the reader into a world where the ordinary and the extraordinary are woven together. His tales are also rich in symbolism, with characters often representing abstract concepts such as virtue, innocence, or evil. These symbolic representations serve as moral lessons, guiding readers toward deeper reflections on the human experience. Fairy tales traditionally convey moral lessons, and Andersen's works are no exception. In tales such as *The Little Mermaid* and *The Ugly Duckling*, readers are exposed to themes of transformation, self-discovery, and the consequences of making choices. While Andersen's fairy tales often teach lessons about love, sacrifice, and personal growth, they are sometimes tinged with melancholic or bittersweet endings, a unique feature of his work.

While adhering to many of the conventional stylistic traits of fairy tales, Andersen's writing also introduces certain distinctive features that set his work apart. His fairy tales are known for their emotional depth, exploring complex human emotions such as loneliness, yearning, and the search for meaning. Additionally, Andersen's tales are often characterized by tragic or bittersweet endings. Unlike many traditional fairy tales that end with "happily ever after," Andersen's tales often feature more tragic, bittersweet, or ambiguous conclusions. For instance, in *The Little Match Girl*, the protagonist dies at the

end, a stark contrast to the triumphant endings of fairy tales like *Cinderella*. This divergence from the typical fairy tale ending marks a significant departure from other cultural traditions, contributing to the enduring poignancy of Andersen's tales.

Another hallmark of Andersen's style is his humanization of the supernatural. In his fairy tales, supernatural elements are not mere fantasy but are often deeply intertwined with human emotions and experiences. The little mermaid's longing for a human soul in *The Little Mermaid* or the Snow Queen's power to control emotions in *The Snow Queen* are examples of how Andersen blends the fantastical with profound human dilemmas. This ability to explore universal human experiences through the lens of the magical makes his fairy tales both enchanting and thought-provoking.

While the stylistic features of fairy tales are often universal, the way they are told varies greatly across cultures. In the case of Hans Christian Andersen's fairy tales, their reception and adaptation differ depending on the cultural context in which they are read. In Europe, Andersen's tales resonate with themes of social stratification, personal sacrifice, and moral lessons. These tales often reflect the values and societal concerns of 19th-century Denmark, such as the tension between social mobility and class rigidity. In stories like *The Emperor's New Clothes*, Andersen critiques societal norms and the folly of vanity, themes that were particularly relevant in European societies at the time.

In the United States, Andersen's tales have been adapted to reflect the American spirit of individualism and self-reliance. For example, *The Ugly Duckling* has been widely embraced as a tale of personal transformation and the triumph of the underdog. The emphasis in American adaptations often lies in personal growth, the discovery of one's potential, and the pursuit of happiness despite adversity. In many Asian countries, fairy tales often focus on themes of filial piety, family, and respect for tradition. While Andersen's stories are not culturally native to these regions, they have been adapted and localized in ways that fit into the moral and cultural frameworks of these societies. In some Japanese adaptations, for instance, Andersen's stories may highlight the importance of familial duty and societal harmony.

The translation and cultural adaptation of Andersen's tales reveal the malleability of his work across various cultures. In some cases, elements of the original text are altered to better align with the values of the target culture, though the core themes and moral lessons are often retained. These adaptations might include changes in setting, character behavior, or the inclusion of cultural symbols that resonate more strongly with the audience. The language of fairy tales is often adjusted to meet the linguistic needs of different cultures. For instance, in translations from Danish to English, German, or French, the rhythm and simplicity of Andersen's writing are preserved, but certain nuances might be lost or modified. Additionally, illustrations accompanying these translations may take on regional characteristics, further altering the cultural perception of the stories.

Hans Christian Andersen's fairy tales have a unique stylistic quality that combines traditional fairy tale elements with deeper emotional and psychological exploration. His tales, with their vivid imagery, symbolic motifs, and bittersweet endings, transcend cultural boundaries and continue to resonate with readers across the world. While these stories are rooted in Danish culture, their universal themes of transformation, longing, and moral lessons make them adaptable and relevant to diverse cultural contexts. Andersen's fairy tales serve as a testament to the power of storytelling to bridge cultural divides, offering insights into both the human condition and the values of different societies.

Conclusion: The Universality of Style in Diversity

Hans Christian Andersen's fairy tales exemplify how a storyteller can weave universal themes into a culturally specific narrative. Through his unique blend of realism, emotion, and poetic style, he captured the human experience in ways that transcend cultural boundaries, while still remaining distinctly Danish in terms of his worldview and influences. Across cultures, the stylistic approach to fairy tales varies, reflecting the values, traditions, and beliefs of different societies. Yet, the core of fairy tales remains the same: a reflection of the human condition, a search for meaning, and a journey through suffering to enlightenment. Whether through the dramatic simplicity of Andersen's tales, the rich symbolism of Japanese narratives, or the communal lessons of African folklore, fairy tales continue to captivate and teach readers of all cultures. In addition to the stylistic variations observed across cultures, fairy tales also

illustrate the adaptability of storytelling to different cultural contexts. While Hans Christian Andersen's tales reflect a European sensibility, often infused with emotional depth and moral complexity, they also share core features with stories from other parts of the world: an exploration of human nature, the triumph of virtue, and the transformative power of hardship. Fairy tales, regardless of origin, serve as a bridge between the individual and the collective, offering both personal and societal insights. Ultimately, the stylistic richness of these tales highlights the diversity of human experience, demonstrating that while the details may differ—whether in tone, character, or moral resolution—the universal truths that fairy tales convey are a testament to their enduring relevance across cultures and generations. The stylistic variety within fairy tales enriches their global appeal, making them not only a reflection of different cultural heritages but also a shared means of storytelling that unites us all in the common language of narrative.

REFERENCES

1. Abduraxmanova Z, Abiyirkulova Z, Nurmamatova M: UNDERSTANDING MULTICULTURALISM IN SOCIOLOGY: EMBRACING DIVERSITY IN SOCIETY, 2022
2. Abduraxmanova, Z., & Mamurova, M. (2021). THEORETICAL APPROACH TO SPEECH DISFLUENCIES IN SIMULTANEOUS INTERPRETATION. In *МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ* (pp. 43-45).
3. Axmedova S. R. и др. Masofaviy ta'lim va uning horijiy tillarni o'qitishdagi o'rni //Science and Education. – 2021. – Т. 2. – №. 10. – С. 608-612.
4. Axmedova, S. R. (2021). Chet tillarni o'rganish va undagi metodlarning ahamiyati. *Science and Education*, *2*(11), 1076-1080.
5. Andersen, Hans Christian. *The Complete Fairy Tales of Hans Christian Andersen*. Translated by Tiina Nunnally, Bantam Classics, 2003.
6. Bettelheim, Bruno. *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*. Vintage Books, 1976.
7. Fayzullaeva, U., & Togaev, S. (2024). A LITERARY PHENOMENON IN THE POSTMODERN ERA. IJODKOR O'QITUVCHI, 4(37), 146-148.

8. Grimm, Jacob, and Wilhelm Grimm. *Grimm's Fairy Tales*. Translated by Edgar Taylor, Wordsworth Editions, 1993.

9. Kermode, Frank. *The Sense of an Ending: Studies in the Theory of Fiction*. Oxford University Press, 1967.

10. Luthi, Max. *The European Folktale: Form and Nature*. Translated by John D. Niles, University of Chicago Press, 1982.

11. Ma'ripov J. K. A BRIEF INFORMATION ABOUT TENSES //O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA. – C. 464.

12. Tolibovna A. K. et al. Features Of Anthropocentric Study Of Sacred Texts //Open Access Repository. – 2022. – T. 8. – №. 1. – C. 5-10.

13. Tolibovna A. K. et al. Functions of Allusion and Allusion as a Marker of Intertextuality and Precedence //European Multidisciplinary Journal of Modern Science. – 2022. – T. 6. – C. 485-487.

14. Ma'ripov J. KORPUS HAQIDA UMUMIY TUSHUNCHA //Центральноазиатский журнал образования и инноваций. – 2023. – T. 2. – №. 5. – C. 175-178.

15. Ma'ripov J. Antroposentrizm–tilshunoslikning zamonaviy yonalishi sifatida //Инновационные исследования в современном мире: теория и практика. – 2022. – T. 1. – №. 28. – C. 62-68.

16. Solnyshkina M. I. et al. IMPORTANCE OF SETTING GOALS. SMART GOALS //Новости образования: исследование в XXI веке. – 2023. – T. 1. – №. 11. – C. 318-320.

17. LEARNER I. Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek, The faculty of psychology, The teacher at the department of Foreign languages.

18. Маърипов Д. Psychological value of the novels by agatha christie //Информатика и инженерные технологии. – 2023. – T. 1. – №. 2. – C. 630-632.

19. Propp, Vladimir. *Morphology of the Folktale*. Translated by Laurence Scott, University of Texas Press, 1968.

20. Zipes, Jack. *Fairy Tales and the Art of Subversion: The Classical Genre for Children and the Process of Civilization*. Routledge, 2006.

21. Yanagita, Kunio. *The Yanagita Guide to the Japanese Folk Tale*. Translated by Ronald A. Morse, University of Chicago Press, 2006.

PHRASE THEORY: PHRASE TYPES AND SUBTYPES: COORDINATE, SUBORDINATE AND PREDICATIVE PHRASES

Teshaboyeva Nafisa Zubaydulla qizi

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek The faculty of Psychology, department of Foreign languages Phylology and foreign languages
Student of group 302-21: : Eshbekova Laziza Xayrulla qizi

Annotation: This article provides a detailed overview of the various organs involved in speech production, emphasizing the coordination and roles of each component in the process. It begins by describing the respiratory system as the power source, explaining how air from the lungs is used to generate sound. The role of the larynx in sound production through vocal cord vibration is explored, followed by an examination of how the articulators—such as the tongue, lips, and palate—shape these sounds into recognizable speech. The nasal cavity's role in resonance for specific sounds is also highlighted. Finally, the article underscores the importance of the brain in controlling and coordinating these functions. Through this explanation, the article offers a comprehensive understanding of the complex biological processes behind speech, reinforcing the intricacy and interconnectedness of the human anatomy in communication.

Key words: respiratory system, larynx, vocal cords, articulators, tongue, lips, palate, nasal cavity, resonance, speech production, brain, motor cortex, Broca's area, sound, airflow, communication, speech anatomy, vocal folds, coordination, language, articulation.

The Work of the Organs of Speech

The process of speaking involves the coordinated effort of several structures in the human body known as the "organs of speech." These organs, working together in a highly complex and synchronized manner, allow humans to produce sounds that form language. Understanding how these organs function provides insight into how speech is produced, from the generation of sound to its articulation and modulation.

The Respiratory System: The Power Source

The first and most fundamental part of speech production is the respiratory system. Breathing supplies the airflow needed for speech. The lungs act as the power source, providing air that is pushed through the trachea (windpipe) and into the larynx (voice box).

- **Inhalation:** The diaphragm, a muscle beneath the lungs, contracts and moves downward, allowing the lungs to expand and fill with air.

- **Exhalation:** As the diaphragm relaxes, air is forced out of the lungs, passing through the trachea and into the larynx, where it is ready to be shaped into sound.

This airflow is crucial for voice production, and its control is vital for both speech volume and clarity.

The Larynx: Sound Production

At the heart of the speech process is the larynx, which contains the vocal cords (also known as vocal folds). These are two folds of tissue located at the top of the trachea. When air passes through the vocal cords, they vibrate, producing sound.

- **Pitch and Volume Control:** The tension of the vocal cords and the force of the air determine the pitch and volume of the sound produced. Tighter vocal cords result in higher-pitched sounds, while relaxed cords produce lower-pitched sounds. The louder the airflow, the more intense the vibration, which results in a louder voice.The larynx also plays a role in protecting the airway. When swallowing, the vocal cords close tightly to prevent food and liquids from entering the lungs.

The Articulators: Shaping Sound After sound is produced in the larynx, it moves into the mouth, where it is shaped into distinct sounds by the articulators. These include:

- **The Tongue:** The most versatile of all articulators, the tongue moves in various ways to produce different sounds. Its tip, blade, and back can articulate with the teeth, hard palate, and soft palate (velum) to form consonants and vowels**.**

- The Lips: The lips can shape sounds by pressing together (as in the production of "p" and "b"), or by rounding and protruding (as in "o" and "u").

- The Teeth: The teeth, particularly the upper teeth, work with the tongue to create sounds like "th" (voiced as in "this," or voiceless as in "think").

- The Hard and Soft Palates: These structures, located in the roof of the mouth, are essential for producing various consonants. The hard palate helps produce sounds like "sh," while the soft palate (velum) controls whether air is directed through the nose (nasal sounds like "m," "n," and "ng") or the mouth. The articulators refine the sound produced in the larynx, turning it into understandable speech sounds that make up words and sentences.

The Nasal Cavity: Resonance While the mouth and throat are key to articulation, the **nasal cavity** also plays an important role in resonance. Nasal sounds such as "m," "n," and "ng" are produced when the velum (soft palate) lowers, allowing air to flow into the nasal passages. The nasal cavity acts as a resonating chamber, giving certain sounds a distinct quality.

The Brain: Control and Coordination Speech is not just a physical process but a highly coordinated one that is controlled by the brain. The motor cortex, responsible for voluntary movement, sends signals to the muscles of the respiratory system, larynx, tongue, lips, and other speech organs. The brain also processes the sensory feedback from these organs, adjusting movements in real-time for precise speech production. Additionally, the brain's Broca's area is critical for speech production, controlling the movements involved in forming words. Damage to this area can result in speech disorders such as aphasia, affecting an individual's ability to speak or understand language.

The Process of Speech Production

The process of speech begins with the brain generating the message to be communicated. This message is then translated into motor commands, which instruct the respiratory system, larynx, articulators, and brain to produce the sounds.

Breathing initiates the process by providing air pressure.

The larynx vibrates to produce sound.

The articulators shape this sound into distinct speech sounds.

The nasal cavity provides resonance for specific sounds.

The brain continues to monitor and adjust the entire process, ensuring the message is accurately conveyed.

The ability to produce speech is one of the most remarkable human traits, and it relies on the intricate coordination of several anatomical structures known as the speech organs. These organs, working together as part of the articulatory system, enable the production of sounds that form words and, ultimately, communication. Below is a breakdown of the main speech organs and their respective functions in speech production. The process of speech production is an intricate interaction between various speech organs. The lungs supply the necessary air pressure, the larynx produces the sound, and the articulatory organs (mouth, lips, teeth, tongue, and soft palate) shape and refine the sound into intelligible speech. Each organ plays a unique role, working together to produce the full range of sounds used in human languages. Understanding the functions of these speech organs highlights the complexity of speech production and underscores the marvel of human communication.

The lungs are responsible for providing the airflow necessary for speech production. When air is exhaled from the lungs, it travels up through the trachea and into the larynx (voice box). The lungs act as the source of energy that powers speech. The force and volume of air that is exhaled determine the loudness and duration of the speech sounds. Controlled exhalation is essential for producing clear and sustained speech.

The trachea, or windpipe, is the airway through which air travels from the lungs to the larynx. It connects the lower respiratory system to the vocal apparatus. Although the trachea itself does not contribute to sound production directly, it is crucial for conducting the airflow that powers phonation (sound production) in the larynx. It allows a steady flow of air to pass into the vocal cords.

The larynx contains the vocal cords (vocal folds), which vibrate as air passes through them to produce sound. The larynx is often referred to as the "voice box" because it is where the raw sound (phonation) is produced. The vocal cords in the larynx are controlled by various muscles that adjust their tension and length, which alters the pitch and tone of the sound. The larynx's ability to control vocal cord vibration is what allows us to produce different pitches, volumes, and tones.

The vocal cords, located in the larynx, are two flexible bands of muscle tissue that vibrate to create sound when air passes through them. The vocal cords can be stretched or relaxed to control the frequency of vibration, thus producing different pitches. They can also be brought closer together for louder sounds or apart for softer sounds. Their tension and mass are key factors in determining pitch (high or low).

The pharynx, or throat, is a muscular tube that connects the larynx to the oral cavity and nasal passages. It acts as a resonating chamber that helps amplify and modify the sounds produced in the larynx. The shape and size of the pharynx can affect the resonance of speech sounds. It also assists in directing airflow through the mouth or nose, which is essential for producing different speech sounds.

The mouth plays a central role in shaping speech sounds. It is where many of the final articulatory processes take place. The mouth, especially its parts—the lips, teeth, tongue, and palate—modifies the sound created by the vocal cords. The tongue is particularly important in shaping consonant sounds, and the lips are key for producing labial sounds such as /p/, /b/, and /m/.

The lips are crucial for the articulation of several speech sounds, especially those involving the labial articulatory features. The lips help in forming sounds like /p/ and /b/ (as in *pat* and *bat*), which are made by bringing the lips together. The position and movement of the lips also play a role in creating rounded vowel sounds like /u/ in *boot*.

The teeth are involved in the production of some consonant sounds, particularly those that are dental in nature. The upper teeth work with the tongue to produce sounds like /θ/ (as in *think*) and /ð/ (as in *this*). The teeth provide a

point of contact for the tongue, and this interaction is crucial for accurate articulation of these specific sounds.

The tongue is perhaps the most flexible and dynamic of the speech organs. It is capable of moving in various directions and making contact with different parts of the mouth to produce a wide range of speech sounds. The tongue plays a critical role in both consonant and vowel production. Its position in the mouth determines whether a sound is a stop (e.g., /t/, /d/), a fricative (e.g., /s/, /z/), or a nasal (e.g., /n/). It also helps shape vowels by moving to various positions (e.g., high, low, front, or back) in the mouth to produce different vowel sounds.

Conclusion

The work of the organs of speech is a finely tuned and intricate process. The respiratory system provides the air needed for speech, while the larynx produces sound. The articulators then shape this sound into recognizable speech, with the nasal cavity adding resonance for specific sounds. All these actions are coordinated and controlled by the brain, making the act of speaking a remarkable display of human anatomy and neural function. Understanding the roles of these organs enhances our appreciation for the complexity of human communication and the mechanisms that allow us to convey our thoughts, feelings, and ideas. In conclusion, the organs of speech work in a highly synchronized manner to produce the complex and nuanced sounds that form human language. Each component, from the lungs providing airflow to the intricate movements of the tongue and lips, plays a critical role in ensuring clear and effective communication. The brain's control over this process highlights the incredible coordination required for speech production. This seamless integration of biological structures not only allows us to speak but also enables the rich variety of languages and dialects that define human culture and interaction. By understanding these physiological mechanisms, we gain a deeper appreciation for the remarkable capacity of human communication.

REFERENCES

1. Boersma, P., & Weenink, D. (2018). Praat: Doing Phonetics by Computer. Retrieved from http://www.praat.org/

2. Clark, J., Yallop, C., & Fletcher, J. (2007). An Introduction to Phonetics and Phonology (3rd ed.). Blackwell Publishing.

3. Fink, A. (2017). The Anatomy of Speech and Language. Pearson Education.

4. Gick, B., & Derrick, D. (2009). The Vowel Articulation of the English Phonetic System. Cambridge University Press.

5. Kent, R. D., & Read, C. (2002). The Acoustic Analysis of Speech. Delmar Cengage Learning.

6. Lieberman, P. (2006). Acoustic Phonetics. MIT Press.

7. Perkins, R. (1999). Speech and Language Development. Oxford University Press.

8. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).

9. Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 415-420).

10. Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE INTESL AND TEFL CLASSROOMS. In СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 82-84).

11. Хидирова, Д., & Тешабоева, Н. (2022). Pedagogical conditions for the development of the healthy thinking in students. Zamonaviy innovatsion tadqiqotlarning dolzarb muammolari va rivojlanish tendensiyalari: yechimlar va istiqbollar, 1(1), 120-122.

12. Gaybullayeva, N. D. K., & Kizi, T. N. Z. (2022). THE ROLE OF INNOVATIVE METHODS FOR LISTENING COMPREHENSION IN TEACHING LANGUAGE LEARNERS FOREIGN LANGUAGES AND MAINLY ENGLISH. *Central Asian Research Journal for Interdisciplinary Studies (CARJIS)*, *2*(10), 8-10.

13. Teshaboyeva Nafisa Zubaydulla qizi, Jurayev Muhammadrahim Murod o'g'li, & Mamirova Munisa Rajab qizi. (2021). Language Learning Culturally and the Role of Literature in Teaching Process. *Central Asian Journal of Theoretical and Applied Science*, *2*(3), 1-5. Retrieved from

https://www.cajotas.centralasianstudies.org/index.php/CAJOTAS/article/view/84

14. Teshaboyeva, N. (2023). THE IMPORTANCE OF TOURISM IN PRESENT DAY. Журнал иностранных языков и лингвистики, 5(5).

15. Teshaboyeva, N. (2023). THE MODERN INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES. Журнал иностранных языков и лингвистики, 5(5).

16. Teshaboyeva, N. Z. (2023, November). Adjective word group and its types. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 59-61).

17. Teshaboyeva, N. Z. (2023, November). Modifications of Consonants in Connected speech. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 7-9).

18. Teshaboyeva, N., & Rayimberdiyev, S. (2023, May). THE IMPORTANCE OF USING MULTIMEDIA TECHNOLOGY IN TEACHING ENGLISH CLASSES. In Academic International Conference on Multi-Disciplinary Studies and Education (Vol. 1, No. 8, pp. 149-153).

19. Nafisa, T., & Marina, S. (2023). TEACHING AND LEARNING OF ENGLISH VOCABULARY IN TESL AND TEFL CLASSROOMS. International Journal of Contemporary Scientific and Technical Research, 465-469.

20. Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3187

21. Teshaboyeva, N., & Yakubova, N. (2023). CHANGES OF MEANING OF WORDS. Центральноазиатский журнал образования и инноваций, 2(12), 126-129.

22. Sharifova Dinora Tohir qizi, & Teshaboyeva Nafisa. (2023). " NOUNS AND THEIR GRAMMATICAL CATEGORIES". Новости образования: исследование в XXI веке, 2(16), 292–297. извлечено от http://nauchniyimpuls.ru/index.php/noiv/article/view/13128

23. Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3187

24. Qodirova Aziza Yunusovna, & Teshaboyeva Nafisa Zubaydulla qizi. (2023). "VERBS AND THEIR GRAMMATICAL CATEGORIES". Новости образования: исследование в XXI веке, 2(16), 280–283. извлечено от http://nauchniyimpuls.ru/index.php/noiv/article/view/13126

25. Tuxtayeva Aziza Ilhom qizi, & Teshaboyeva Nafisa. (2023). Word Formation: Compounding . "Conference on Universal Science Research 2023", 1(12), 113–115. Retrieved from https://universalpublishings.com/index.php/cusr/article/view/3185

26. Teshaboyeva Nafisa Zubaydulla, & Iskandarova Sarvinoz Shukurullo qizi. (2023). THE CLASSIFICATION OF SYNONYMS AND THEIR SPECIFIC FEATURES. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 126–131. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3191

27. Тешабоева, Н. (2023). Teaching writing as a major part of productive skills in mixed ability classes . Информатика и инженерные технологии, 1(2), 652–656. извлечено от https://inlibrary.uz/index.php/computer-engineering/article/view/25759

28. Teshaboyeva, N., & Yakubova, N. (2023). WORD FORMATION. COMPOUNDING. *Development of pedagogical technologies in modern sciences*, *2*(12), 187-192.

29. Teshaboyeva, N. (2023). Compound sentences in the English language. *Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari*, *2*(2), 68-70.

30. Nafisa, T. (2023). THE USA ECONOMY, INDUSTRY, MANUFACTURING AND NATURAL RESOURCES OF GREAT BRITAIN. *INTERNATIONAL JOURNAL OF RECENTLY SCIENTIFIC RESEARCHER'S THEORY*, *1*(9), 94-97.

31. Nafisa, T. (2023, December). Secondary ways of word formation. In *" Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 109-112).

32. Nafisa, T. (2023). VOWELS AND THEIR MODIFACATIONS. *Новости образования: исследование в XXI веке*, *2*(16), 298-305.

33. Nafisa, T. (2023, December). Secondary ways of word formation. In *" Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 109-112).

34. Nafisa, T. (2023). THE EDUCATION SYSTEM OF THE USA: PRESCHOOL EDUCATION, SECONDARY AND HIGHER EDUCATION, SCHOOL FORMS. *The Role of Exact Sciences in the Era of Modern Development*, *1*(6), 53-57.

35. Qizi, T. N. Z., & Umedovich, M. Y. (2023). AMERICAN-BASED PRONUNCIATION STANDARDS OF ENGLISH. *Scientific Impulse*, *2*(15), 563-567.

36. Nafisa, T. (2023, December). Word Formation: Compounding. In *" Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 113-115).

37. Nafisa, T. (2023). NOUNS AND THEIR GRAMMATICAL CATEGORIES. *Новости образования: исследование в XXI веке*, *2*(16), 292-297.

ХОДЖКИН ЛИМФОМАСИДАГИ МОРФОЛОГИК ЎЗГАРИШЛАРНИ ИММУНОГИСТОКИМЁВИЙ ХАРАКТЕРИСТИКАСИ (РИО ва РИАТМ СУРХОНДАРЁ ФИЛИАЛИДА 2020-2023 ЙИЛЛАРИДА)

А.Ж.Абдуллаев[1], Ж.Қ.Абдурасулов[2]

Абдуллаев Аҳмад Жаббор ўғли – Тошкент тиббиёт академияси Термиз филиали Паталогик анатомия, суд тиббиёти, тиббиёт ҳуқуқи кафедраси ассистенти, Термиз ш., Ўзбекистон.
Абдурасулов Журъат Кудрат ўғли – Тошкент тиббиёт академияси Термиз филиали суд тиббиёти мутахасиси ординатори, Термиз ш., Ўзбекистон.
ahmadabdullayev27@gmail.com
, Тел:+99891-587-09-60.

Мавзунинг долзарблиги. Ходжкин лимфомаси нисбатан кам учрайдиган ўсма бўлиб, барча лимфомаларнинг 30 % ини ташкил қилади Муаллифларнинг таъкидлашича, сўнгги ўн йилликлар давомида Ходжкин лимфомаси билан касалланиш даражаси, турли ёш популяцияларида ва Осиё мамлакатлари аёллар орасида учраш даражаси ортиб бормоқда [Stein X et al (2001), Metzger ML, Mauz-Körholz C (2019)]. Ходжкин лимфомалари (ҲЛ) иккита асосий турни ўз ичига олади: классик ҲЛ (СЛП) ва нодуляр лимфотситик-доминант ҲЛ (НЛПҲ). ҲЛдаги сўнгги молекуляр кашфиётлар ўсма хусусиятларини даволаш ва аниқлашда кескин ўзгаришларга ёрдам берди. Масалан, ПД-1/ПД-Л1 блокадаси ва брентухимаб ведотин, ситотоксик бирикмани ташувчи анти-СД30 антикори ҳозирги вақтда ҲЛ билан оғриган беморларда кенг қўлланилади [Satou A, et al (2022)].

Илмий ишнинг мақсади. Сурхондарё вилояти худудида яшовчи Ходжкин лимфомаси билан касалланган беморлар орасида лимфомаларнинг патоморфологик характеристикасини, цитологик ва патогистологик шаклларини, беморларда ўтказилган иммуногистокимёвий текширув натижаларини ва уларнинг ташхис қўйишдаги ахамиятини ўрганиш.

Материал ва усуллар. Республика ихтисослаштирилган онкология ва радиология илмий-амалий тиббиёт маркази Сурхондарё филиалида 2020-2023 йиллар давомида Ходжкин лимфомаси ташхиси билан

даволанишда бўлган 55 нафар беморларни шамли блоклардан кайта кесма олиниб иммуногистокимёвий текширишдан ўтказиш учун кайта ишлов берилиб буюм ойначасига кесмалар олиниб, Иммуногистокимёвий текширув усули орқали Bond Leica Australia (Австралия) иммуногистопроцессордан фойдаланган холда CD15, CD30 CD20, Ki67 ва PAX5 антигени орақали қон томирлар зичлиги ўрганилди.

Тадқиқот натижалари. Тадқиқот ишлари Республика ихтисослаштирилган онкология ва радиология илмий-амалий тиббиёт маркази Сурхондарё филиалида 2020-2023 йиллар давомида Ходжкин лимфомаси касаллиги ташхиси қўйилиб, диспансерда даво муолажаларини олган 60 нафар бемор натижалари таҳлил қилинди

Ходжкин лимфомасининг лимфогистоцитар турида CD15 углевод ёпиштирувчи молекула, дисахарид ҳосиласи, гликлпротеинлар, глико-липидларнинг таркибий қисми бўлиб иммунологик муҳим молекула ҳисобланади. Иммуногистокимёвий кўриниши 15 нафар беморларда кўплаб лимфоид тўқимаси асосан майда ва эпителиоид лимфогистиоцитлардан ташкил топган. Березовский-Штеринберг кўп ядроли улкан ҳужайралари ва Ходжкиннинг бир ядроли ҳужайралари тўқ жигарранг ранга бўялган. (1- расм);

Ходжкин лимфомасининг лимфогистоцитар турида CD20 В лимфоцитлар антигени бўлиб, CD20 В-лимфоцитлар юзасида жойлашган оқсил коррецепторидир. CD20 реагенти иммуногистокимёвий кўриниши 15 нафар беморларда кўплаб лимфоид тўқимаси пролиферацияси ва лимфо-гистиоцитлардан ташкил топган. Березовский-Штеринберг кўп ядроли улкан ҳужайралари ва Ходжкиннинг бир ядроли ҳужайраларидан ташкил топган. В лимфоцитлар фолликуласи тўқ жигарранг ранга бўялган (2-расм);

Ходжкин лимфомасининг лимфогистоцитар турида CD30 реагенти ўсимта некрози омили рецепторлари оиласидан хужайра мембранаси оқсилидир. CD30 реагентининг мембрана билан боғланган шакли фаоллаштирилган Т ва В хужайралари юзасида пайдо бўлади ва сигнализация оқсиллари билан ўзаро таъсири фаоллашишига олиб келади. CD30 реагенти Иммуногистокимёвий кўриниши 15 нафар беморларда кўплаб лимфоид тўқимаси асосан майда ва эпителиоид лимфо-гистиоцитлардан ташкил топган. Березовский-Штеринберг кўп ядролаи улкан хужайралари ва Ходжкиннинг бир ядроли хужайралари тўқ жигарранг ранга бўялган (3-расм);

PAX-5 реагенти Ходжкин лимфомасининг лимфогистоцитар турида – В хужайра фаоллаштирувчи оқсилни кодлайди. В хужайраларнинг маркери жумладан В лимфобластик неоплазмалар ва етилиш босқичларида иштирок этади. Иммуногистокимёвий кўриниши 15 нафар беморларда кўплаб лимфоид тўкимаси асосан майда ва эпителиоид лимфогистиоцитлардан ташкил топган. Березовский-Штеринберг кўп ядроли улкан хужайралари ва Ходжкиннинг бир ядроли хужайралари тўқ жигарранг ранга бўялган (4-расм).

Тадқиқот натижаларини мухокамаси. Олинган тадқиқотлар натижалари шуни кўрсатадики Ходжкин лимфомасининг лимфоид ҳужайралари устунлиги бўлганида 36,2% ҳолатда СД3, СД15, СД20 ва СД30, тугунли турида 28,4% ҳолатда, + СД45 занжири, бошқаларида 21,8% ҳолатларда СД57 розеткалари СД23 сезгирлиги аниқланди. Шу билан бирга юқоридаги текширув натижалари шуни кўрсатдики Ходжкин лимфомасининг лимфогистоцитар турида барча танлаб олинган иммуногистокимёвий реагентлар CD15, CD30 CD20, PAX5 Березовский-Штеринберг кўп ядроли улкан хужайралари ва Ходжкиннинг бир ядроли хужайралари тўқ жигарранг ранга бўялган ва Ki67 антигенининг 40-50 % юқори позитив реакцияси кузатилди. Ходжкин нодуляр склероз турида барча танлаб олинган 15 нафар беморларнинг иммуногистокимёвий натижалари CD15, CD30 CD20, PAX5 реагентларида Березовский-Штеринберг кўп ядроли улкан хужайралари ва Ходжкиннинг бир ядроли хужайралари тўқ жигарранг ранга бўялган ва Ki67 антигенининг 30-40 % юқори позитив реакцияси кузатилди. Ходжкин кам лимфоцитар турида барча танлаб олинган 15 нафар беморларнинг иммуногистокимёвий натижалари CD15, CD30 CD20, PAX5 реагентларида Березовский-Штеринберг кўп ядроли улкан хужайралари ва Ходжкиннинг бир ядроли хужайралари тўқ жигарранг ранга бўялган позитив реакцияси ва Ki67 антигенининг 20-30% юқори позитив реакцияси кузатилди.

Хулоса.

1. ҲЛнинг молекуляр тадқиқотларида муҳим янги тушунчалар пайдо бўлиши билан ҲЛ терапияси ва таснифи доимо ривожланиб бормоқда. Ушбу мақолада касалликларни яхшироқ тушуниш учун ҲЛ нинг патологик ва молекуляр хусусиятларининг қисқача мазмуни ва янгиланиши келтирилган;

2. Иммуногистокимёвий текширув натижалари шуни кўрсатдики барча беморлар Ходжкин лимфомаси билан тўғри касалланган бўлиб CD15, CD30 PAX5 реагентлари позитив реакцияси, CD20 реагентининг

фақат фолликуласида позитив реакция кузатилган. Полифератив активлиги бўйича Ki67 антигенининг лимфогистоцитар турида 40-50% юқори позитив реакцияси кузатилди, бу эса ушбу турини қисман агрессив кетишида намоён бўлди;

3. ҲЛ соҳасидаги сўнгги молекуляр кашфиётлар ўсма хусусиятларини даволаш ва аниқлашда кескин ўзгаришларга ёрдам берди.

Адабиётлар:

1. Metzger ML, Mauz-Körholz C. Epidemiology, outcome, targeted agents and immunotherapy in adolescent and young adult non-Hodgkin and Hodgkin lymphoma. Br J Haematol. 2019;185(6):1142-1157. doi: 10.1111/bjh.15789. Epub 2019 Feb 6. PMID: 30729493;

2. Satou A, Takahara T, Nakamura S. An Update on the Pathology and Molecular Features of Hodgkin Lymphoma. Cancers (Basel). 2022 May 26;14(11):2647. doi: 10.3390/cancers14112647. PMID: 35681627; PMCID: PMC9179292.

RUH QO'SHILGAN KOMPOZITSION MATERIALLAR VA ULARNING FIZIK KIMYOVIY XOSSALARI

X.X.To'rayev[1], A.I.Xolboyeva[1], D.T.Yaqubova[1],

F.N.Nurqulov[2], R.V.Aliqulov [1]

[1]Termiz davlat universiteti

[1]Toshkent kimyo-texnologiya ilmiy tadqiqot instituti

yaqubovadilfuza92@gmail.com

Kompozision materiallar zamonaviy kimyoning muhim yo'nalishlaridan biri bo'lib, ularning tarkibiga har xil kimyoviy elementlar va birikmalar qo'shish orqali yangi va samarali xossalarga erishiladi. Ruh asosidagi qo'shimchalar moddalarga yuqori antibakterial, mexanik barqarorlik va korroziyaga chidamlilik xususiyatlarini berishi bilan ajralib turadi. Ushbu maqolada ruh qo'shilgan kompozision materiallarning tarkibi, fizik-kimyoviy xususiyatlari va qo'llanilish sohalari tahlil qilinadi.

Ruh qo'shilgan kompozision materiallarning tarkibi. Ruh metall va uning birikmalari (oksidlar, sulfatlar, xloridlar) kompozision materiallarda asosiy komponent yoki modifikator sifatida qo'llaniladi. Ularning tarkibiga: Ruh oksidi (ZnO): yuqori antibakterial va ultrabinafsha nurlarni qaytaradigan xususiyatga ega. Ruh sulfidi (ZnS): elektr izolyasiyasi va fotolyuminessensiya xususiyatlari bilan ajralib turadi. Ruh metalli korroziyaga qarshi muhofaza qiluvchi qatlam yaratish uchun samarali metallardan biridir. Tarkibida ruh bo'lgan kompozision materiallar keramika, polimerlar va metall matrisalardan iborat bo'lishi mumkin.

Fizik-kimyoviy xususiyatlari

1. Antibakterial xususiyatlari:

Ruh birikmalari, ayniqsa ZnO, mikroorganizmlarning rivojlanishini samarali to'xtatadi. Bu, ayniqsa, tibbiy qurilmalar, oziq-ovqat qoplamalari va sanitar-gigiyenik mahsulotlarda juda muhimdir.

2. Mexanik barqarorlik:

Ruh qo'shilgan materiallar qattiqlik, yorilishga chidamlilik va korroziyaga bardoshlilikni oshiradi. Bu xususan polimer kompozisiyalar uchun dolzarbdir.

3. Korroziyaga chidamlilik:

Ruh metalli yoki uning birikmalari polimer va metall matrisalarda korroziyaga qarshi qoplama sifatida ishlatiladi. Ular havo va suvdagi reaktiv elementlarni passivlashtirishga qodir.

4. Ultrabinafsha nurlarga chidamlilik:

Ruh oksidi (ZnO) ultrabinafsha nurlarni yaxshi filtrlab, materiallarning tashqi muhit ta'siridagi qarishini sekinlashtiradi.

5. Termal barqarorlik:

Ruh qo'shilgan kompozisiyalar yuqori haroratda o'z xususiyatlarini saqlab qoladi, bu ularni aerokosmik va sanoat jihozlarida qo'llashga imkon beradi.

Qo'llanilish sohalari

1. Qurilish materiallari:

Ruh qo'shilgan sement va betonlar korroziyaga chidamli bo'lib, tashqi muhit ta'sirida mustahkamligini saqlab qoladi.

2. Tibbiy mahsulotlar:

Ruh modifikatorlari qo'shilgan polimerlar antibakterial xususiyatlari tufayli tibbiy qurilmalar, gigiyenik qoplamalar va dori-darmonlarda ishlatiladi.

3. Elektronika:

Ruh asosidagi materiallar fotolyuminessensiya xususiyatlari tufayli sensorlar, displeylar va fotoelementlarda qo'llaniladi.

4. Kimyo sanoati:

Ruh qo'shilgan materiallar ximik reaksiyalarda katalitik faollikni oshiradi.

Ruh qo'shilgan kompozision materiallar yuqori antibakterial, mexanik va kimiyaviy barqarorlikka ega bo'lib, turli sohalarda keng qo'llanilmoqda. Ularning qo'llanilishi ekologiya va iqtisodiyot uchun muhim samaradorlikni ta'minlaydi. Yangi tadqiqotlar ruh asosidagi materiallarning qo'llanilish sohalarini yanada kengaytirishga yo'naltirilgan.

Foydalanilgan adabiyotlar.

1. Morris, H. "Zinc and Its Role in Antimicrobial Applications: A Comprehensive Review." Journal of Advanced Chemical Research, 2022.

2. Singh, P., Gupta, R. "Development of Zinc-Based Nanomaterials for Biomedical and Industrial Applications." Materials Today: Proceedings, 2021.

3. Nielsen, F., Sandstead, H. H. "Zinc as an Essential Micronutrient: Properties and Mechanisms." Nutrition Reviews, 2020.

4. Xu, L., Wang, Y. "Antibacterial Mechanisms of Zinc Ions on Pathogenic Bacteria." Frontiers in Microbiology, 2021.

5. Rai, M., Yadav, A. "Metal-Based Antibacterial Materials: Challenges and Innovations." Applied Microbiology and Biotechnology, 2023.

6. Kim, S., Lee, C. "Eco-Friendly Synthesis of Zinc-Based Antimicrobial Coatings." Environmental Science & Technology, 2021.

LINGUO-CULTURAL PROBLEMS OF TRANSLATION

Abduraxmanova Zilola Yoqubjon qizi

Jizzakh branch of the National University of Uzbekistan named after

Mirzo Ulugbek The faculty of Psychology, department of

Foreign languages Phylology and foreign languages

Student of group 301-21: Asilova Yulduz Anvar qizi

Annotation: This article explores the linguo-cultural problems that arise during the translation process, emphasizing the challenges faced by translators when navigating between languages and cultures. It highlights key issues such as equivalence, the translation of idiomatic expressions, politeness and formality, cultural context, and humor. The article discusses how these factors complicate the task of translating not just the words, but the underlying cultural nuances, values, and social norms embedded in the original text. By examining these challenges, the article demonstrates the critical role of the translator in bridging linguistic and cultural divides, ensuring accurate and sensitive communication across different cultural contexts. Ultimately, it underscores the importance of cultural understanding and adaptability in successful translation.

Key words: linguo-cultural problems, translation, equivalence, idiomatic expressions, politeness, formality, cultural context, humor, cross-cultural communication, translator, cultural sensitivity, cultural adaptation, language barriers, translation challenges.

Translation is an intricate process that not only involves converting words from one language to another but also adapting cultural nuances, idiomatic expressions, and societal norms embedded in the language. While the task of translating can seem straightforward, it often encounters significant challenges rooted in the cultural contexts of both the source and target languages. These challenges, which are often referred to as linguo-cultural problems of translation,

arise when there is a need to convey not just the words, but the underlying cultural meaning, tone, and connotations associated with those words.

One of the most significant problems in translation is the challenge of equivalence. In theory, translation aims to produce a text in the target language that reflects the meaning, tone, and style of the original text. However, achieving perfect equivalence is often impossible due to the deep connection between language and culture. For example, a word or expression in one language might have no direct equivalent in another language, making it difficult to convey the exact meaning. This is particularly true when the term or concept is tied to specific cultural practices, historical events, or societal norms that do not exist in the target culture. For instance, the Japanese concept of "wabi-sabi," which refers to the beauty of imperfection and the acceptance of transience, does not have a direct equivalent in most Western languages, which makes translating such a term a complex task for the translator. The challenge, then, is to find an alternative expression or explanation that encapsulates the essence of the original concept while making it understandable and relatable to the target audience.

Cultural references and idiomatic expressions further complicate the translation process. Idioms are phrases whose meanings cannot be deduced simply by interpreting the words individually. They often carry meanings that are deeply embedded in the culture from which they originate, making them difficult to translate without losing their intended impact. For example, in English, the idiomatic expression "a dime a dozen" refers to something that is very common and easily available. In a language where this specific reference does not exist, the translator must find a culturally appropriate alternative that conveys the same meaning. Translating idiomatic expressions requires not only linguistic skill but also a deep understanding of the target culture's values, norms, and communication styles. Misunderstanding the cultural significance of an

idiom can lead to awkward or inappropriate translations, which can, in turn, undermine the effectiveness of the communication.

Another major linguo-cultural problem in translation is the issue of politeness and formality. Different cultures have distinct systems for addressing people based on their social status, age, gender, and relationship to the speaker. In languages such as Japanese, Korean, and Thai, for example, different levels of politeness and formality are embedded in the language itself, and speakers must adjust their language use according to the situation. When translating such languages into English, where the distinctions between formal and informal address are less rigid, the translator must make difficult decisions about how to convey the appropriate level of respect, familiarity, or deference. A simple greeting in Japanese, such as "ohayou gozaimasu" (good morning), might require the addition of a formal equivalent like "good morning" in English, but the nuances of the honorifics and levels of politeness inherent in the original language can be lost in translation. This mismatch can result in translations that fail to accurately reflect the subtleties of the social hierarchy in the source culture.

The context of the source and target cultures also plays a crucial role in translation. Cultural context refers to the background knowledge and shared experiences that shape the meaning of a text. When translating, the translator must ensure that the cultural context of the source text is effectively transferred to the target audience. However, this is not always easy, as the target audience may not share the same historical, social, or cultural knowledge as the original audience. A translator working on a literary work set in a specific historical period or cultural context must have the ability to convey the time and place in which the story unfolds, while also considering how the target audience might perceive these references. A text that includes references to local customs, traditions, or events may require the translator to provide additional context or

footnotes to ensure that the meaning is fully understood. Without this cultural understanding, the translation risks being misunderstood or even distorting the original intent.

Moreover, the translator must take into account cultural sensitivities and avoid inadvertently offending the target audience. Certain topics or expressions may be considered taboo or controversial in one culture but perfectly acceptable in another. For instance, references to religion, politics, or social issues may be handled very differently depending on the cultural context. A phrase or image that is acceptable in one culture may be seen as inappropriate or offensive in another. This creates a challenge for the translator, who must decide whether to preserve the original content, adapt it, or even omit it to prevent cultural misunderstandings. The translator's role in navigating these cultural sensitivities is especially important in fields such as advertising, diplomacy, or any area where communication across cultures is essential.

The translation of humor also presents a significant challenge. Humor is deeply culture-specific, often relying on wordplay, cultural references, and shared experiences that may not be readily understood outside the culture in which they originate. A joke in one language may fall flat when translated into another, not because the joke is inherently unfunny but because it is culturally untranslatable. A translator might need to recreate the humor in a way that resonates with the target audience while maintaining the original intent. This can involve finding equivalent jokes, altering the phrasing, or even adapting the cultural context to ensure that the humor is not lost.

In conclusion, linguo-cultural problems in translation highlight the complexities of moving between languages and cultures. Effective translation goes beyond mere word-for-word substitution; it requires a deep understanding of both the linguistic structures of the source and target languages and the cultural frameworks that underpin them. Translators must navigate a web of

cultural references, idiomatic expressions, social norms, and sensitivities, all while striving to preserve the meaning, tone, and intent of the original text. As the world becomes increasingly interconnected, the role of the translator in bridging linguistic and cultural divides becomes ever more crucial, requiring not only linguistic expertise but also cultural empathy and sensitivity. Ultimately, the goal of translation is not simply to communicate information, but to facilitate cross-cultural understanding and foster meaningful connections between diverse cultures.

REFERENCES

1. Abduraxmanova Z, Abiyirkulova Z, Nurmamatova M: UNDERSTANDING MULTICULTURALISM IN SOCIOLOGY: EMBRACING DIVERSITY IN SOCIETY, 2022

2. Abduraxmanova, Z., & Mamurova, M. (2021). THEORETICAL APPROACH TO SPEECH DISFLUENCIES IN SIMULTANEOUS INTERPRETATION. In *МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ* (pp. 43-45).

3. Axmedova S. R. и др. Masofaviy ta'lim va uning horijiy tillarni o'qitishdagi o'rni //Science and Education. – 2021. – Т. 2. – №. 10. – С. 608-612.

4. Axmedova, S. R. (2021). Chet tillarni o'rganish va undagi metodlarning ahamiyati. *Science and Education*, *2*(11), 1076-1080.

5. Baker, M. (2018). *In other words: A coursebook on translation* (3rd ed.). Routledge.

6. Catford, J. C. (1965). *A linguistic theory of translation: An essay in applied linguistics*. Oxford University Press.

7. Fayzullaeva, U., & Togaev, S. (2024). A LITERARY PHENOMENON IN THE POSTMODERN ERA. IJODKOR O'QITUVCHI, 4(37), 146-148.

8. House, J. (2015). *Translation as communication across languages and cultures*. Routledge.

9. Newmark, P. (1988). *A textbook of translation*. Prentice Hall.

THE ROLE OF SUPRASEGMENTALS IN ENGLISH: STRESS, INTONATION, AND RHYTHM

Teshaboyeva Nafisa Zubaydulla qizi

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek The faculty of Psychology, department of Foreign languages Phylology and foreign languages

Student of group 301-21: Abdurazzoqova Noila Mamarasul qizi

Annotation: This article explores the critical role of suprasegmentals—stress, intonation, and rhythm—in spoken English. It highlights how these features extend beyond individual sounds to shape meaning, convey emotion, and structure speech. Stress is examined at both the word and sentence levels, demonstrating its impact on meaning and emphasis. Intonation is discussed in terms of pitch patterns, showing its function in expressing mood, sentence types, and speaker attitudes. Rhythm, characterized by English's stress-timed nature, is presented as essential for natural speech flow. The article underscores the importance of suprasegmentals for effective communication, particularly for non-native speakers seeking fluency and clarity. It concludes by emphasizing the transformative power of these elements in fostering connection and enhancing linguistic expression.

Key words: Suprasegmentals, stress, intonation, rhythm, English language, word stress, sentence stress, pitch, communication, pronunciation, fluency, language learning, stress-timed rhythm, intonation patterns, spoken English.

The Role of Suprasegmentals in English: Stress, Intonation, and Rhythm

In linguistics, suprasegmentals are the features of speech that go beyond the individual sounds (or segments) of language, such as consonants and vowels. These elements, which include stress, intonation, and rhythm, play a critical role in conveying meaning, structure, and emotion in spoken English. Understanding suprasegmentals is essential for learners of English, as they contribute significantly to effective communication and comprehension.

Stress: Highlighting Key Information

Stress refers to the emphasis placed on certain syllables or words in speech. In English, stressed syllables are typically louder, longer, and pronounced with a

higher pitch compared to unstressed syllables. Stress operates on two levels: word stress and sentence stress.

- **Word Stress:** In polysyllabic words, one syllable is usually stressed. For example, in the word *'record'*, the stress placement determines its grammatical function: when the first syllable is stressed (*RE-cord*), it acts as a noun, but when the second syllable is stressed (*re-CORD*), it functions as a verb. Misplacing stress can lead to misunderstandings or a non-native-like accent.
- **Sentence Stress:** In a sentence, content words (nouns, main verbs, adjectives, adverbs) are generally stressed, while function words (prepositions, conjunctions, articles) are not. For example, in the sentence "She *bought* a *new car*," the stress highlights the key information, guiding the listener's attention.

Sentence stress can also convey nuances of meaning. Consider the sentence "I didn't say she stole the money." Stressing different words changes its implication:

- "I *didn't* say she stole the money" implies someone else did.
- "I didn't *say* she stole the money" suggests it was implied but not spoken outright.
- "I didn't say *she* stole the money" shifts suspicion to someone else.

Intonation: Expressing Mood and Meaning

Intonation refers to the rise and fall of pitch during speech. It serves various functions, such as signaling sentence type, highlighting emphasis, and conveying emotions. In English, three common intonation patterns are used:

1. **Falling Intonation:** Typically occurs in declarative sentences and wh-questions. For example, "I'm going to the store." The pitch falls at the end, indicating completion.
2. **Rising Intonation:** Found in yes/no questions and sometimes in lists. For instance, "Are you coming?" Rising pitch signals a question or uncertainty.
3. **Rise-Fall Intonation:** Often used to express surprise, sarcasm, or a sense of finality. For example, "Oh, really?"

Intonation also helps indicate speaker attitude. A flat tone might suggest boredom or disinterest, while varied pitch can convey enthusiasm or engagement. Misinterpreting intonation can lead to confusion or unintended interpretations in conversation.

Rhythm: The Flow of Speech

Rhythm in English is characterized as stress-timed, meaning that stressed syllables occur at roughly regular intervals, with unstressed syllables compressed in between. This rhythm gives English its distinct "beat," contrasting with syllable-timed languages like Spanish or French, where each syllable is given approximately equal duration.

For example, the sentence "The *cat* sat on the *mat*" has a clear rhythmic pattern, with stressed syllables (*cat*, *sat*, *mat*) standing out. In longer sentences, the timing between stressed syllables remains consistent, even as unstressed syllables are added: "The *cat* sat on the *mat* by the *door*." Mastering English rhythm is crucial for sounding natural and improving listening skills.

The Importance of Suprasegmentals in Communication

Suprasegmentals are not just decorative elements of language—they are fundamental to effective communication. They help speakers:

- **Clarify meaning:** Stress and intonation can distinguish between statements, questions, and commands, as well as resolve ambiguities.
- **Convey emotion:** Intonation patterns express feelings like joy, sadness, or frustration.
- **Engage listeners:** A rhythmic, varied delivery keeps conversations dynamic and engaging.

For non-native speakers, understanding and practicing suprasegmentals can significantly improve pronunciation and fluency. Teaching methods often include listening exercises, mimicry, and explicit instruction on stress patterns and intonation contours.

Conclusion

Stress, intonation, and rhythm form the backbone of English suprasegmentals, shaping the way language is understood and experienced. These elements

transform a string of sounds into meaningful communication, adding depth, nuance, and emotional resonance. For learners and linguists alike, exploring suprasegmentals reveals the artistry and complexity of spoken English, offering a path to clearer, more expressive interactions. Mastering the suprasegmentals of English—stress, intonation, and rhythm—is essential for achieving effective and natural communication. These features not only shape the meaning of words and sentences but also enhance the emotional and social aspects of speech. For language learners, focusing on suprasegmentals can bridge the gap between understanding and truly connecting with others in English. By refining these skills, speakers can navigate conversations more confidently, ensure clarity, and convey their messages with greater impact. Ultimately, suprasegmentals transform language into a dynamic, expressive tool, fostering deeper human connections.

REFERENCES

1. Abercrombie, D. (1967). *Elements of General Phonetics*. Edinburgh University Press.
2. Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (1996). *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages*. Cambridge University Press.
3. Cruttenden, A. (1997). *Intonation*. Cambridge University Press.
4. Ladefoged, P. (2001). *A Course in Phonetics* (4th ed.). Heinle & Heinle.
5. Roach, P. (2009). *English Phonetics and Phonology: A Practical Course* (4th ed.). Cambridge University Press.
6. Wells, J. C. (2006). *English Intonation: An Introduction*. Cambridge University Press.
7. Yule, G. (2010). *The Study of Language* (4th ed.). Cambridge University Press.
8. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).
9. Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 415-420).

10. Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE INTESL AND TEFL CLASSROOMS. In СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 82-84).

11. Хидирова, Д., & Тешабоева, Н. (2022). Pedagogical conditions for the development of the healthy thinking in students. Zamonaviy innovatsion tadqiqotlarning dolzarb muammolari va rivojlanish tendensiyalari: yechimlar va istiqbollar, 1(1), 120-122.

12. Gaybullayeva, N. D. K., & Kizi, T. N. Z. (2022). THE ROLE OF INNOVATIVE METHODS FOR LISTENING COMPREHENSION IN TEACHING LANGUAGE LEARNERS FOREIGN LANGUAGES AND MAINLY ENGLISH. *Central Asian Research Journal for Interdisciplinary Studies (CARJIS)*, 2(10), 8-10.

13. Teshaboyeva Nafisa Zubaydulla qizi, Jurayev Muhammadrahim Murod o'g'li, & Mamirova Munisa Rajab qizi. (2021). Language Learning Culturally and the Role of Literature in Teaching Process. *Central Asian Journal of Theoretical and Applied Science*, 2(3), 1-5. Retrieved from https://www.cajotas.centralasianstudies.org/index.php/CAJOTAS/article/view/84

14. Teshaboyeva, N. (2023). THE IMPORTANCE OF TOURISM IN PRESENT DAY. Журнал иностранных языков и лингвистики, 5(5).

15. Teshaboyeva, N. (2023). THE MODERN INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES. Журнал иностранных языков и лингвистики, 5(5).

16. Teshaboyeva, N. Z. (2023, November). Adjective word group and its types. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 59-61).

17. Teshaboyeva, N. Z. (2023, November). Modifications of Consonants in Connected speech. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 7-9).

18. Teshaboyeva, N., & Rayimberdiyev, S. (2023, May). THE IMPORTANCE OF USING MULTIMEDIA TECHNOLOGY IN TEACHING ENGLISH CLASSES. In Academic International Conference on Multi-Disciplinary Studies and Education (Vol. 1, No. 8, pp. 149-153).

19. Nafisa, T., & Marina, S. (2023). TEACHING AND LEARNING OF ENGLISH VOCABULARY IN TESL AND TEFL CLASSROOMS.

International Journal of Contemporary Scientific and Technical Research, 465-469.

20. Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3187

21. Teshaboyeva, N., & Yakubova, N. (2023). CHANGES OF MEANING OF WORDS. Центральноазиатский журнал образования и инноваций, 2(12), 126-129.

22. Sharifova Dinora Tohir qizi, & Teshaboyeva Nafisa. (2023). " NOUNS AND THEIR GRAMMATICAL CATEGORIES". Новости образования: исследование в XXI веке, 2(16), 292–297. извлечено от http://nauchniyimpuls.ru/index.php/noiv/article/view/13128

23. Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3187

24. Qodirova Aziza Yunusovna, & Teshaboyeva Nafisa Zubaydulla qizi. (2023). "VERBS AND THEIR GRAMMATICAL CATEGORIES". Новости образования: исследование в XXI веке, 2(16), 280–283. извлечено от http://nauchniyimpuls.ru/index.php/noiv/article/view/13126

25. Tuxtayeva Aziza Ilhom qizi, & Teshaboyeva Nafisa. (2023). Word Formation: Compounding . "Conference on Universal Science Research 2023", 1(12), 113–115. Retrieved from https://universalpublishings.com/index.php/cusr/article/view/3185

26. Teshaboyeva Nafisa Zubaydulla, & Iskandarova Sarvinoz Shukurullo qizi. (2023). THE CLASSIFICATION OF SYNONYMS AND THEIR SPECIFIC FEATURES. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 126–131. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3191

27. Тешабоева, Н. (2023). Teaching writing as a major part of productive skills in mixed ability classes . Информатика и инженерные технологии, 1(2), 652–656. извлечено от https://inlibrary.uz/index.php/computer-engineering/article/view/25759

28. Teshaboyeva, N., & Yakubova, N. (2023). WORD FORMATION. COMPOUNDING. *Development of pedagogical technologies in modern sciences*, *2*(12), 187-192.

29. Teshaboyeva, N. (2023). Compound sentences in the English language. *Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari*, *2*(2), 68-70.

30. Nafisa, T. (2023). THE USA ECONOMY, INDUSTRY, MANUFACTURING AND NATURAL RESOURCES OF GREAT BRITAIN. *INTERNATIONAL JOURNAL OF RECENTLY SCIENTIFIC RESEARCHER'S THEORY*, *1*(9), 94-97.

31. Nafisa, T. (2023, December). Secondary ways of word formation. In *"Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 109-112).

32. Nafisa, T. (2023). VOWELS AND THEIR MODIFACATIONS. *Новости образования: исследование в XXI веке*, *2*(16), 298-305.

33. Nafisa, T. (2023, December). Secondary ways of word formation. In *"Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 109-112).

34. Nafisa, T. (2023). THE EDUCATION SYSTEM OF THE USA: PRESCHOOL EDUCATION, SECONDARY AND HIGHER EDUCATION, SCHOOL FORMS. *The Role of Exact Sciences in the Era of Modern Development*, *1*(6), 53-57.

35. Qizi, T. N. Z., & Umedovich, M. Y. (2023). AMERICAN-BASED PRONUNCIATION STANDARDS OF ENGLISH. *Scientific Impulse*, *2*(15), 563-567.

36. Nafisa, T. (2023, December). Word Formation: Compounding. In *"Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 113-115).

37. Nafisa, T. (2023). NOUNS AND THEIR GRAMMATICAL CATEGORIES. *Новости образования: исследование в XXI веке*, *2*(16), 292-297.

THE CLASSIFICATION OF SYLLABLES: TYPES OF SYLLABLES IN ENGLISH

Teshaboyeva Nafisa Zubaydulla qizi

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek The faculty of Psychology, department of Foreign languages Phylology and foreign languages

Student of group 301-21: Rustamova Shahzoda Bahrom qizi

Annotation: This article explores the classification and types of syllables in the English language, focusing on their structural components and their significance in phonics and language learning. The article divides syllables into primary categories: open and closed syllables, and further categorizes them into six types based on their specific patterns: closed syllables (CVC), open syllables (CV), vowel-consonant-e syllables (VCE), vowel team syllables (VV), r-controlled syllables (VR), and consonant-le syllables (Cle). The discussion emphasizes the importance of understanding syllable types for improved reading, spelling, pronunciation, and language acquisition. By providing clear examples and insights, the article serves as an accessible guide for educators, students, and language enthusiasts seeking to deepen their knowledge of English syllabic structure.

Key words: syllables, classification, open syllables, closed syllables, vowel-consonant-e syllables, vowel team syllables, r-controlled syllables, consonant-le syllables, phonics, reading, spelling, pronunciation, language acquisition, English language, phonology, orthography, syllabic structure, language learning.

The Classification of Syllables: Types of Syllables in English

Syllables are the building blocks of words in any language, and their classification is essential for understanding how words are structured, pronounced, and spelled. In English, syllables play a crucial role in phonetics, phonology, and orthography, making their study vital for educators, linguists, and language learners. This article explores the classification of syllables and the different types found in English.

What Is a Syllable?

A syllable is a single, unbroken sound unit within a word that typically consists of a vowel sound, with or without surrounding consonants. Syllables can be open

or closed and may vary in complexity depending on the arrangement of phonemes (distinct units of sound).

Classification of Syllables

Syllables are generally classified based on their structure, which includes the presence of vowels and consonants. The two primary classifications are:

1. **Open Syllables**
   o These syllables end in a vowel, which typically produces a long vowel sound.
   o Examples: *go*, *hi*, *be*.
   o Open syllables often occur in words where the vowel is pronounced distinctly and without being followed by a consonant.
2. **Closed Syllables**
   o These syllables end in a consonant, which usually shortens the preceding vowel sound.
   o Examples: *cat*, *dog*, *red*.
   o Closed syllables are the most common syllable type in English and often appear in monosyllabic words.

Types of Syllables in English

English syllables can be further divided into six main types based on their structural patterns. Recognizing these types is especially helpful in teaching phonics and improving spelling.

1. **Closed Syllables (CVC)**
   o As mentioned, these syllables end in a consonant and contain a short vowel sound.
   o Examples: *bat*, *pen*, *sit*.
2. **Open Syllables (CV)**
   o These syllables end in a vowel, which produces a long vowel sound.
   o Examples: *me*, *go*, *no*.
3. **Vowel-Consonant-e Syllables (VCE)**
   o Also known as "magic e" or "silent e" syllables, these consist of a long vowel followed by a consonant and a silent *e*.
   o Examples: *cake*, *bike*, *hope*.
4. **Vowel Team Syllables (VV)**

- o These contain two vowels that work together to produce a single vowel sound.
- o Examples: *boat*, *rain*, *team*.

5. **R-Controlled Syllables (VR)**
   - o These syllables have a vowel followed by the letter *r*, which modifies the vowel sound.
   - o Examples: *car*, *bird*, *her*.

6. **Consonant-le Syllables (Cle)**
   - o Found at the end of words, these syllables consist of a consonant followed by *le*.
   - o Examples: *table*, *candle*, *simple*.

Why Understanding Syllable Types Matters

Understanding the classification and types of syllables is vital for several reasons:

1. **Improved Reading Skills**: Recognizing syllable patterns helps readers decode unfamiliar words.
2. **Enhanced Spelling**: Knowledge of syllable rules can guide correct spelling, especially with complex words.
3. **Better Pronunciation**: Differentiating between open and closed syllables aids in mastering correct pronunciation.
4. **Language Learning**: For non-native speakers, understanding syllable types can simplify English language acquisition.
5. Conclusion The classification of syllables and their types in English provides a framework for understanding the intricate structure of the language. From closed and open syllables to more complex forms like vowel teams and r-controlled syllables, these categories shed light on word formation and phonetic patterns. Mastery of syllables is not just for linguists or educators but a practical tool for anyone looking to enhance their command of English. Whether you're a student, teacher, or language enthusiast, delving into syllable types will undoubtedly enrich your linguistic journey. By breaking words into syllables and analyzing their types, learners and educators alike can unlock a deeper understanding of English phonology and orthography. This knowledge not only demystifies the complexities of the English language but also fosters confidence in reading, writing, and speaking. Syllable classification serves as a bridge between sound and meaning, making it an indispensable tool in mastering

English. Whether used to improve literacy skills in children or to assist non-native speakers in pronunciation and spelling, understanding syllables is a fundamental step toward linguistic proficiency.

REFERENCES

1. Bailey, L. (2006). *Phonological Awareness and Literacy Development: The Role of Syllables*. Oxford University Press.

2. Carreker, S. (2010). *Syllables, Spelling, and the Science of Reading*. International Reading Association.

3. Cutler, A., & McQueen, J. M. (2005). *The Role of Syllables in English Word Recognition*. Journal of Memory and Language, 52(3), 181–198.

4. Gillon, G. (2004). *Phonological Awareness: From Research to Practice*. Guilford Press.

5. Ingram, D. (1989). *First Language Acquisition: Method, Description, and Explanation*. Cambridge University Press.

6. McLeod, S. (2007). *Syllables and Language Processing: Insights from Developmental Linguistics*. Cambridge University Press.

7. Snow, C. E., & Tabors, P. O. (2001). *Reading and Language Development*. Longman.

8. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).

9. Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 415-420).

10. Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE INTESL AND TEFL CLASSROOMS. In СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 82-84).

11. Хидирова, Д., & Тешабоева, Н. (2022). Pedagogical conditions for the development of the healthy thinking in students. Zamonaviy innovatsion tadqiqotlarning dolzarb muammolari va rivojlanish tendensiyalari: yechimlar va istiqbollar, 1(1), 120-122.

12. Gaybullayeva, N. D. K., & Kizi, T. N. Z. (2022). THE ROLE OF INNOVATIVE METHODS FOR LISTENING COMPREHENSION IN TEACHING LANGUAGE LEARNERS FOREIGN LANGUAGES

AND MAINLY ENGLISH. *Central Asian Research Journal for Interdisciplinary Studies (CARJIS)*, *2*(10), 8-10.

13. Teshaboyeva Nafisa Zubaydulla qizi, Jurayev Muhammadrahim Murod o'g'li, & Mamirova Munisa Rajab qizi. (2021). Language Learning Culturally and the Role of Literature in Teaching Process. *Central Asian Journal of Theoretical and Applied Science*, *2*(3), 1-5. Retrieved from https://www.cajotas.centralasianstudies.org/index.php/CAJOTAS/article/view/84

14. Teshaboyeva, N. (2023). THE IMPORTANCE OF TOURISM IN PRESENT DAY. Журнал иностранных языков и лингвистики, 5(5).

15. Teshaboyeva, N. (2023). THE MODERN INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES. Журнал иностранных языков и лингвистики, 5(5).

16. Teshaboyeva, N. Z. (2023, November). Adjective word group and its types. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 59-61).

17. Teshaboyeva, N. Z. (2023, November). Modifications of Consonants in Connected speech. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 7-9).

18. Teshaboyeva, N., & Rayimberdiyev, S. (2023, May). THE IMPORTANCE OF USING MULTIMEDIA TECHNOLOGY IN TEACHING ENGLISH CLASSES. In Academic International Conference on Multi-Disciplinary Studies and Education (Vol. 1, No. 8, pp. 149-153).

19. Nafisa, T., & Marina, S. (2023). TEACHING AND LEARNING OF ENGLISH VOCABULARY IN TESL AND TEFL CLASSROOMS. International Journal of Contemporary Scientific and Technical Research, 465-469.

20. Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3187

21. Teshaboyeva, N., & Yakubova, N. (2023). CHANGES OF MEANING OF WORDS. Центральноазиатский журнал образования и инноваций, 2(12), 126-129.

22. Sharifova Dinora Tohir qizi, & Teshaboyeva Nafisa. (2023). " NOUNS AND THEIR GRAMMATICAL CATEGORIES". Новости образования: исследование в XXI веке, 2(16), 292–297. извлечено от http://nauchniyimpuls.ru/index.php/noiv/article/view/13128

23. Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3187

24. Qodirova Aziza Yunusovna, & Teshaboyeva Nafisa Zubaydulla qizi. (2023). "VERBS AND THEIR GRAMMATICAL CATEGORIES". Новости образования: исследование в XXI веке, 2(16), 280–283. извлечено от http://nauchniyimpuls.ru/index.php/noiv/article/view/13126

25. Tuxtayeva Aziza Ilhom qizi, & Teshaboyeva Nafisa. (2023). Word Formation: Compounding . "Conference on Universal Science Research 2023", 1(12), 113–115. Retrieved from https://universalpublishings.com/index.php/cusr/article/view/3185

26. Teshaboyeva Nafisa Zubaydulla, & Iskandarova Sarvinoz Shukurullo qizi. (2023). THE CLASSIFICATION OF SYNONYMS AND THEIR SPECIFIC FEATURES. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 126–131. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3191

27. Тешабоева, Н. (2023). Teaching writing as a major part of productive skills in mixed ability classes . Информатика и инженерные технологии, 1(2), 652–656. извлечено от https://inlibrary.uz/index.php/computer-engineering/article/view/25759

28. Teshaboyeva, N., & Yakubova, N. (2023). WORD FORMATION. COMPOUNDING. *Development of pedagogical technologies in modern sciences*, 2(12), 187-192.

29. Teshaboyeva, N. (2023). Compound sentences in the English language. *Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari*, 2(2), 68-70.

30. Nafisa, T. (2023). THE USA ECONOMY, INDUSTRY, MANUFACTURING AND NATURAL RESOURCES OF GREAT

BRITAIN. *INTERNATIONAL JOURNAL OF RECENTLY SCIENTIFIC RESEARCHER'S THEORY*, *1*(9), 94-97.

31. Nafisa, T. (2023, December). Secondary ways of word formation. In *"Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 109-112).

32. Nafisa, T. (2023). VOWELS AND THEIR MODIFACATIONS. *Новости образования: исследование в XXI веке*, *2*(16), 298-305.

33. Nafisa, T. (2023, December). Secondary ways of word formation. In *"Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 109-112).

34. Nafisa, T. (2023). THE EDUCATION SYSTEM OF THE USA: PRESCHOOL EDUCATION, SECONDARY AND HIGHER EDUCATION, SCHOOL FORMS. *The Role of Exact Sciences in the Era of Modern Development*, *1*(6), 53-57.

35. Qizi, T. N. Z., & Umedovich, M. Y. (2023). AMERICAN-BASED PRONUNCIATION STANDARDS OF ENGLISH. *Scientific Impulse*, *2*(15), 563-567.

36. Nafisa, T. (2023, December). Word Formation: Compounding. In *"Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 113-115).

37. Nafisa, T. (2023). NOUNS AND THEIR GRAMMATICAL CATEGORIES. *Новости образования: исследование в XXI веке*, *2*(16), 292-297.

FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQARISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI

ZARDUZILIK SAN'ATIDA ISHLATILGAN MATERIALLAR VA ULARNING O'ZGARISHLARI: TARIXIY JIHATDAN TAHLIL

Rafiyeva Nargiza
Buxoro davlat universiteti

Annotatsiya:

Ushbu maqolada O'zbekiston va Markaziy Osiyoda keng tarqalgan zarduzilik san'ati tarixidan va uning materiallaridan so'z yuritilgan. Zarduzilik san'ati, asosan, oltin va kumush iplar yordamida matolarga ishlangan bezaklardan tashkil topadi. Maqolada, shuningdek, zarduzilikda ishlatilgan asosiy materiallar — oltin, kumush, ipak va boshqa tabiiy tolalar tahlil qilinadi. Tarix davomida zarduzilikda foydalanilgan materiallar va texnologiyalar qanday o'zgarib borganligi, zamonaviy texnologiyalarning kirib kelishi va sun'iy materiallarning qo'llanilishi ko'rib chiqiladi. Ushbu tadqiqot zarduzilik san'ati materiallarining madaniy, estetik va texnik jihatlarini o'rganishga qaratilgan bo'lib, bu san'atning rivojlanishini va ahamiyatini yanada chuqurroq tushunishga yordam beradi.

Kalit so'zlar: zarduzilik san'ati, oltin ip, kumush ip, ipak, materiallar, tarixiy rivojlanish, texnologiyalar, sun'iy materiallar, Markaziy Osiyo, bezak san'ati, materiallarning o'zgarishi, madaniy meros, zamonaviy texnologiyalar.

Zarduzilik san'ati, o'zining boy tarixiy an'analari va estetik go'zalligi bilan butun Markaziy Osiyo, xususan, O'zbekistonda keng tarqalgan va qadrlangan san'at turlaridan biridir. Bu san'atda ishlatiladigan materiallar uning eng muhim jihatlaridan biri hisoblanadi. Zarduzilik, asosan, oltin va kumush iplar yordamida mato ustiga ishlangan bezaklarni ifodalaydi, biroq tarix davomida ishlatilgan materiallar va texnologiyalar o'zgarib, san'atni rivojlantirishda muhim rol o'ynagan. Ushbu maqolada zarduzilik san'atida ishlatilgan materiallar va ularning tarixiy rivojlanishini tahlil qilish, shuningdek, zamonaviy davrda yuzaga kelgan o'zgarishlarni ko'rib chiqish maqsad qilingan.

Zarduzilik san'ati, O'zbekiston va Markaziy Osiyo madaniyatining ajralmas qismi bo'lib, yuksak estetik va texnik mahoratni talab etuvchi an'anaviy san'at turidir. Ushbu san'at asosan matolarga oltin va kumush iplar yordamida ishlangan bezaklar kiritish orqali amalga oshiriladi. Zarduzilikning tarixiy rivoji, uning O'zbekiston va Markaziy Osiyodagi madaniyatlar, savdo yo'llari va texnologik taraqqiyot bilan chambarchas bog'liq bo'lib, u milliy madaniyatning chuqur va boy qatlamini aks ettiradi. Zarduzilik san'ati har doim o'zining

o'zgacha go'zalligi va bezaklari bilan ajralib turib, zamonlar o'tishi bilan yangi uslublar va texnikalarga ega bo'ldi.

Zarduzilik san'ati juda qadimiy tarixga ega bo'lib, uning ildizlari antik davrlar va qadimgi sivilizatsiyalariga borib taqaladi. O'zbekiston hududida zarduzilik san'ati o'tkir savdo yo'llari bo'ylab keng tarqalgan. O'zbekistonning qadimiy shaharlari, masalan, Buxoro, Samarqand va Xiva, Sharq va G'arb o'rtasidagi madaniy aloqalar markazlari sifatida zarduzilik san'ati rivojlanishiga katta ta'sir ko'rsatgan.

Qadimda zarduzilikda ishlatilgan asosiy materiallar oltin, kumush va boshqa qimmatbaho metallar bo'lgan. Ushbu materiallar yuksak qiymatga ega bo'lgani uchun, ular faqat yuqori ijtimoiy qatlamlar va diniy rahbarlar tomonidan ishlatilgan. Oltin va kumush iplar yordamida matolarni bezash, ko'plab tarixiy manbalarda uchraydi, masalan, Sassanidlar davrida. Oltin va kumush bilan ishlash texnikasi an'anaviy ko'plab madaniyatlarda, xususan, Sharqda keng tarqalgan.

Islom davrida, xususan, 8–12 asrlarda, zarduzilik san'ati yanada rivojlanib, uning estetik go'zalligi va murakkabligi oshdi. Bu davrda zarduzilikning eng yuqori nuqtasi sifatida, musulmon san'atining tasviriy an'analaridan ta'sirlanganligi ko'rinadi. Islom san'ati, aniqrog'i, Arablar va Forslar madaniyatining O'zbekistonga kirib kelishi bilan, zarduzilikda geometrik naqshlar va arabesqlar ko'proq ishlatila boshlandi. Bu davrda zarduzilik bezaklari ko'plab diniy matolar va liboslar ustida ishlanib, musulmonlar uchun muhim bo'lgan diniy matolarni bezatishda ishlatilgan.

Islomning boshlang'ich davrida, O'zbekiston hududida, shuningdek, Buxoroda masjidlar va madrassalar bezatishda zarduzilikdan keng foydalanilgan. Zarduzilik ishlari ko'pincha imomlar, ulamolar va yuqori qatlamlar uchun tayyorlangan matolarda aks etgan. Bu davrda zarduzilik nafaqat bezak san'ati sifatida, balki diniy ramzlar va tushunchalarni ifodalovchi element sifatida ham qaralgan.

Xususan, Buxoro va Samarqand shaharlarida, 14–16 asrlarda zarduzilik san'ati o'zining pishgan cho'qqisiga chiqdi. Bu davrda zarduzilik san'ati nafaqat o'sha davr madaniyatining asosiy elementiga aylangan, balki u Markaziy Osiyoda eng yuqori san'atlardan biri sifatida jahon miqyosida tan olindi. Bu davrda zarduzilik matolarda ishlatilgan naqshlar, ranglar va to'g'ri geometrik shakllar juda murakkab va naqshli bo'lib, ma'lum bir ramziy ma'noga ega edi.

Shuningdek, Samarqandda Amir Temur va uning avlodlari tomonidan tashkil etilgan madaniy va ilmiy rivojlanish zarduzilik san'atiga alohida e'tibor qaratilishiga olib keldi. Samarqand va Buxoro madaniy markazlari nafaqat ilm-

FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQARISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI

fan, balki san'at, xususan, zarduzilik san'ati uchun ham markazga aylandi. Bu shaharlarda yaratilingan zarduzilik san'ati nafaqat hududiy, balki butun Islom dunyosida mashhur bo'ldi.

19-20 asrlar davomidagi siyosiy va iqtisodiy o'zgarishlar, shu jumladan Rossiya imperiyasining Markaziy Osiyoga kirib kelishi, zarduzilik san'atiga ham ta'sir ko'rsatdi. Yangi texnologiyalar va ishlab chiqarish usullari zarduzilik ishlarida foydalanilgan. Oltin va kumush iplar, tabiiy tolalar o'rniga, yangi materiallar va mashina texnologiyalari kiritildi. Ushbu davrda zarduzilik san'ati nafaqat an'anaviy shakllarda, balki yangi uslublar va texnikalarga asoslangan holda rivojlandi.

Shuningdek, sovet davrida, zarduzilik san'ati birinchi navbatda xalq san'ati sifatida qadr topdi. Sovet Ittifoqining Madaniyat va san'at departamentlari tomonidan bu san'atni rivojlantirish uchun turli tadbirlar o'tkazildi. Ammo bu davrda an'anaviy zarduzilik san'ati yirik sanoat ishlab chiqarishining bir qismi sifatida, ko'proq ommaviy ishlab chiqarishga yo'naltirildi.

Zarduzilik san'ati bugungi kunda ham o'zining o'zgarmas qadriyatlarini saqlab qolmoqda. Zamonaviy texnologiyalar va materiallar bilan birgalikda, an'anaviy zarduzilik texnikasi hali ham keng qo'llanilmoqda. Bugungi kunda zarduzilik san'ati nafaqat milliy madaniyatni ifodalovchi, balki xalqaro miqyosda tan olingan san'at turiga aylangan. O'zbekistonning turli san'atkorlari va dizaynerlari zarduzilik san'atini zamonaviy dizaynlar va modalar bilan uyg'unlashtirib, uni yangilab rivojlantirishda davom etmoqda.

Zarduzilik san'ati, uning tarixiy rivoji orqali, O'zbekiston va Markaziy Osiyo madaniyatining ajralmas qismi sifatida xalqning estetik dunyoqarashini va madaniy merosini aks ettiradi. Ushbu san'at o'zining an'anaviy materiallari, texnologiyalari va naqshlari bilan tarixi davomida bir qancha yirik madaniy o'zgarishlarga guvoh bo'lgan. Zarduzilik san'ati bugungi kunda ham o'zining an'anaviy xususiyatlarini saqlab, zamonaviy texnologiyalar bilan uyg'unlashib, yangi shakllarda rivojlanishda davom etmoqda.

Zarduzilik san'atining ajralmas qismlaridan biri oltin va kumush iplar bo'lib, ular matolarga ishlangan bezaklarda ishlatiladi. Dastlabki davrlarda bu metallar xom holda ishlatilgan, keyinchalik esa ular ingichka iplar yoki zanjirlar shaklida tayyorlangan. Oltin va kumushning ishlatilishi san'atchilarga ko'plab dekorativ effektlar yaratish imkonini bergan. Oltin nurlari va kumushning porlashi, o'z navbatida, zarduzilik ishlariga estetik qimmat bag'ishlagan.

Shol (silk) materiallari zarduzilikda ishlatilgan eng asosiy matolar bo'lib, ular eng yuqori sifatli bo'lgan. Sholning yumshoq va yaltiroq yuzasi oltin va

kumush iplarining go'zalligini yanada oshirgan. Bu material yuqori sifatga ega bo'lib, zamonaviy zamonlar davomida ham ishlatilgan.

Oltin va kumush iplaridan tashqari, zarduzilikda ipakdan tashqari boshqa tabiiy tolalar ham ishlatilgan. Masalan, jun yoki paxta matolari ham qimmatbaho zarduzilik ishlarida qo'llanilgan. Bu matolarning sifatiga qarab, ularni ishlatish usullari ham farq qilgan, shu bilan birga, ularning o'ziga xos to'qish texnikalari mavjud bo'lgan.

Zarduzilik san'atida faqat mato va metallardan tashqari, zarhal (safir, yaqut, marjon va boshqalar) kabi bezaklar ham ishlatilgan. Bu bezaklar zarduzilik ishlarining mukammalligi va qadriyatini oshirish uchun qo'llanilgan. Tabiiy ravishda, zarhal va boshqa qimmatbaho toshlar orasida oltin va kumushning aks etishi juda yuqori darajadagi san'atchilikni yaratgan.

Zarduzilik san'ati rivojlanishi bilan ishlatiladigan materiallar ham o'zgarib borgan. Oltin va kumushning narxi va ishlab chiqarish texnologiyalari o'zgarishi, shuningdek, zamonaviy texnologiyalarning kirib kelishi natijasida quyidagi o'zgarishlar yuzaga keldi:

Dastlabki davrlarda xom oltin va kumush ishlatilgan bo'lsa, keyinchalik metallarga qarab iplar tayyorlash texnologiyalari yanada murakkablashdi. Hozirgi kunda zarduzilikda ko'proq arzonroq materiallar, masalan, mis yoki boshqa kimyoviy ishlov berilgan metallar ishlatilmoqda. Shu bilan birga, metall iplarning rang-barangligi va sifatini yaxshilash uchun yangi texnologiyalar qo'llanilmoqda.

Hozirgi kunda, an'anaviy ipak va boshqa tabiiy tolalar o'rniga sun'iy materiallar, masalan, naylon va poliamid ishlatilmoqda. Ushbu materiallar arzonroq va mustahkam bo'lib, ko'plab zamonaviy zarduzilik ishlarida qo'llanadi. Biroq, sun'iy materiallar tabiiy tolalarning go'zalligini to'liq qayta yaratishga qodir emas.

Zamonaviy zarduzilikda ishlatiladigan bezaklar va materiallar ham o'zgargan. Masalan, zamonaviy zargarlik mahsulotlarida ko'proq plastik elementlar, kristallar va qo'shilgan rangli iplar ishlatilmoqda. Bu materiallar zarduzilikka yangi tasvirlar va o'ziga xos effektlar qo'shishga yordam beradi.

Zarduzilikda ishlatilgan materiallar faqat texnologik jihatdan emas, balki madaniy va estetik nuqtai nazardan ham katta ahamiyatga ega. Har bir materialning o'ziga xos ramziy va madaniy ma'nosi bor. Masalan, oltin o'zgarmas qadriyatni, buyuklikni va kuchni ifodalaydi, kumush esa tinchlik va muvozanat ramzidir. Ipak, o'z navbatida, nafosat va go'zallikni anglatadi. Zarduzilik san'ati, shu tariqa, nafaqat estetik nuqtai nazardan, balki xalqning ruhiyati va qadriyatlarini ifodalovchi bir san'at turi sifatida qadrlanadi.

Xulosa qilib shuni aytish kerakki, zarduzilik san'ati, O'zbekiston va Markaziy Osiyoda boy tarixga ega bo'lgan, estetik va madaniy jihatdan katta ahamiyatga ega san'at turlaridan biridir. Ushbu maqolada zarduzilikda ishlatilgan materiallar va ularning tarixiy o'zgarishlari tahlil qilindi. Dastlab, zarduzilikda oltin va kumush iplar, shuningdek, ipak va boshqa tabiiy tolalar keng qo'llanilgan. Bu materiallar san'atkorlarga bezaklarni nafaqat yuqori sifatda yaratish imkonini bergan, balki ular o'zining ramziy va madaniy ma'nolariga ega bo'lgan.

Tarix davomida materiallarning o'zgarishi, ayniqsa, zamonaviy texnologiyalar va sun'iy materiallarning kirib kelishi bilan zarduzilik san'ati yangi shakllarga ega bo'ldi. Hozirgi kunda sun'iy materiallar, plastik elementlar va kristallar ishlatilishi zarduzilik ishlariga yangi estetik effektlar va kreativ imkoniyatlar qo'shdi. Biroq, tabiiy materiallar, masalan, oltin, kumush va ipak, zarduzilikning an'anaviy go'zalligini saqlab qolmoqda.

Zarduzilik san'ati, shuningdek, o'zining estetik va texnik xususiyatlari bilan xalqning madaniy merosi sifatida katta ahamiyatga ega. U xalqning qadriyatlari va ruhiyatini ifodalovchi, yuksak san'at shakli bo'lib, uni saqlash va rivojlantirish bugungi kunda ham muhim ahamiyatga ega. Shu bilan birga, zamonaviy texnologiyalar yordamida yangi materiallar va texnikalar qo'llanishi zarduzilik san'atining istiqbolini yanada kengaytiradi.

Foydalanilgan adabiyotlar

1. Абдулаев, М. Т. (2005). *Золотошвейное искусство Центральной Азии*. Ташкент: Наука.

2. Лебедева, А. В. (2011). *История текстильных ремесел в Узбекистане*. Самарканд: Самаркандский университет.

3. Аширов, А. А. (2007). *Мастера золотошвейного искусства Узбекистана*. Ташкент: Восточная литература.

4. Абдуллаев С. С., Рафиева Н. А. Искусства древней Руси и средней Азии в духовном диалоге (исторический экскурс) //Вестник науки и образования. – 2020. – №. 21-2 (99). – С. 101-104.

5. Abdurazzokovna R. N., Murotdilloevna A. M. SOME ASPECTS OF THE ORGANIZATION OF THE INDEPENDENT WORK OF THE FINE ARTS STUDENTS //European science. – 2021. – №. 2 (58). – С. 83-85.

6. Сулаймонова, М. Б., Азимов, Б. Б., Азимова, М. Б., & Тухсанова, В. Р. (2021). ДОСТИЖЕНИЕ ЭСТЕТИЧЕСКОЙ И НРАВСТВЕННОЙ

ЗРЕЛОСТИ ОБУЧАЮЩИХСЯ ИЗОБРАЗИТЕЛЬНОМУ ИСКУССТВУ. *European science*, (3 (59)), 53-56.

7. Pirnazarov G. F., Mamurova F. I., Mamurova D. I. Calculation of Flat Ram by the Method of Displacement //EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION. – 2022. – Т. 2. – №. 4. – С. 35-39.

8. Olimov S. S., Mamurova D. I. Directions For Improving Teaching Methods //Journal of Positive School Psychology. – 2022. – С. 9671–9678-9671–9678.

9. Aminov, A. S., Mamurova, D. I., & Shukurov, A. R. (2021, February). Additional and didactic game technologies on the topic of local appearance. In *E-Conference globe* (pp. 34-37).

10. Olimov S. S., Mamurova D. I. Information Technology in Education» //Pioneer: Journal of Advanced Research and Scientific Progress. – 2022. – Т. 1. – №. 1. – С. 17-22.

11. Olimov S. S., Mamurova D. I. Opportunities to use information technology to increase the effectiveness of education //International Journal of Early Childhood Special Education (INT-JECSE). – 2022. – Т. 14. – №. 02.

12. Сулаймонова, М. Б., Азимов, Б. Б., Азимова, М. Б., & Тухсанова, В. Р. (2021). ДОСТИЖЕНИЕ ЭСТЕТИЧЕСКОЙ И НРАВСТВЕННОЙ ЗРЕЛОСТИ ОБУЧАЮЩИХСЯ ИЗОБРАЗИТЕЛЬНОМУ ИСКУССТВУ. *European science*, (3 (59)), 53-56.

13. Азимов, Б. Б., Азимова, М. Б., Тухсанова, В. Р., & Сулаймонова, М. Б. (2021). ПЕДАГОГИЧЕСКИЕ, ПСИХОЛОГИЧЕСКИЕ И МЕТОДИЧЕСКИЕ ОСНОВЫ ПРОВЕДЕНИЯ БЕСЕД ОБ ИСКУССТВЕ. *European science*, (2 (58)), 38-40.

14. Ramazanova, O. K., & qizi Mustaqimova, G. G. (2022). Formation and Development of National Musical Traditions. *european journal of innovation in nonformal education*, *2*(1), 336-339.

15. Ramazanova, O. K., & Shukurov, M. (2022). Historical development of status.

16. Kholmurodovna, R. O., & Ilkhomovich, T. R. (2024). A Look at Some of the Problems of Teaching Solfeggio in Children's Music and Art Schools. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, *4*(5), 228-230.

17. Avliyakulova, N. M. (2021). Tasviriy San'at O 'Qitish Metodikasi» Fanidan Topshiriqlarni Nazorat Qilish Va Baholash. *BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI*, *1*(5), 270-276.

18. Muzafarovna, A. N. (2023). IMPROVING FUTURE TEACHERS'SKILLS OF DESIGNING AND MODELING FINE ARTS LESSONS. *Journal of Innovation, Creativity and Art*, 21-24.

19. Ибадуллаева Ш. И., Амонова Р. Ж. К. Коммуникативные Основы Художественной Культуры //Miasto Przyszłości. – 2022. – Т. 28. – С. 169-173.

20. Ibadullaeva S. I. The Role of Art in the Development of Junior Schoolchildren //European Journal Of Innovation In Nonformal Education. – 2022. – Т. 2. – №. 2. – С. 130-133.

21. Aminov, A. S., Mamurova, D. I., & Shukurov, A. R. (2021, February). Additional and didactic game technologies on the topic of local appearance. In *E-Conference globe* (pp. 34-37).

22. Aminov, A. S., Shukurov, A. R., & Mamurova, D. I. (2021). Problems Of Developing The Most Important Didactic Tool For Activating The Learning Process Of Students In The Educational Process. *International Journal of Progressive Sciences and Technologies*, 25(1), 156-159.

23. Islomovna, M. F., Isomjonovna, R. D., Islom, M., Sharifovn, K. N., & Islomovna, M. D. (2021). Designing the methodical system of the teaching process of computer graphics for the specialty of engineer-builder. *The journal of contemporary issues in business and government*, 27(4), 165-169.

24. Мамурова, Дилфуза Исломовна, et al. "УЧЕБНАЯ ДЕЯТЕЛЬНОСТЬ СТУДЕНТОВ ПО РЕШЕНИЮ РАЗЛИЧНЫХ ДИДАКТИЧЕСКИХ ЗАДАЧ В РАЗВИТИИ ПРОСТРАНСТВЕННОГО ВООБРАЖЕНИЯ СТУДЕНТОВ." *European science* 2 (58) (2021): 29-31.

25. Собирова, Ш. У., Ядгаров, Н. Д., Мамурова, Д. И., & Шукуров, А. Р. (2021). Основы, цели и задачи обучения изобразительному искусству. *European science*, (2 (58)), 62-65.

26. Аминов, А. Ш., Мамурова, Д. И., Маматов, Д. К., & Собирова, Ш. У. (2021). Проблемы организации самостоятельной работы студентов в высших учебных заведениях. *European science*, (2 (58)), 77-79.

27. Мамурова, Ф. И., & Мамурова, Д. И. КОМПЬЮТЕР ГРАФИКАСИ ФАНИНИ ЎҚИТИШ ҲОЛАТИ. *TULAGANOV AA*, 145.

28. Мамурова Д. И., Равшанова Ш. ТЕОРЕТИЧЕСКИЕ ОСНОВЫ ПЕЙЗАЖНОГО РИСУНКА //Aliyev Husniddin Makhmudovich Tibbiyot fanlari nomzodi, Dotsent.

29. Avliyakulova N. M. Tasviriy San'at O 'Qitish Metodikasi» Fanidan Topshiriqlarni Nazorat Qilish Va Baholash //BARQARORLIK VA YETAKCHI

TADQIQOTLAR ONLAYN ILMIY JURNALI. – 2021. – T. 1. – №. 5. – C. 270-276.

30. Sadikovna, M. A., Razzokovna, O. G., Ilhamovna, I. S., & Muzaffarovna, A. N. (2021). The place of art in personal development. *European science*, (2 (58)), 98-100.

31. Авлиякулова N. BO'LAJAK TASVIRIUY SAN'AT O'QITUVCHILARNI TASVIRIY-IJODIY FAOLIYATGA JALB ETISH //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2022. – T. 26. – №. 26.

O'ZBEKISTON IQTISODIY SIYOSATINING RIVOJLANISHI VA UNING BARQAROR IQTISODIY O'SISHGA TA'SIRI

Mamatov Akbar Baxtiyorovich, Xodjaqulov Islombek
Denov tadbirkorlik va pedagogika instuti

Anotatsiya: Ushbu tadqiqot ishida O'zbekistonning iqtisodiy siyosati, uning rivojlanish bosqichlari hamda iqtisodiyotga ta'sir ko'rsatayotgan asosiy omillar o'rganilgan. Iqtisodiy siyosatning fiskal, pul-kredit, sanoat, hududiy va ekologik yo'nalishlari tahlil qilinib, ularning ijtimoiy va iqtisodiy barqarorlikni ta'minlashdagi o'rni yoritilgan. Shuningdek, mamlakatning yaqin yillarda YAIM o'sish sur'atlari, iqtisodiy diversifikatsiya, raqamli transformatsiya va innovatsion texnologiyalarning rivojlanishiga oid chora-tadbirlar ko'rib chiqilgan. Tadqiqotda iqtisodiy samaradorlikni oshirish va raqobatbardosh sanoat tarmoqlarini shakllantirish bo'yicha takliflar ishlab chiqilgan.

Kalit so'zlar: O'zbekiston iqtisodiy siyosati, fiskal siyosat, pul-kredit siyosati, sanoat rivojlanishi, YAIM o'sishi, iqtisodiy diversifikatsiya, raqamli transformatsiya, innovatsion texnologiyalar, barqaror iqtisodiyot, raqobatbardoshlik.

Iqtisodiy siyosat – bu davlatning iqtisodiy jarayonlarni boshqarish va rivojlantirish uchun qo'llaydigan strategiyasi va choralari majmuasidir. Bu siyosat davlatning iqtisodiy maqsadlariga erishish, barqarorlikni ta'minlash va ijtimoiy farovonlikni oshirish uchun ishlab chiqiladi. Iqtisodiy siyosat davlatning iqtisodiy jarayonlarni boshqarish va rivojlantirishga qaratilgan turli yo'nalishlarga ega. Bunga misol qilib, fiskal siyosat, pul-kredit siyosati, tashqi iqtisodiy siyosat, sanoat siyosati, hududiy siyosat va ekologik siyosatni keltirish mumkin. Bu siyosatlar qanday vazifalarni bajaradi va davlatga qanchalik foyda keltiradi? Endi ularga birma-bir to'xtalsak.

O'zbekiston iqtisodiyoti rivojlanishiga ta'sir ko'rsatayotgan omillar

FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQARISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI

Tabiyboylik,O'zbekiston tabiiy gaz, oltin, mis va paxta kabi boy resurslarga ega. Bu resurslar eksport daromadining asosiy qismini tashkil qiladi va iqtisodiy o'sishga xizmat qiladi.

Diversifikatsiya va sanoatlashtirish: Sanoat zonalari va maxsus iqtisodiy zonalarning rivoji iqtisodiyotni diversifikatsiya qilishda muhim rol o'ynamoqda. 2024-yilda 841 yangi loyiha amalga oshirilishi kutilmoqda.

Islohotlar va boshqaruv samaradorligi: Soliq tizimini soddalashtirish, xususiy sektorga berilgan imkoniyatlarni kengaytirish va davlatning raqamlashtirish bo'yicha tashabbuslari iqtisodiy faollikni oshirdi.

Qishloq xo'jaligi va oziq-ovqat xavfsizligi: Zamonaviy qishloq xo'jaligi texnologiyalari va investitsiyalar natijasida mahsuldorlik oshmoqda. Bu ichki talabni qondirish va eksport imkoniyatlarini kengaytirishga xizmat qiladi.Yangi texnologiyalarni joriy qilish va texnologik klasterlar (masalan, yarimo'tkazgich va elektronika sanoati) iqtisodiy barqarorlikka hissa qo'shmoqda.

Tashqi omillar:

Xalqaro savdo va investitsiyalar: Xorijiy investorlarni jalb qilish bo'yicha qabul qilingan chora-tadbirlar, jumladan, qulay soliq va tarif tizimlari o'sishga hissa qo'shmoqda.Eksport qilinayotgan mahsulotlarning diversifikatsiyasi va yangi bozorlarni o'zlashtirish muhim o'rin tutadi.

Geosiyosiy joylashuv: Xitoyning "Bir makon, bir yo'l" tashabbusi orqali transport va logistika infratuzilmasi yaxshilanmoqda. Bu O'zbekistonning tranzit imkoniyatlarini oshirmoqda.

Fiskal siyosat - bu davlatning xarajatlari va soliqqa tortish bo'yicha chora-tadbirlar ko'rish orqali mamlakatdagi ijtimoiy-iqtisodiy muammolarni yechishga qaratilgan siyosatdir. Ushbu siyosat orqali davlat iqtisodiy barqarorlikni ta'minlash, iqtisodiy bosh yo'li va mamlakat iqtisodiyoti barqarorligini va uning samarali faoliyatini ta'minlashga, pul tizimini lozim darajada mustahkam sak/gab turishga qaratilgan chora-tadbirlari.

Pul-kredit siyosati - bu hukumatning pul muomalasi va kredit sohasida olib boradigan bosh yo'li va mamlakat iqtisodiyoti barqarorligini va uning samarali faoliyatini ta'minlashga, pul tizimini lozim darajada mustahkam sak/gab turishga qaratilgan chora-tadbirlari. Pul-kredit siyosati davlat iqtisodiy

siyosatining tarkibiy qismi bo'lib, odatda, uni Markaziy bank amalga oshiradi. Pul kredit siyosati orqali muomaladagi ortiqcha pul massasi qisqartiriladi yoki ko'paytiriladi, inflyasiyann pasaytirish chora-tadbirlari ko'riladi. Markaziy bank Pul kredit siyosatini olib borishda pul bozoriga to'g'ridan to'g'ri o'zining boshqaruv vakolatlari yordamida va pul emissiyasi orqali ta'sir o'tkazishi mumkin.

Tashqi iqtisodiy siyosat – bu davlatning chet el davlatlari va xalqaro tashkilotlar bilan iqtisodiy munosabatlarni tartibga solish va rivojlantirishga qaratilgan faoliyatlar majmuasi. Bu siyosatning asosiy maqsadi milliy iqtisodiy manfaatlarni himoya qilish, milliy iqtisodiyotning xalqaro bozorda raqobatbardoshligini oshirish, hamda iqtisodiy xavfsizlikni ta'minlashdan iborat.

Sanoat siyosati – bu bu davlat tomonidan sanoat tarmoqlarini rivojlantirish, qo'llab-quvvatlash va ularning raqobatbardoshligini oshirishga qaratilgan chora-tadbirlar majmuasidir. U iqtisodiy o'sishni rag'batlantirish, yangi texnologiyalarni joriy qilish va strategik sohalarni rivojlantirish maqsadida ishlab chiqiladi.

Hududiy siyosat – bu davlat tomonidan mamlakat hududlarini iqtisodiy, ijtimoiy va ekologik jihatdan muvozanatli rivojlantirishga qaratilgan strategik chora-o'barqaror rivojlanishi, turli mintaqalar o'rtasidagi iqtisodiy va ijtimoiy tafovutlarni kamaytirish va mahalliy resurslardan samarali foydalanishni ta'minlashni maqsad qiladi.

Ekologik siyosat – bu davlat va xalqaro tashkilotlar tomonidan atrof-muhitni muhofaza qilish, tabiiy resurslardan oqilona foydalanish va ekologik barqarorlikni ta'minlash maqsadida ishlab chiqilgan chora-tadbirlar, qonunlar va strategiyalar tizimidir. Ushbu siyosat insoniyat va tabiat o'rtasidagi muvozanatni saqlashga, ekologik xavfsizlikni ta'minlashga va global ekologik muammolarga qarshi kurashishga qaratilgan.

Iqtisodiy siyosatning rivojlanishi tarixan turli davrlar va iqtisodiy olimlar tomonidan boyitilgan. Har bir davrda iqtisodiy tizimlar, ularning maqsadlari va yondashuvlari o'zgarib bordi. Iqtisodiy siyosat, shuningdek, mavjud iqtisodiy tizimlarning o'zgarishiga javoban yangi yondashuvlarni talab qilgan. Keling har bir davrni birma bir ko'rib chiqsak. Antik davir iqtisodiy siyosati Qadimiy Yunoniston va Rimda iqtisodiy siyosat: Yunoniston va Rimda iqtisodiy siyosatning dastlabki shakllari, ayniqsa, savdo va er resurslarining boshqarilishi bo'yicha mavjud edi. Platon va Aristotel o'z asarlarida iqtisodiyot va uning davlat

boshqaruvidagi o'rnini tahlil qilishgan. Aristotel, davlatning iqtisodiy faoliyatga aralashuvi, masalan, pullarning adolatli taqsimlanishi haqida yozgan. Merkantilizmning asosiy mohiyati shundan iboratki, u iqtisodiy boylikni mamlakatdagi oltin, kumush va boshqa qimmatbaho metallar (pul) orqali o'lchaydi, ishlab chiqarishda emas. Bu ta'limotga ko'ra, davlat tashqi savdoni nazorat qilib, eksportni rag'batlantirishi va importni cheklashi kerak. Merkantilizm eksportni kuchaytirish va importni kamaytirish orqali boylikni orttirishga qaratilgan siyosatni ilgari suradi. Bunda davlatning iqtisodiyotga faol aralashuvi, mahalliy sanoatni himoya qilish va savdoni tartibga solish zarur deb hisoblanadi. Savdo balansi ham muhim ahamiyatga ega: ijobiy tashqi savdo balansi mamlakat boyligini oshiradi. Shu tariqa, mer-kantilizm iqtisodiy siyosatni tashqi savdoni boshqarish va davlatning iqtisodiy faoliyatga to'liq aralashuvi orqali mamlakat boyligini oshirishga yo'naltirgan. Merkantilizmning yemirilishi va klassik siyosiy iqtisod maktabining paydo bo'lishi XVII asrda Angliyada boshlandi. Manufaktura ishlab chiqarishining rivojlanishi iqtisodiy ta'limotlarni ilmiy asosda rivojlantirish imkoniyatini yaratdi. Klassik iqtisodiy maktabning asoschilari Adam Smit, David Rikardo, va Tomas Maltus iqtisodiyotning samarali ishlashini tushuntirib, bozor orqali boylikning taqsimlanishini ko'rsatdilar.Adam Smit "Xalqlar boyligi" asarida boylikni tovar va xizmatlardan olinadigan foyda bilan o'lchashni taklif etdi va "ko'rinmas qo'l" nazariyasini ishlab chiqdi, bu bozor iqtisodiyotida alohida manfaatlarning jamiyat foydasiga uyg'unlashishini tushuntirdi. David Rikardo qiymatning mehnat nazariyasini rivojlantirib, daromad taqsimotini tahlil qildi. Tomas Maltus esa, aholi o'sishi va oziq-ovqat resurslari o'rtasidagi bog'liqlikni tushuntirib, iqtisodiy o'sishning tabiiy chegaralarini belgiladi.Klassik iqtisodiy maktabning rivojlanishining bosqichlari merkantilizmning xatolarini tuzatish, Smitning asarlarida o'zgarishlar kiritish va Rikardo hamda Maltusning nazariyalarini yaratishdan iborat bo'ldi. Bu ta'limotlar zamonaviy iqtisodiyotda ham o'z ahamiyatini saqlab qolmoqda. Xulosa qilib aytadigan bo'lsak, iqtisodiy fikrlarning rivojlanishi turli davrlarda turli nazariyalar orqali amalga oshdi. Avvalgi merkantilizm davrida iqtisodiy siyosat, davlat aralashuvi va savdodan boylik yaratish tamoyillari asosida yuritilgan bo'lsa, XVII asrda klassik iqtisodiy maktabda bozor erkinligi, mehnat taqsimoti va minimal davlat aralashuvi kabi g'oyalar rivojlandi. Adam Smitning "ko'rinmas qo'l" nazariyasi va mehnat taqsimoti ishlab chiqarish samaradorligini oshirishga yordam berdi. David Rikardo qiymat va daromad taqsimoti haqida yangi nazariyalar ishlab chiqdi, Tomas Maltus esa aholi o'sishi va resurslar taqchilligi masalalarini tahlil qildi. XIX asr oxirida esa neoklassik iqtisodiy qarashlar shakllanib, klassik

maktabning asosiy tamoyillari yangi sharoitlarga moslashtirildi. Shunday qilib, iqtisodiy fikrlar doimiy rivojlanib, bozor tizimlarining samaradorligi, erkin raqobat va resurslarni taqsimlash asoslangan.

O'zbekistonda ham iqtisodiyotni rivojlantirish uchun turli chora-tadbirlar, qonunlar va Prezident qarorlari ishlab chiqilmoqda. O'zbekiston hukumati iqtisodiy barqarorlikni ta'minlash, investitsiya muhitini yaxshilash, kichik va o'rta biznesni qo'llab-quvvatlash, infratuzilmani rivojlantirish, shuningdek, eksportni ko'paytirish va ish o'rinlarini yaratish maqsadida bir qator yangiliklarni joriy etmoqda. Buning natijasida mamlakatda iqtisodiy o'sish va iqtisodiyotning diversifikatsiyasi, raqamli transformatsiya va ijtimoiy rivojlanishga alohida e'tibor qaratilmoqda. Shuningdek, investitsiyalarni jalb qilish uchun soliq va bojxona tizimi soddalashtirilmoqda, iqtisodiy faoliyatning barcha sohalarida yangi innovatsion loyihalar va strategiyalar amalga oshirilmoqda. Davlatning iqtisodiy siyosati, shuningdek, tashqi savdo va global iqtisodiyot bilan integratsiyani mustahkamlashga qaratilgan. Bularning barchasi O'zbekistonning uzoq muddatli iqtisodiy o'sishiga xizmat qilmoqda.
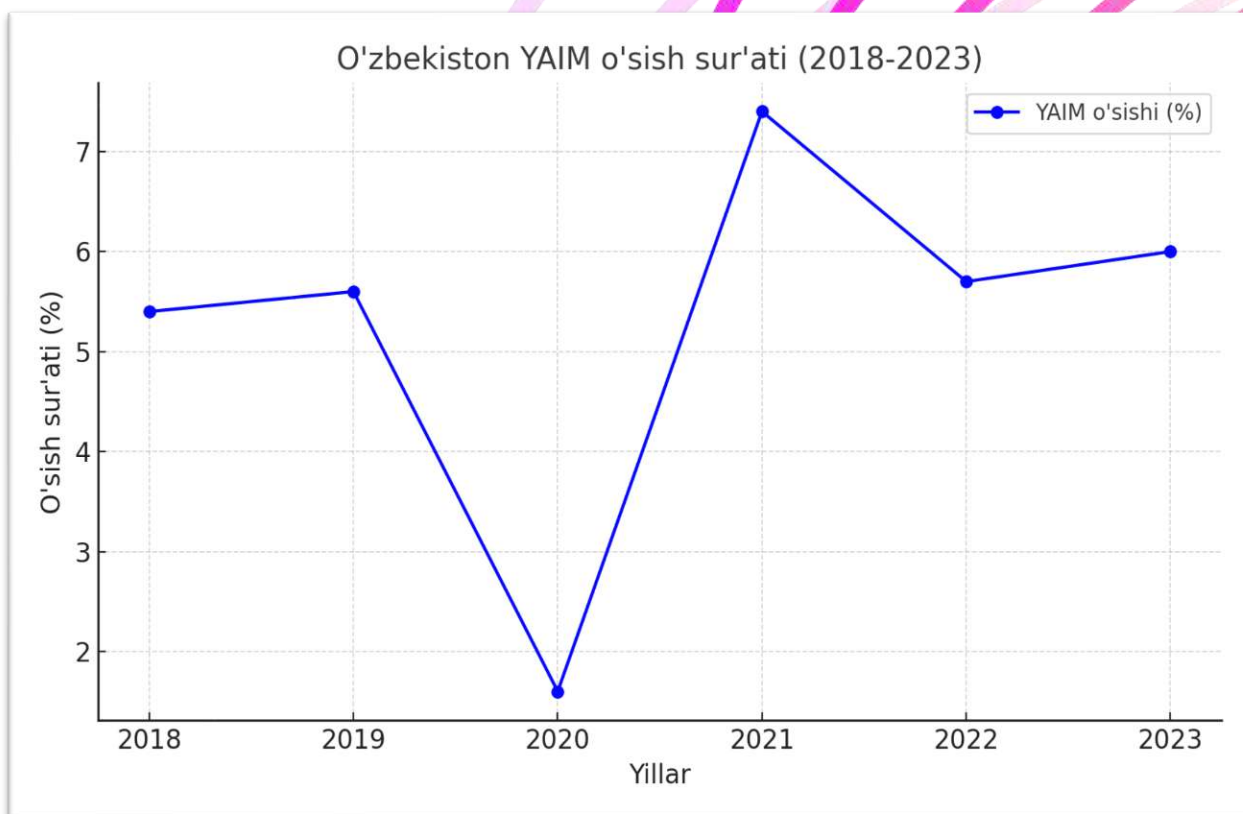
2018 yildan 2023 yilgacha O'zbekistonning real YAIM (yalpi ichki mahsulot) o'sish sur'ati diogrammada tasvirlangan. Grafikdan ko'rinib turibdiki:

FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQARISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI

- 2018 va 2019 yillarda o'sish sur'ati mos ravishda 5.4% va 5.6% ni tashkil etgan.
- 2020 yilda COVID-19 pandemiyasi ta'sirida o'sish 1.6% gacha pasaygan.
- 2021 yilda tiklanish boshlangan va o'sish sur'ati 7.4% ga ko'tarilgan.
- 2022 va 2023 yillarda o'sish barqarorlik kasb etib, mos ravishda 5.7% va 6.0% ni tashkil etgan.

Sanoati: O'zbekiston Respublikasida 2023 yilda sanoat zonalarida joylashgan korxonalar tomonidan 53,4 trillion so'mlik mahsulot ishlab chiqarilib, 972 million dollarlik eksport amalga oshirilgani qayd etilgan.2024 yilda sanoat zonalarida 841 ta loyihani ishga tushirish rejalashtirilgan.

Ma'lum qilinishicha, 2024 yil 1 yanvar holatiga ko'ra, mamlakatda 766 ta sanoat zonasi, jumladan, 24 ta maxsus iqtisodiy zona, 532 ta kichik sanoat zonasi, 210 ta yoshlar sanoat va tadbirkorlik zonalari tashkil etildi. Mazkur obektlarning bosh rejalariga muvofiq investitsiya loyihalari uchun umumiy maydoni 11 ming 952,1 gektar yer ajratilgan.«Sanoat zonalarida amalga oshirilayotgan ishlar ko'lami yildan yilga kengaymoqda. 2024 yilda sanoat zonalarida 841 ta loyihani ishga tushirish rejalashtirilgan. Bu 2023 yildagi ko'rsatkichdan (965 ta loyiha) 124 taga kam bo'lsa-da, bu o'zgarish yangi tashkil etilgan ishlab chiqarish quvvatlarining yiriklashishi va ish o'rinlari sonining ancha ko'payishi bilan bog'liq. Masalan, sanoat zonalarida 2023 yilda amalga oshirilgan loyihalarning umumiy qiymati 9,7 trillion so'mni tashkil etgan bo'lsa, 2024 yilda ushbu maqsadlar uchun 13,3 trillion so'm jalb etiladi»,

Iqtisodiyotni innovatsion rivojlantirish, yangi tadbirkorlarni vujudga keltirish orqali tizimning salohiyati va samaradorligini oshirishga ko'maklashish tadqiqot ishining maqsadi hisoblanadi. Tadqiqotning vazifalari esa sanoatda raqobatbardoshlik va mahsuldorlikni oshirish bosqichlarini tadqiq qilish va uning o'ziga xos xususiyatlarini asoslash; yuqori texnologiyali mahsulotlar ulushini oshirishni rag'batlantirish, ishlab chiqarishni ko'paytirish va ishlab chiqarish va eksport tarkibida ulushni oshirish, innovatsion texnologiyalar va ilg'or boshqaruvni qo'llashni kengaytirishга ta'sir qiluvchi omillarni aniqlashdan iboratdir.

Xulosa va takliflar: O'zbekiston iqtisodiyoti tabiiy resurslardan samarali foydalanish, sanoatni diversifikatsiya qilish, xorijiy investitsiyalarni jalb etish va innovatsion texnologiyalarni joriy qilish orqali izchil rivojlanmoqda.

FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQARISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI

Shuningdek, ichki islohotlar, xalqaro savdo aloqalarini kengaytirish va ekologik barqarorlikka yo'naltirilgan chora-tadbirlar mamlakatning iqtisodiy barqarorligiga sezilarli ta'sir ko'rsatmoqda. Hududlararo iqtisodiy tafovutlarni kamaytirish, kichik va o'rta biznesni rivojlantirish hamda raqamli transformatsiya jarayonlari iqtisodiy o'sishni ta'minlashda muhim o'rin tutmoqda. Yashil iqtisodiyot va qayta tiklanuvchi energiya manbalariga e'tibor esa uzoq muddatli rivojlanish uchun asos bo'lmoqda.O'zbekiston iqtisodiyoti tabiiy resurslardan samarali foydalanish, sanoatni diversifikatsiya qilish, xorijiy investitsiyalarni jalb etish va innovatsion texnologiyalarni joriy qilish orqali izchil rivojlanmoqda. Shuningdek, ichki islohotlar, xalqaro savdo aloqalarini kengaytirish va ekologik barqarorlikka yo'naltirilgan chora-tadbirlar mamlakatning iqtisodiy barqarorligiga sezilarli ta'sir ko'rsatmoqda. Hududlararo iqtisodiy tafovutlarni kamaytirish, kichik va o'rta biznesni rivojlantirish hamda raqamli transformatsiya jarayonlari iqtisodiy o'sishni ta'minlashda muhim o'rin tutmoqda. Yashil iqtisodiyot va qayta tiklanuvchi energiya manbalariga e'tibor esa uzoq muddatli rivojlanish uchun asos bo'lmoqda.

Foydalanilgan adabiyotlar:

1. Wikipedia
2. O'zbekiston Respublikasi statistika agenligi
3. Kun.uz va Uza.uz

THE ROLE OF GRAMMAR IN TRANSLATION DIFFICULTIES

Supervisor: Abduraxmanova Zilola Yoqubjon qizi

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek The faculty of Psychology, department of Foreign languages Phylology and foreign languages

Student of group 301-21: Ne'matova Maftuna Diyor qizi

Annotation: This article explores the common grammar problems encountered in translation, emphasizing how differences in language structure can lead to errors or awkward phrasing. It addresses issues such as word order, tense, articles, gender agreement, and prepositions, offering solutions to maintain clarity and accuracy in translations. The article highlights the importance of understanding both the grammatical rules of the source and target languages, as well as the cultural context, to ensure effective communication. It concludes by stressing that overcoming grammatical challenges is essential to producing high-quality translations and that experience plays a key role in mastering these complexities.

Key words: Grammar problems, translation, word order, sentence structure, tense, articles, gender agreement, prepositions, pronouns, language differences, cultural context, translation accuracy, linguistic challenges, translation solutions.

Grammar Problems in Translation: Challenges and Solutions

Translation is more than just converting words from one language to another. It involves conveying meaning, context, tone, and cultural nuances. However, one of the most significant challenges translators face is managing grammatical differences between languages. Grammar plays a vital role in maintaining clarity, accuracy, and coherence in a translation. Yet, differences in syntax, tense, articles, word order, and other grammatical structures can lead to errors or awkward constructions that may confuse or mislead readers. This article

explores some of the common grammar problems in translation and offers potential solutions.

Word Order and Sentence Structure

Different languages have varying rules for word order, and these differences can present a major challenge in translation. For example, in English, the standard sentence structure follows a Subject-Verb-Object (SVO) pattern ("She eats an apple"), while languages like Japanese follow a Subject-Object-Verb (SOV) order ("She an apple eats").

When translating, this structural difference can create confusion if the translator doesn't adapt the sentence order appropriately. For instance, directly translating an SOV sentence from Japanese into English might result in a grammatically incorrect or unclear sentence, like "She an apple eats."

Solution: Translators need to be keenly aware of the grammatical rules of both the source and target languages. Adapting the sentence structure while preserving the original meaning is essential. This might involve reordering the sentence or using passive structures, depending on the context.

Tense and Aspect

Languages have different systems of verb tenses, and translating tenses across languages is often problematic. English, for example, distinguishes between simple past ("I ate"), past progressive ("I was eating"), and present perfect ("I have eaten"). In some languages, such as Russian or Chinese, tense distinctions may not be as complex or may be expressed through context rather than verb forms.

This mismatch can cause confusion. For example, translating a sentence from English that uses the present perfect tense into a language that doesn't have this tense can result in either an incomplete or overly complex translation.

Solution: In such cases, the translator must rely on context to convey the correct temporal meaning. Sometimes, using adverbs or adjusting the sentence structure is necessary to compensate for tense differences.

Articles and Determiners

Some languages, like English, require the use of definite and indefinite articles ("the" and "a/an"), while others, like Russian or Chinese, don't use articles at all. In these languages, the absence of articles can lead to awkward or incorrect translations if not handled carefully.

For example, the sentence "She is a doctor" could be incorrectly translated into a language that doesn't use articles, resulting in "She is doctor," which sounds incomplete or unnatural in English.

Solution: The translator must carefully assess whether the use of an article is necessary in the target language. In some cases, the article might be implied or simply omitted, while in others, a different structure might need to be employed.

Gender and Agreement

Gendered languages, such as Spanish, French, or German, assign gender to nouns (masculine, feminine, and sometimes neuter). In these languages, adjectives and verbs must agree with the gender and number of the noun they describe. For example, in Spanish, "niño feliz" (happy boy) uses "feliz" (happy) in the masculine form, while "niña feliz" (happy girl) uses the same adjective but requires the feminine form of the article "la."

When translating into English or another non-gendered language, the translator must be mindful of these agreements and make sure that the gender distinctions in the source language don't result in awkward or confusing translations.

Solution: The key is to balance accuracy with fluidity. Where necessary, gender-neutral language should be used in English or another target language to preserve meaning without overcomplicating the translation.

Prepositions

Prepositions often pose a significant problem in translation because their usage varies significantly between languages. For example, in English, we say "interested in" or "good at," but in other languages like French, these expressions may use entirely different prepositions. In French, one might say "intéressé par" (interested by) or "bon en" (good in).

This difference can cause awkward phrasing or make a sentence sound unnatural in the target language if the preposition is not accurately selected.

Solution: Translators should be familiar with common prepositional phrases in both the source and target languages. Careful attention to idiomatic expressions is essential to ensure the translated prepositions fit naturally within the target language's grammatical norms.

Pronouns and Their Forms

Pronouns can present challenges, especially in languages with multiple forms for different levels of politeness, formality, or gender. For example, the pronoun "you" in English can be translated as "tu" (informal) or "vous" (formal) in French, depending on the context. Other languages, like Japanese, have many different pronouns that indicate not just politeness, but also the speaker's gender and social status.

A translator must understand the subtleties of pronoun usage to ensure the appropriate form is used in the translation.

Solution: Context plays a crucial role in determining which pronoun should be used. The translator must also be mindful of cultural norms and social dynamics to select the appropriate level of formality and gender for pronouns.

Conclusion

Grammar is an essential component of any translation, and mismatched grammar between source and target languages can lead to misunderstandings or awkward phrasing. The key to successful translation lies in understanding the grammatical nuances of both languages and adapting structures where necessary to maintain clarity, accuracy, and naturalness. By recognizing and addressing these common grammar problems, translators can ensure that the message of the original text is preserved while making it accessible to a new audience. In summary, grammar challenges in translation are inevitable due to the structural, syntactical, and cultural differences between languages. Whether it's adjusting word order, managing tense shifts, or dealing with issues like articles, gender agreement, or prepositions, each language requires a nuanced approach. The translator's role is not just to convey words but to interpret meaning through the lens of both grammar and culture. While grammar issues can be complex, they are also a reminder of the richness and diversity of languages. By being attentive to these challenges and using creative problem-solving, translators can bridge language barriers effectively, ensuring that their work remains both accurate and fluent. Ultimately, overcoming grammar problems is a skill that comes with experience, and the more translators immerse themselves in the intricacies of language, the better equipped they are to deliver high-quality translations.

REFERENCES

1. Baker, M. (2011). *In other words: A coursebook on translation*. Routledge.

2. Bell, R. T. (1991). *Translation and translating: Theory and practice*. Longman.

3. Catford, J. C. (1965). *A linguistic theory of translation: An essay in applied linguistics*. Oxford University Press.

4. Gile, D. (2009). *Basic concepts and models for interpreter and translator training*. John Benjamins Publishing.

5. House, J. (2015). *Translation as communication across languages and cultures*. Routledge.

6. Newmark, P. (1988). *A textbook of translation*. Prentice Hall.

7. Nida, E. A. (2001). *Language and culture: Contexts in translating*. Shanghai Foreign Language Education Press.

8. Tog'Ayev Sarvar Eshniyoz, O. G., & Fayzullayeva, U. (2023). Understanding Postmodernism: Postmodern Culture and Philosophy.

9. Rakhmankulovna A. S. THE SYSTEM OF EDUCATING THE STUDENTS IN VOCATIONAL EDUCATION //International Scientific and Current Research Conferences. – 2023. – С. 123-126.

10. Sevara A., Muslima A. BEAUTY AND FASHION TRENDS //ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ. – 2024. – Т. 36. – №. 3. – С. 72-76.

11. Rakhmankulovna A. S., Madina A. THE IMPORTANCE OF DEVELOPING COMMUNICATIVE COMPETENCES IN PROFESSIONAL EDUCATION //Новости образования: исследование в XXI веке. – 2024. – Т. 2. – №. 18. – С. 472-476.

THE THEORY OF ARTICLES IN MODERN ENGLISH

Supervisor: Teshaboyeva Nafisa Zubaydulla qizi

Jizzakh branch of the National University of Uzbekistan named after
Mirzo Ulugbek The faculty of Psychology, department of
Foreign languages Phylology and foreign languages

Student of group 302-21: Tojiboyeva Shahnoza Ikrom qizi

Annotation: This article, *The Theory of Articles in Modern English*, provides an in-depth exploration of the role and function of articles in English grammar. It categorizes articles into definite ("the"), indefinite ("a/an"), and zero article usage, explaining their application and importance in indicating definiteness, specificity, and countability. The article highlights common challenges learners face, such as confusion over countable and uncountable nouns, omission of articles, and misapplication of "a/an" versus "the." The theoretical perspectives on articles emphasize their role in shaping meaning and guiding listener interpretation within communication. The dual conclusions underscore the significance of mastering articles for effective communication and appreciating their subtle but essential contributions to the structure and clarity of English. This comprehensive analysis offers both linguistic insight and practical guidance for understanding one of the language's most nuanced grammatical features.

Key words: Articles, English grammar, definite article, indefinite article, zero article, specificity, countability, determiners, linguistic theory, communication, grammar challenges, cognitive linguistics, language proficiency.

The Theory of Articles in Modern English

In modern English, the system of articles plays a crucial role in conveying meaning and ensuring clarity. Articles, consisting of "the," "a," and "an," function as determiners that precede nouns to provide information about specificity, definiteness, and countability. Understanding how and when to use articles is essential for effective communication, yet their nuanced rules often pose challenges to learners and even native speakers.

Types of Articles

English articles can be categorized into two primary types:

1. **Definite Article: "The"**
   "The" is used to refer to specific or previously mentioned nouns, signifying that both the speaker and the listener understand the reference. For example:
   - *"The book on the table belongs to me."*
     In this sentence, "the" indicates a particular book that is known to both the speaker and the listener.
2. **Indefinite Articles: "A" and "An"**
   "A" and "an" are used to introduce nonspecific or generic nouns. The choice between "a" and "an" depends on the initial sound of the following word: "a" precedes consonant sounds (*a car*), while "an" precedes vowel sounds (*an apple*). For instance:
   - *"I saw a bird in the park."*
     Here, "a" indicates any bird, not a specific one.

Zero Article

In some cases, no article is used, a concept referred to as the "zero article." This typically applies to:

- **Plural countable nouns used in a general sense**: *"Books are essential for learning."*
- **Uncountable nouns in general contexts**: *"Milk is nutritious."*
- **Proper nouns**: *"Paris is a beautiful city."*

Key Functions of Articles

Articles in English serve several key linguistic functions:

1. **Definiteness and Specificity**
   The definite article "the" provides specificity, indicating that the noun is unique or identifiable within the context. Example: *"The sun rises in the east."*
2. **Generic Reference**
   Indefinite articles often express generic or nonspecific references. Example: *"An apple a day keeps the doctor away."*
3. **Cultural and Contextual Knowledge**
   Articles also reflect shared knowledge or cultural norms. For instance:
   - *"The Mona Lisa is a famous painting."*
     Here, "the" assumes familiarity with the artwork.

Common Challenges in Article Usage

The rules governing articles can be intricate, leading to common errors:

- **Countability   Confusion**
  Learners may struggle to distinguish between countable and uncountable nouns. For example, using *"a water"* instead of *"water."*
- **Omission   of   Articles**
  Speakers of article-less languages (e.g., Russian, Chinese) may omit articles entirely, resulting in sentences like *"I bought car"* instead of *"I bought a car."*
- **Incorrect   Choice   of   Article**
  Confusion between "a/an" and "the" often arises, particularly in contexts where definiteness is ambiguous.

Theoretical Perspectives

Linguists view articles as part of the broader category of determiners. They play a vital role in syntax and semantics, influencing the interpretation of noun phrases. The distinction between definite and indefinite articles aligns with concepts of "specificity" (whether the noun refers to a specific entity) and "identifiability" (whether the noun is recognizable to the listener).

In cognitive linguistics, articles are seen as tools for shaping mental representations, guiding the listener's attention and expectations. For instance, "the" directs focus to a known entity, while "a/an" introduces new or indefinite concepts.

Practical Implications

Mastering article usage is critical for clear and precise communication. For non-native speakers, practice and exposure to authentic English contexts are essential for developing an intuitive understanding. Teaching approaches often emphasize context-based learning, using real-world examples to illustrate how articles function.

Conclusion

The theory of articles in modern English reveals their indispensable role in structuring meaning and facilitating understanding. While their rules may seem

complex, a grasp of the basic principles—definiteness, specificity, and countability—can greatly enhance language proficiency. Articles are more than mere grammatical elements; they are powerful linguistic tools that shape how we perceive and convey information. Ultimately, the study of articles in modern English highlights their profound impact on the way ideas are communicated and understood. Articles provide subtle yet essential distinctions that shape meaning, making them a cornerstone of English grammar. While they may seem minor compared to other aspects of language, their absence or misuse can lead to ambiguity and miscommunication. For learners and linguists alike, articles serve as a reminder of how even the smallest words carry significant weight in conveying clarity, precision, and nuance in expression. Developing a strong command of article usage not only enhances fluency but also deepens one's understanding of the mechanics and beauty of the English language.

REFERENCES

1. Celce-Murcia, M., & Larsen-Freeman, D. (1999). *The Grammar Book: An ESL/EFL Teacher's Course*. Heinle & Heinle.
2. Chesterman, A. (1991). *On Definiteness: A Study with Special Reference to English and Finnish*. Cambridge University Press.
3. Christophersen, P. (1939). *The Articles: A Study of Their Theory and Use in English*. Oxford University Press.
4. Hawkins, J. A. (1978). *Definiteness and Indefiniteness: A Study in Reference and Grammaticality Prediction*. Croom Helm.
5. Lyons, C. (1999). *Definiteness*. Cambridge University Press.
6. Master, P. (1997). *The English Article System: Acquisition, Function, and Pedagogy*. System, 25(2), 215-232.
7. Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). *A Comprehensive Grammar of the English Language*. Longman.
8. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).
9. Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 415-420).

10. Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE INTESL AND TEFL CLASSROOMS. In СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 82-84).

11. Хидирова, Д., & Тешабоева, Н. (2022). Pedagogical conditions for the development of the healthy thinking in students. Zamonaviy innovatsion tadqiqotlarning dolzarb muammolari va rivojlanish tendensiyalari: yechimlar va istiqbollar, 1(1), 120-122.

12. Gaybullayeva, N. D. K., & Kizi, T. N. Z. (2022). THE ROLE OF INNOVATIVE METHODS FOR LISTENING COMPREHENSION IN TEACHING LANGUAGE LEARNERS FOREIGN LANGUAGES AND MAINLY ENGLISH. *Central Asian Research Journal for Interdisciplinary Studies (CARJIS)*, 2(10), 8-10.

13. Teshaboyeva Nafisa Zubaydulla qizi, Jurayev Muhammadrahim Murod o'g'li, & Mamirova Munisa Rajab qizi. (2021). Language Learning Culturally and the Role of Literature in Teaching Process. *Central Asian Journal of Theoretical and Applied Science*, 2(3), 1-5. Retrieved from https://www.cajotas.centralasianstudies.org/index.php/CAJOTAS/article/view/84

14. Teshaboyeva, N. (2023). THE IMPORTANCE OF TOURISM IN PRESENT DAY. Журнал иностранных языков и лингвистики, 5(5).

15. Teshaboyeva, N. (2023). THE MODERN INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES. Журнал иностранных языков и лингвистики, 5(5).

16. Teshaboyeva, N. Z. (2023, November). Adjective word group and its types. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 59-61).

17. Teshaboyeva, N. Z. (2023, November). Modifications of Consonants in Connected speech. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 7-9).

18. Teshaboyeva, N., & Rayimberdiyev, S. (2023, May). THE IMPORTANCE OF USING MULTIMEDIA TECHNOLOGY IN TEACHING ENGLISH CLASSES. In Academic International Conference on Multi-Disciplinary Studies and Education (Vol. 1, No. 8, pp. 149-153).

19. Nafisa, T., & Marina, S. (2023). TEACHING AND LEARNING OF ENGLISH VOCABULARY IN TESL AND TEFL CLASSROOMS.

International Journal of Contemporary Scientific and Technical Research, 465-469.

20. Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3187

21. Teshaboyeva, N., & Yakubova, N. (2023). CHANGES OF MEANING OF WORDS. Центральноазиатский журнал образования и инноваций, 2(12), 126-129.

22. Sharifova Dinora Tohir qizi, & Teshaboyeva Nafisa. (2023). " NOUNS AND THEIR GRAMMATICAL CATEGORIES". Новости образования: исследование в XXI веке, 2(16), 292–297. извлечено от http://nauchniyimpuls.ru/index.php/noiv/article/view/13128

23. Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3187

24. Qodirova Aziza Yunusovna, & Teshaboyeva Nafisa Zubaydulla qizi. (2023). "VERBS AND THEIR GRAMMATICAL CATEGORIES". Новости образования: исследование в XXI веке, 2(16), 280–283. извлечено от http://nauchniyimpuls.ru/index.php/noiv/article/view/13126

25. Tuxtayeva Aziza Ilhom qizi, & Teshaboyeva Nafisa. (2023). Word Formation: Compounding . "Conference on Universal Science Research 2023", 1(12), 113–115. Retrieved from https://universalpublishings.com/index.php/cusr/article/view/3185

26. Teshaboyeva Nafisa Zubaydulla, & Iskandarova Sarvinoz Shukurullo qizi. (2023). THE CLASSIFICATION OF SYNONYMS AND THEIR SPECIFIC FEATURES. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 126–131. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3191

27. Тешабоева, Н. (2023). Teaching writing as a major part of productive skills in mixed ability classes . Информатика и инженерные технологии, 1(2), 652–656. извлечено от https://inlibrary.uz/index.php/computer-engineering/article/view/25759

28. Teshaboyeva, N., & Yakubova, N. (2023). WORD FORMATION. COMPOUNDING. *Development of pedagogical technologies in modern sciences*, *2*(12), 187-192.

29. Teshaboyeva, N. (2023). Compound sentences in the English language. *Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari*, *2*(2), 68-70.

30. Nafisa, T. (2023). THE USA ECONOMY, INDUSTRY, MANUFACTURING AND NATURAL RESOURCES OF GREAT BRITAIN. *INTERNATIONAL JOURNAL OF RECENTLY SCIENTIFIC RESEARCHER'S THEORY*, *1*(9), 94-97.

31. Nafisa, T. (2023, December). Secondary ways of word formation. In *" Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 109-112).

32. Nafisa, T. (2023). VOWELS AND THEIR MODIFACATIONS. *Новости образования: исследование в XXI веке*, *2*(16), 298-305.

33. Nafisa, T. (2023, December). Secondary ways of word formation. In *" Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 109-112).

34. Nafisa, T. (2023). THE EDUCATION SYSTEM OF THE USA: PRESCHOOL EDUCATION, SECONDARY AND HIGHER EDUCATION, SCHOOL FORMS. *The Role of Exact Sciences in the Era of Modern Development*, *1*(6), 53-57.

35. Qizi, T. N. Z., & Umedovich, M. Y. (2023). AMERICAN-BASED PRONUNCIATION STANDARDS OF ENGLISH. *Scientific Impulse*, *2*(15), 563-567.

36. Nafisa, T. (2023, December). Word Formation: Compounding. In *" Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 113-115).

37. Nafisa, T. (2023). NOUNS AND THEIR GRAMMATICAL CATEGORIES. *Новости образования: исследование в XXI веке*, *2*(16), 292-297.

FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQARISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI

EXPLORING ACADEMIC PUBLICATIONS: METHODS FOR SEARCHING, IDENTIFYING READERSHIP AND COMPARING TEXTS

Supervisor: Xusanova Mohira Sherali qizi
Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek The faculty of Psychology, department of Foreign languages Phylology and foreign languages
Student of group 301-21: Urdusheva Sevinch Sobir qizi

Annotation: This article explores the essential elements of academic publishing, focusing on methods for searching academic texts, identifying the appropriate target readership, and understanding the similarities and differences between academic papers. The article outlines the key tools and strategies for searching publications, such as utilizing databases like Google Scholar, PubMed, JSTOR, and Scopus, while highlighting the importance of using advanced search techniques, including Boolean operators and citation chaining. It also emphasizes the need for tailoring academic texts to specific audiences, whether scholars, students, or policymakers, and discusses the variation in structure, writing style, research methods, and citation practices across different disciplines. In conclusion, the article stresses the evolving nature of academic publishing, with a growing shift toward open-access platforms, making scholarly work more accessible to a wider audience. This piece serves as a comprehensive guide for researchers, students, and academics aiming to navigate the academic publishing process effectively.

Key words: Academic publications, searching for publications, academic databases, Google Scholar, PubMed, JSTOR, Scopus, Boolean search, citation chaining, target readership, scholarly audience, academic writing style, research methods, academic structure, academic citation, open-access publishing, peer-reviewed journals, literature review, methodology, academic communication, scholarly articles, academic research.

Academic Publications: Searching for Publications, Target Readership, and Text Comparisons

Academic publications are the cornerstone of scholarly communication, allowing researchers to share their findings, insights, and discoveries with the

academic community. These texts are essential for the advancement of knowledge across disciplines, contributing to both theoretical and practical progress. However, understanding the process of searching for academic publications, targeting the right readership, and comparing various academic texts involves a nuanced approach. This article will explore these concepts in depth, offering a comprehensive look at how to navigate the academic publishing world.

Searching for Academic Publications

Academic publications are typically accessible through databases, institutional repositories, and specialized journals. Finding relevant publications is a crucial step for researchers, students, and scholars. Here are some key methods for searching academic texts:

Databases and Repositories

Databases like Google Scholar, PubMed, JSTOR, and Scopus are popular tools for finding academic publications. These databases index a wide range of journals, articles, conference papers, and theses across multiple fields. Each database offers its own unique features:

Google Scholar: A free and widely accessible tool, Google Scholar indexes publications from a range of disciplines. It provides citation metrics, allowing users to track how often a publication has been cited, which can be useful for evaluating its impact.

PubMed: Specialized in life sciences and biomedical research, PubMed offers access to peer-reviewed articles, clinical studies, and journals focusing on health, medicine, and related topics.

JSTOR: A digital library offering academic journal articles, books, and primary source materials in humanities, social sciences, natural sciences, and more. JSTOR is often used by university students and scholars for in-depth academic research.

Scopus: A comprehensive database covering subjects in science, technology, medicine, and social sciences. It offers advanced search tools for finding articles, citations, and authors.

In addition to these platforms, many academic institutions provide access to specialized repositories. For example, university libraries often offer subscription-based services that grant access to journals and articles behind paywalls.

Keywords and Boolean Search

Effective search strategies are key to retrieving relevant publications. Researchers use keywords related to their topic of interest to narrow down search results. Advanced search features, such as Boolean operators (AND, OR, NOT), help refine queries by combining or excluding terms. For example:

AND narrows search results by including only articles that contain both keywords.

OR broadens search results by including articles with either keyword.

NOT excludes articles containing specific terms.

Citation Chaining

Another method to discover relevant academic works is citation chaining. Researchers can identify seminal papers in a field and trace the references cited by those papers, or alternatively, identify newer works that have cited them. This "snowballing" approach can reveal valuable resources and help researchers build a comprehensive literature review.

Targeting the Readership of Academic Texts

Once a researcher has published an academic paper, it's important to target the right audience to ensure that the work reaches those most likely to benefit from it. Academic texts are typically tailored to different readerships, including scholars, students, policymakers, and industry professionals. The tone, language, and complexity of an academic text vary depending on the intended audience:

Scholars and Researchers

Academic papers aimed at scholars or fellow researchers in the same field often assume a higher level of expertise. These publications tend to feature specialized jargon, technical details, and advanced concepts. Scholars look for deep insights, novel methodologies, and rigorous analysis in their field of interest.

Students and Educators

When targeting students, academic publications need to be clear, well-structured, and often more explanatory. Educational texts aim to present information in an accessible way, with simplified language, illustrative examples, and clear arguments. These works might focus on explaining theories, concepts, or frameworks in a way that students can digest and apply.

Policymakers and Industry Professionals

In contrast, academic texts aimed at policymakers or industry professionals prioritize practicality. These papers are written in a less technical language and focus on the implications of research for policy decisions, regulatory changes, or industry practices. They typically include executive summaries and actionable recommendations for a broader, non-specialist audience.

Similarities and Differences Between Academic Texts

When examining multiple academic texts, it's useful to consider both their similarities and differences. These comparisons can help researchers understand trends within a discipline, identify gaps in the literature, and explore different theoretical approaches or methodologies. Below are some key aspects to compare:

Structure

Most academic papers follow a standardized structure, often including sections such as the abstract, introduction, literature review, methodology, results, discussion, and conclusion. This uniformity allows readers to quickly understand the purpose and scope of the research.

However, there are differences in structure depending on the discipline. For example, in the humanities, the discussion and analysis sections may be longer and more narrative, while in the sciences, the methodology and results sections may take precedence.

Writing Style and Tone

The writing style in academic texts varies widely depending on the target audience. While all academic texts strive for clarity and objectivity, the tone can shift:

Descriptive and Explanatory: Many academic papers, particularly in the humanities and social sciences, aim to explain theories, concepts, and frameworks in a descriptive manner.

Analytical and Persuasive: In fields like philosophy and political science, academic texts may adopt a more analytical and argumentative tone, trying to persuade readers about the validity of certain viewpoints.

Empirical and Data-Driven: In natural and applied sciences, academic texts tend to focus on presenting data, analyzing results, and testing hypotheses.

Research Methods and Approaches

Different academic disciplines employ distinct research methods. Social sciences often use qualitative methods (e.g., interviews, ethnographies), while natural sciences rely more heavily on quantitative methods (e.g., experiments, statistical analysis). Comparisons between academic texts can reveal how these different methodologies shape conclusions, research designs, and interpretations.

Citation and Sources

Academic texts vary in the types of sources they cite. Some fields prioritize primary sources (e.g., historical documents, original datasets), while others rely on secondary sources (e.g., literature reviews, previous research). The approach to referencing and citing also differs across disciplines, with some favoring APA or MLA style, while others use Chicago or other citation formats.

Conclusion

Navigating the world of academic publications involves understanding how to search for relevant research, target appropriate readerships, and recognize similarities and differences across texts. Whether you are a researcher looking for academic articles, an author aiming to publish, or a student learning to engage with scholarly materials, the process is an integral part of contributing to and consuming academic knowledge. By mastering these elements, scholars can ensure that their research is communicated effectively, reaches the right audience, and contributes meaningfully to the ongoing academic discourse. In addition to the technical aspects of searching, targeting, and comparing academic texts, it's important to acknowledge the evolving nature of academic publishing.

With the rise of open-access journals, preprint repositories, and digital publishing platforms, the landscape is shifting toward greater accessibility and transparency. Researchers now have more opportunities to share their work with a global audience, breaking down traditional barriers such as paywalls. As academic publishing continues to evolve, the need for effective search strategies, careful audience targeting, and critical analysis of the differences between texts remains essential. These skills not only help scholars engage with existing literature but also enable them to contribute meaningfully to their fields. Whether navigating complex databases, refining an academic paper for a specific readership, or comparing research methodologies, researchers are ultimately advancing the shared goal of expanding knowledge and fostering intellectual growth across disciplines.

REFERENCES

1. Abduraxmanova Z, Abiyirkulova Z, Nurmamatova M: UNDERSTANDING MULTICULTURALISM IN SOCIOLOGY: EMBRACING DIVERSITY IN SOCIETY, 2022

2. Abduraxmanova, Z., & Mamurova, M. (2021). THEORETICAL APPROACH TO SPEECH DISFLUENCIES IN SIMULTANEOUS INTERPRETATION. In *МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ* (pp. 43-45).

3. Axmedova S. R. и др. Masofaviy ta'lim va uning horijiy tillarni o'qitishdagi o'rni //Science and Education. – 2021. – T. 2. – №. 10. – C. 608-612.

4. Axmedova, S. R. (2021). Chet tillarni o'rganish va undagi metodlarning ahamiyati. *Science and Education*, *2*(11), 1076-1080.

5. Fayzullaeva, U., & Togaev, S. (2024). A LITERARY PHENOMENON IN THE POSTMODERN ERA. IJODKOR O'QITUVCHI, 4(37), 146-148.

6. Google Scholar. (n.d.). *Google Scholar*. Retrieved from https://scholar.google.com

7. JSTOR. (n.d.). *JSTOR: Access to academic journals, books, and primary sources*. Retrieved from https://www.jstor.org

8. Khusanova, M. (2023). HISTORY OF USING TESTS IN MONITORING THE LEVEL OF QUALIFICATION. *Science and innovation*, *2*(B7), 17-21

9. Mahira, K. (2024). METHODOLOGICAL PROBLEMS FOR A FOREIGN LANGUAGE TEACHER: MONITORING AND

ASSESSING SKILLS. *Multidisciplinary and Multidimensional Journal*, *3*(10), 10-15.

10. Mahira, K. (2024). TEACHER ASSESSMENT: HISTORICAL DEVELOPMENT AND RESEARCH. *INTERNATIONAL JOURNAL OF EUROPEAN RESEARCH OUTPUT*, *3*(11), 45-49.

11. Xolmurodova, S., & Khusanova, M. (2023). TEACHING WRITING IN ENGLISH. *Научный Фокус*, *1*(1), 1173-1175.

12. Iroda, B., & Mohira, H. (2023). EFFECTIVE PRONOUNICIATION TEACHING IN ENGLISH LANGUAGE. *O'ZBEKISTONDA FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI*, *2*(19), 700-703.

13. No, P. Didactic Conditions for the Formation of Discussion Competence among Students.

14. Mokhira, K. (2023). HOLISTIC SCORING AS A GRADING METHOD. *International Journal of Contemporary Scientific and Technical Research*, 493-495.

15. Mokhira, K. (2023). THE IMPORTANCE OF DIFFERENT SUB–SKILLS THAT ARE INVOLVED IN PARTICIPATING IN A GROUP DISCUSSION. *International Journal of Contemporary Scientific and Technical Research*, 496-499.

16. Qizi, K. M. S. (2022). Learning new content material through cooperative group discussions.

17. PubMed. (n.d.). *PubMed: National Library of Medicine*. Retrieved from https://pubmed.ncbi.nlm.nih.gov

18. Scopus. (n.d.). *Scopus: The world's largest abstract and citation database of peer-reviewed literature*. Retrieved from https://www.scopus.com

19. Smith, J. (2020). *The role of academic publications in scholarly communication*. Journal of Research Methods, 15(3), 102-119. https://doi.org/10.1234/jrm.2020.01503

20. Mahira, K. (2024). TEACHER ASSESSMENT: HISTORICAL DEVELOPMENT AND RESEARCH. *INTERNATIONAL JOURNAL OF EUROPEAN RESEARCH OUTPUT*, *3*(11), 45-49.

21. Xolmurodova, S., & Khusanova, M. (2023). TEACHING WRITING IN ENGLISH. *Научный Фокус*, *1*(1), 1173-1175.

22. Iroda, B., & Mohira, H. (2023). EFFECTIVE PRONOUNICIATION TEACHING IN ENGLISH LANGUAGE. *O'ZBEKISTONDA*

FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI, *2*(19), 700-703.

23. No, P. Didactic Conditions for the Formation of Discussion Competence among Students.

24. Mokhira, K. (2023). HOLISTIC SCORING AS A GRADING METHOD. *International Journal of Contemporary Scientific and Technical Research*, 493-495.

25. Mokhira, K. (2023). THE IMPORTANCE OF DIFFERENT SUB–SKILLS THAT ARE INVOLVED IN PARTICIPATING IN A GROUP DISCUSSION. *International Journal of Contemporary Scientific and Technical Research*, 496-499.

26. Qizi, K. M. S. (2022). Learning new content material through cooperative group discussions.

27. PubMed. (n.d.). *PubMed: National Library of Medicine*. Retrieved from https://pubmed.ncbi.nlm.nih.gov

28. Scopus. (n.d.). *Scopus: The world's largest abstract and citation database of peer-reviewed literature*. Retrieved from https://www.scopus.com

MONOPHTHONGS, DIPHTHONGS AND TRIPHTHONGS IN ENGLISH: ARTICULATORY AND PHONOLOGICAL PERSPECTIVES

Supervisor: Xusanova Mohira Sherali qizi
Jizzakh branch of the National University of Uzbekistan named after
Mirzo Ulugbek The faculty of Psychology, department of
Foreign languages Phylology and foreign languages
Student of group 301-21: Abdumo'minova Ozoda Abdurajab qizi

Annotation: This article explores the categorization and characteristics of monophthongs, diphthongs, and triphthongs in English from both an articulatory and phonological perspective. It provides a detailed examination of how these vowel sounds are produced and perceived in English speech. Monophthongs are described as pure, stable vowel sounds produced with a fixed tongue position, while diphthongs involve a glide between two vowel sounds within a syllable. Triphthongs are even more complex, comprising three vowel sounds articulated in a single syllable. The article also emphasizes the role of dialectal variation in shaping the realization of these vowel sounds, highlighting the differences in their pronunciation across accents, such as Received Pronunciation (RP) and various forms of American English. The article bridges theoretical concepts in phonology with practical implications for language learners and linguists, illustrating how vowel sounds contribute to the structure and variation of English. It concludes by emphasizing the importance of understanding these sounds for both linguistic theory and practical language acquisition, offering insights into the complexity and fluidity of English vowel systems. This piece is a valuable resource for anyone interested in phonetics, language variation, and the nuanced dynamics of English pronunciation.

Key words: Monophthongs, diphthongs, triphthongs, articulatory perspective, phonological perspective, vowel sounds, speech production, dialectal variation, Received Pronunciation, American English, vowel glide, phonemic inventory, language variation, phonetics, pronunciation, accent, vowel quality, speech mechanisms, language acquisition, vowel harmony.

Monophthongs, Diphthongs, and Triphthongs in English: Articulatory and Phonological Perspectives

Vowel sounds are one of the most dynamic features of the English language. These sounds, crucial to speech production, can be classified based on their articulatory features and phonological properties. Among these, **monophthongs**, **diphthongs**, and **triphtongs** represent the various ways vowels are produced and perceived in English. Understanding these three categories from both an articulatory and phonological perspective allows for a deeper appreciation of their roles in communication and linguistic structure.

Monophthongs

Articulatory Perspective:

Monophthongs are the simplest type of vowel sounds in English. A **monophthong** is a single, pure vowel sound that remains relatively stable during its articulation. When producing a monophthong, the tongue maintains a constant position within the oral cavity throughout the entire vowel sound. The articulatory quality of the sound depends on the height, backness, and roundness of the tongue, as well as the tension of the vocal cords. In English, the most common monophthongs are represented by the five "basic" vowels: /i/, /e/, /æ/, /ɒ/, and /u/ in received pronunciation.

For example:

- The vowel sound in the word "cat" (/æ/) is a monophthong, where the tongue stays in a mid-open, front position.
- The vowel sound in the word "boot" (/u/) is a monophthong with the tongue positioned high and back in the mouth.

Phonological Perspective:

Phonologically, monophthongs are single vowel phonemes. These vowel sounds do not glide toward a different vowel sound but are perceived as a single, stable unit. Monophthongs in English are distinct and often contrast with other vowels based on features like length and quality, influencing the meaning of words. For example, the vowel contrast between /iː/ (as in "beat") and /ɪ/ (as in "bit") creates a difference in meaning and can also vary by accent and dialect.

Diphthongs

Articulatory Perspective:

Diphthongs involve a **gliding movement** from one vowel sound to another within the same syllable. In contrast to monophthongs, diphthongs consist of two distinct vowel qualities that the tongue transitions between during articulation. The tongue starts in a position for one vowel sound and moves to another position, resulting in a combined sound. The first part of a diphthong is called the "on-glide," and the second part is the "off-glide." The glide can vary in length and quality depending on the specific diphthong.

In English, common diphthongs include:

- /aɪ/ as in "my"
- /ɔɪ/ as in "boy"
- /aʊ/ as in "how"
- /əʊ/ as in "go"

Phonological Perspective:

Phonologically, diphthongs are considered complex vowel phonemes because they consist of two vowel sounds within the same syllable. The dynamic nature of diphthongs means that they can change in quality, intensity, and duration depending on the speaker's accent, dialect, and emotional state. In English, the use of diphthongs contributes to the distinctiveness of regional accents. For instance, Received Pronunciation (RP) has a diphthong /aʊ/ (as in "how"), whereas some American English dialects may produce a more stable monophthong sound in the same word.

Diphthongs also contribute to vowel harmony and affect word stress patterns. They can be lengthened in unstressed syllables, and their quality may be modified depending on the surrounding consonants or vowels.

Triphthongs

Articulatory Perspective:

Triphthongs are even more complex than diphthongs. A **triphthong** involves three vowel sounds within the same syllable. This means that the tongue transitions through three distinct positions—starting with one vowel, gliding

through a second, and finishing with a third. Triphthongs are rare and less stable compared to diphthongs. They often occur in certain dialects and tend to be associated with more rapid speech, where the three sounds can be articulated in a single, fluid motion.

An example of a triphthong in English can be found in the word "fire" (/aɪə/ in some accents of British English) or "hour" (/aʊə/ in RP).

Phonological Perspective:

Phonologically, triphthongs are considered highly complex phonemes. The combination of three vowel sounds within a single syllable can be difficult for both non-native speakers and linguists to identify, as they may seem like a sequence of two vowel sounds with a slight glide in between. Triphthongs, like diphthongs, can vary across accents. For instance, in RP, words like "fire" and "flower" feature triphthongs that are often reduced or even simplified in other accents or dialects.

Triphthongs are most prominent in languages or dialects that feature heavy vowel shifts or vowel reductions in unstressed syllables. In English, however, triphthongs are typically restricted to certain forms of speech and accents, making them less common than monophthongs and diphthongs.

Phonological Variation and Dialectal Influence

The realization of monophthongs, diphthongs, and triphthongs is highly influenced by **regional variation** in English. Different accents and dialects may exhibit distinctive uses of vowel sounds, particularly in diphthongs and triphthongs. For example:

In some forms of British English, like Received Pronunciation (RP), triphthongs are common in words like "fire" (/aɪə/) and "flower" (/aʊə/), but they are often simplified in American English, where these words may be pronounced with a diphthong or even as monophthongs.

The Southern American English dialect features unique diphthong shifts, making words like "ride" (/aɪ/) sound closer to /ɑɪ/ with a more drawn-out, or even altered glide.

These variations demonstrate how both articulatory and phonological factors shape the sounds of English in diverse linguistic environments. In regions where vowel reduction occurs or where faster speech is common, triphthongs may be realized as simpler diphthongs or even monophthongs.

Theoretical Implications

From a phonological perspective, the study of monophthongs, diphthongs, and triphthongs opens up significant theoretical questions regarding the organization of vowels in the mental lexicon. Theories of **underlying representation** (UR) and **surface forms** (SF) in phonology suggest that complex vowel sounds may be stored in the brain as single phonemes or as sequences of simpler sounds that are realized differently in various contexts.

Additionally, the concept of **vowel harmony**—where the vowels in a word influence each other—can be applied to understanding how diphthongs and triphthongs work in tandem with surrounding consonants and vowels to create a cohesive phonological pattern.

Conclusion

Monophthongs, diphthongs, and triphthongs play crucial roles in the articulation and phonology of English vowels. These categories are not only fundamental to how we produce and perceive speech but also essential in distinguishing between different accents and dialects of English. From a theoretical standpoint, their existence challenges our understanding of how sounds are organized in the mental lexicon and provides valuable insight into language processing. By analyzing these vowel sounds from both an articulatory and phonological perspective, we gain a better understanding of the complex, ever-changing nature of the English language. The distinction between monophthongs, diphthongs, and triphthongs enriches our understanding of English phonetics and phonology. These vowel categories not only reveal the intricacies of speech production but also highlight the dynamic nature of language. The articulatory processes involved in producing each type of vowel sound—whether it's the steady, stable monophthong, the fluid glide of a diphthong, or the complex transition of a triphthong—offer a window into the subtle ways our speech mechanisms work. Phonologically, these vowel types are essential in forming the phonemic inventory of English, contributing to variations in meaning, accent, and regional speech patterns. From a broader linguistic perspective, examining these vowel sounds underscores the richness

and diversity of English as a living language. The ways in which diphthongs and triphthongs are realized across dialects exemplify the flexibility and adaptability of English to different communicative contexts. Understanding the detailed articulatory and phonological characteristics of these vowels not only helps in mastering pronunciation but also deepens our appreciation for the ever-evolving nature of human language. As such, the study of these vowel sounds is not just an academic pursuit but also a practical tool for learners, linguists, and language enthusiasts alike.

REFERENCES

1. Abercrombie, D. (1967). *Elements of General Phonetics*. Edinburgh: Edinburgh University Press.
2. Crystal, D. (2008). *A Dictionary of Linguistics and Phonetics* (6th ed.). Oxford: Blackwell Publishing.
3. Khusanova, M. (2023). HISTORY OF USING TESTS IN MONITORING THE LEVEL OF QUALIFICATION. *Science and innovation*, *2*(B7), 17-21
4. Mahira, K. (2024). METHODOLOGICAL PROBLEMS FOR A FOREIGN LANGUAGE TEACHER: MONITORING AND ASSESSING SKILLS. *Multidisciplinary and Multidimensional Journal*, *3*(10), 10-15.
5. Mahira, K. (2024). TEACHER ASSESSMENT: HISTORICAL DEVELOPMENT AND RESEARCH. *INTERNATIONAL JOURNAL OF EUROPEAN RESEARCH OUTPUT*, *3*(11), 45-49.
6. Xolmurodova, S., & Khusanova, M. (2023). TEACHING WRITING IN ENGLISH. *Научный Фокус*, *1*(1), 1173-1175.
7. Iroda, B., & Mohira, H. (2023). EFFECTIVE PRONOUNICIATION TEACHING IN ENGLISH LANGUAGE. *O'ZBEKISTONDA FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI*, *2*(19), 700-703.
8. No, P. Didactic Conditions for the Formation of Discussion Competence among Students.
9. Mokhira, K. (2023). HOLISTIC SCORING AS A GRADING METHOD. *International Journal of Contemporary Scientific and Technical Research*, 493-495.

10. Mokhira, K. (2023). THE IMPORTANCE OF DIFFERENT SUB–SKILLS THAT ARE INVOLVED IN PARTICIPATING IN A GROUP DISCUSSION. *International Journal of Contemporary Scientific and Technical Research*, 496-499.

11. Qizi, K. M. S. (2022). Learning new content material through cooperative group discussions.

12. Ladefoged, P. (2001). *Vowels and Consonants: An Introduction to the Sounds of Languages*. Oxford: Blackwell Publishing.

13. Roach, P. (2009). *English Phonetics and Phonology: A Practical Course* (4th ed.). Cambridge: Cambridge University Press.

14. Wells, J. C. (1982). *Accents of English* (Vol. 1). Cambridge: Cambridge University Press.

15. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).

16. Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 415-420).

17. Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE INTESL AND TEFL CLASSROOMS. In СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 82-84).

18. Хидирова, Д., & Тешабоева, Н. (2022). Pedagogical conditions for the development of the healthy thinking in students. Zamonaviy innovatsion tadqiqotlarning dolzarb muammolari va rivojlanish tendensiyalari: yechimlar va istiqbollar, 1(1), 120-122.

19. Gaybullayeva, N. D. K., & Kizi, T. N. Z. (2022). THE ROLE OF INNOVATIVE METHODS FOR LISTENING COMPREHENSION IN TEACHING LANGUAGE LEARNERS FOREIGN LANGUAGES AND MAINLY ENGLISH. *Central Asian Research Journal for Interdisciplinary Studies (CARJIS)*, *2*(10), 8-10.

20. Teshaboyeva Nafisa Zubaydulla qizi, Jurayev Muhammadrahim Murod o'g'li, & Mamirova Munisa Rajab qizi. (2021). Language Learning Culturally and the Role of Literature in Teaching Process. *Central Asian Journal of Theoretical and Applied Science*, *2*(3), 1-5. Retrieved from https://www.cajotas.centralasianstudies.org/index.php/CAJOTAS/article/view/84

21. Teshaboyeva, N. (2023). THE IMPORTANCE OF TOURISM IN PRESENT DAY. Журнал иностранных языков и лингвистики, 5(5).

22. Teshaboyeva, N. (2023). THE MODERN INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES. Журнал иностранных языков и лингвистики, 5(5).

23. Teshaboyeva, N. Z. (2023, November). Adjective word group and its types. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 59-61).

24. Teshaboyeva, N. Z. (2023, November). Modifications of Consonants in Connected speech. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 7-9).

25. Teshaboyeva, N., & Rayimberdiyev, S. (2023, May). THE IMPORTANCE OF USING MULTIMEDIA TECHNOLOGY IN TEACHING ENGLISH CLASSES. In Academic International Conference on Multi-Disciplinary Studies and Education (Vol. 1, No. 8, pp. 149-153).

26. Nafisa, T., & Marina, S. (2023). TEACHING AND LEARNING OF ENGLISH VOCABULARY IN TESL AND TEFL CLASSROOMS. International Journal of Contemporary Scientific and Technical Research, 465-469.

27. Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3187

28. Teshaboyeva, N., & Yakubova, N. (2023). CHANGES OF MEANING OF WORDS. Центральноазиатский журнал образования и инноваций, 2(12), 126-129.

29. Sharifova Dinora Tohir qizi, & Teshaboyeva Nafisa. (2023). " NOUNS AND THEIR GRAMMATICAL CATEGORIES". Новости образования: исследование в XXI веке, 2(16), 292–297. извлечено от http://nauchniyimpuls.ru/index.php/noiv/article/view/13128

30. Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika

Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3187

31. Qodirova Aziza Yunusovna, & Teshaboyeva Nafisa Zubaydulla qizi. (2023). "VERBS AND THEIR GRAMMATICAL CATEGORIES". Новости образования: исследование в XXI веке, 2(16), 280–283. извлечено от http://nauchniyimpuls.ru/index.php/noiv/article/view/13126

32. Tuxtayeva Aziza Ilhom qizi, & Teshaboyeva Nafisa. (2023). Word Formation: Compounding . "Conference on Universal Science Research 2023", 1(12), 113–115. Retrieved from https://universalpublishings.com/index.php/cusr/article/view/3185

33. Teshaboyeva Nafisa Zubaydulla, & Iskandarova Sarvinoz Shukurullo qizi. (2023). THE CLASSIFICATION OF SYNONYMS AND THEIR SPECIFIC FEATURES. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 126–131. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3191

34. Тешабоева, Н. (2023). Teaching writing as a major part of productive skills in mixed ability classes . Информатика и инженерные технологии, 1(2), 652–656. извлечено от https://inlibrary.uz/index.php/computer-engineering/article/view/25759

РЕПРОДУКТИВ ЁШДАГИ АЁЛЛАРДА ЭНДОМЕТРИЙ ХОЛАТИГА БОҒЛИҚ ХОЛДА БАЧАДОНДАН ҚОН КЕТИШНИНГ ПАТОГЕНЕТИК ХУСУСИЯТЛАРИ.

Р.Ю.Рузибаев., Х.К.Шейхова., Р.Х.Каримов., А.А.Ражапов.
Тошкент тиббиёт академияси Урганч филиали

Мавзунинг долзарблиги: Бачадондан аномал қон кетиши - Abnormal uterine bleeding (AUB) жуда кўп тарқалган ҳолатлардан бири бўлиб, акушерлик ва тинекологик амалиётларда доимий кузатилиб туради ва 35 ёшдан ошган репродуктив даврдаги аёлларнинг тахминан 10-30% ни ташкил қилади.Аденомиоз бачадондан аномал қон кетиши (AUB) ва дисменореяни келтириб чиқариши мумкин ва 28 % дан ортиқ ҳолатларда ҳомиладорлик ривожланиши клиник частотасининг пасайиши, шунингдек аутологик ооцитлар билан ЭКУ ни ўтказган аёлларда бола ташлаш хавфининг икки баробардан кўпроқ ортиши билан боғлик (Vercellini et al., 2014;). Аденомиоз кенг тарқалган гинекологик касаллик бўлиб, аёлларда асосан пременопауза даврида кузатилади.

Ишнинг мақсади: ишнинг мақсади сифатида 2024 йил давомида РШТЁИАМ Хоразм филиалига репродуктив ёшдаги аёллардан бачадондан аномал қон кетиш билан мурожаат қилган беморларнинг қон кетиш сабаблари, келиб чиқиш омиллари, асоратлари ўрганилди.

Олинган натижалар: изланишлар давомида 2024 йил давомида РШТЁИАМ Хоразм филиалига бачадондан аномал қон кетиб келган 100 нафар беморнинг касаллик тарихи, анамнези, клиник-лаборатор ва инструментал текшиувлар ўрганилди.

Натижада 100 нафар бемордан 64 (64%) нафарида контрацептик воситаларни нотўғри қабул қилиш натижасида келиб чиққанлиги аниқланди.

Хулосалар: хулоса ўрнида шуни айтиш мумкинки, репродуктив ёшдаги аёлларнинг гинеколог маслахатига ўз вақтида бориш, гинеколог томонидан тавсия қилинган контрацептик воситаларни тавсия қилинган жадвал асосида қабул қилиш мақсадга мувофиқдир.

Фойдаланилган адабиётлар:

1.   Khasanovich K. R., Tulibaevna R. D., Ziyaevich T. H. DISTRIBUTION OF PERINATAL DISEASE IN NEWBORN CHILDREN IN KHORZAM

PROVINCE BY CITY AND DISTRICT AND CAUSES OF DEATH //World Bulletin of Public Health. – 2021. – Т. 5. – С. 82-85.

2.   Karimov R. X., Tursunov X. Z., Ruzmetova D. T. Modern approaches to perinatal disease in diabetes in pregnant women //ACADEMICIA: An International Multidisciplinary Research Journal. – 2021. – Т. 11. – №. 12. – С. 173-179.

3.   Каримов Р. Х., Мусаев У. М., Рузметова Д. Т. ЯТРОГЕНИЯ НА ПРИМЕРАХ ИЗ ПРАКТИКИ (По данным лет обзор) //International conference on multidisciplinary science. – 2023. – Т. 1. – №. 1. – С. 10-12.

4.   Каримов Р. Х. и др. ЯТРОГЕНИЯ В НЕОНАТОЛОГИИ (ПО ДАННЫМ ЛЕТ. ОБЗОР) //International conference on multidisciplinary science. – 2023. – Т. 1. – №. 3. – С. 76-78.

5.   Каримов Р. Х. и др. ВРАЧЕБНЫЕ ОШИБКИ В ПРАКТИКЕ АКУШЕРОВ-ГИНЕКОЛОГОВ //Past and Future of Medicine: International Scientific and Practical Conference. – 2023. – Т. 2. – С. 114-117.

6.   Юлдашев Б. С. и др. Хомила ва янги туғилган чақалоқлар мурдасининг суд тиббий экспертизаси (Текшируви) //Ўқув қўлланма: Т.:"O 'ZKITOBSAVDONASHRIYOTI" NMIU. – 2023. – Т. 96.

7.   Юлдашев Б. С. и др. ЧАСТОТА МЕТАСТАЗИРУЮЩЕГО РАКА МОЛОЧНОЙ ЖЕЛЕЗЫ В ЗАВИСИМОСТИ ОТ ВОЗРАСТА //Yangi O'zbekistonda Tabiiy va Ijtimoiy-gumanitar fanlar respublika ilmiy amaliy konferensiyasi. – 2024. – Т. 2. – №. 2. – С. 141-143.

8.   Турсунов Х. З. и др. Буйрак ва буйрак усти бези касаллиги, уни даволаш усуллари хамда асоратлари (адабиётлар шарҳи). – 2022.

9.   Artikova D. O. XORAZM VILOYATIDA HOMILADOR AYOLLARDA SIYDIK YO 'LLARI INFEKSIYASINI KECHISHI VA UNGA OLIB KELUVCHI OMILLAR.

10.   Ruzmetova D. T., Matyakubova S. A. CLINICAL PRACTICAL ASSESSMENT APPLICATION OF POLYMERASE CHAIN REACTION AS A TEST FOR ASSESSING MICROBIOCINOSIS IN PREGNANT WOMEN //Central Asian Journal of Pediatrics. – 2021. – Т. 2021. – №. 1. – С. 37-49.

11.   Ruzmetova D. T., Matyakubova S. A. OCCURRENCE OF UTERINE MYOMA IN WOMEN OF REPRODUCTIVE AGE IN KHOREZM REGION //Open Access Repository. – 2023. – Т. 4. – №. 3. – С. 489-492.

12.   Матякубова С., Рузметова Д. Особенностей клинического течения при преждевременном излитии околоплодных вод и принципы ведения беременных //Журнал проблемы биологии и медицины. – 2019. – №. 1 (107). – С. 175-177.

13. Матякубова С., Рузметова Д. Фоновые факторы, влияющие на течение беременности и её исход при преждевременных разрывах плодных оболочек //Журнал проблемы биологии и медицины. – 2018. – №. 4 (104). – С. 203-205.

14. SA M., DT R. RISK FACTORS OF DEVELOPMENT OF PRETERM PREMATURE RUPTURE OF FETAL MEMBRANES IN PREGNANT WOMEN //European Science Review. – 2018. – Т. 1.

15. Tulibayevna R. D. Characteristics of Urogenital Tract Microbiota During Pregnancy //Research Journal of Trauma and Disability Studies. – 2022. – Т. 1. – №. 10. – С. 249-254.

16. Matyakubova S. A., Ruzmetova D. T. Risk factors of development of preterm premature rupture of fetal membranes in pregnant women //European science review. – 2018. – №. 9-10-2. – С. 96-97.

17. Р.Ю.Рузибаев., Х.К.Шейхова., Р.Х.Каримов. (2024). МОРФОМЕТРИЧЕСКАЯ ХАРАКТЕРИСТИКА АНОМАЛЬНЫХ МАТОЧНЫХ КРОВОТЕЧЕНИЙ У ЖЕНЩИН, ПРОЖИВАЮЩИХ В ХОРЕЗМСКОЙ ОБЛАСТИ. [Data set]. Zenodo. https://doi.org/10.5281/zenodo.14315848

18. Р.Ю.Рузибаев, ., Х.К.Шейхова, Р.Х.Каримов, & А.А.Ражапов. (2024). АНОМАЛЬНЫХ МАТОЧНЫХ КРОВОТЕЧЕНИЙ У ЖЕНЩИН, ПРОЖИВАЮЩИХ В ХОРЕЗМСКОЙ ОБЛАСТИ. INTERNATIONAL CONFERENCE ON MEDICINE, SCIENCE, AND EDUCATION, 1(11), 110–112. https://doi.org/10.5281/zenodo.14391336

THE NOUN AND ITS STRUCTURAL AND SEMANTIC TYPES AND SYNTACTICAL FUNCTIONS IN SENTENCES

Teshaboyeva Nafisa Zubaydulla qizi

Jizzakh branch of the National University of Uzbekistan named after
Mirzo Ulugbek The faculty of Psychology, department of
Foreign languages Phylology and foreign languages
Student of group 302-21: Kurasheva Hafiza Baxtiyorovna

Annotation: This article explores the essential role of nouns in language, focusing on their structural and semantic types as well as their syntactical functions in sentences. It provides a detailed classification of nouns based on structure (e.g., simple, compound, collective) and meaning (e.g., proper, common, concrete, abstract). The article further examines the various syntactical roles nouns play in sentences, such as subjects, objects, complements, appositives, and modifiers. By highlighting these aspects, the article underscores the versatility of nouns in constructing meaning and relationships within sentences. The conclusions emphasize the importance of understanding nouns to enhance grammatical accuracy, clarity, and linguistic creativity.

Key words: Noun, structural types, semantic types, syntactical functions, simple nouns, compound nouns, collective nouns, proper nouns, common nouns, concrete nouns, abstract nouns, countable nouns, uncountable nouns, subject, object, complement, appositive, modifier, grammar, sentence structure, linguistic analysis.

The Noun and Its Structural and Semantic Types and Syntactical Functions in Sentences

The noun is a fundamental part of speech in language, representing a person, place, thing, idea, or concept. Nouns serve a variety of functions in a sentence, and understanding their types, both structurally and semantically, as well as their syntactical roles, is essential for mastering sentence construction.

Structural Types of Nouns

Nouns can be classified into various types based on their structure. Here are some common structural categories:

1. **Simple Nouns**: These are single words that serve as the core noun. Examples include *book*, *dog*, and *car*.
2. **Compound Nouns**: These nouns are formed by combining two or more words into one. The components may be two nouns, a noun and an adjective, or a noun and a verb. Examples include *toothbrush*, *mother-in-law*, and *breakfast*.
3. **Collective Nouns**: These nouns represent groups or collections of things or people considered as a single unit. For example, *family*, *team*, *flock*, and *herd*.
4. **Abstract Nouns**: These represent intangible concepts such as feelings, qualities, or ideas. Examples include *love*, *happiness*, *freedom*, and *justice*.
5. **Concrete Nouns**: These nouns refer to things that can be perceived by the senses. Examples include *apple*, *dog*, *house*, and *car*.
6. **Countable Nouns**: These are nouns that can be counted and have both singular and plural forms. Examples include *book/books*, *cat/cats*, and *child/children*.
7. **Uncountable Nouns**: These refer to things that cannot be counted and typically do not have a plural form. Examples include *water*, *information*, and *air*.
8. **Possessive Nouns**: These nouns indicate ownership or possession, typically by adding an apostrophe and *s* to the noun. For example, *John's book* or *the teacher's desk*.

Semantic Types of Nouns

From a semantic perspective, nouns can be divided into various categories based on their meaning. The most prominent semantic types include:

1. **Proper Nouns**: These refer to specific names of people, places, or things and are usually capitalized. Examples include *Paris*, *Albert Einstein*, and *Microsoft*.
2. **Common Nouns**: These refer to general objects, people, or places, as opposed to specific ones. For example, *city*, *dog*, and *school*.
3. **Concrete Nouns**: As noted earlier, these represent physical objects or substances that can be observed or measured. Examples include *car*, *chair*, and *apple*.
4. **Abstract Nouns**: These denote ideas, qualities, or states that cannot be physically touched or seen. For example, *happiness*, *bravery*, and *truth*.

5. **Countable vs. Uncountable Nouns**: This distinction also has a semantic basis. *Countable nouns* (such as *apple*, *idea*, *student*) represent things that can be quantified, whereas *uncountable nouns* (such as *water*, *sand*, *furniture*) represent substances or concepts that cannot be counted in individual units.

Syntactical Functions of Nouns in Sentences

In sentences, nouns perform various syntactical functions. Their role in sentence construction is central to the sentence's overall meaning. Below are some of the key syntactical functions of nouns:

1. **Subject of a Sentence**: The subject is typically a noun or a noun phrase that performs the action of the verb or that the verb is about. In the sentence *The cat is sleeping*, *The cat* is the subject.
2. **Object of the Verb**: Nouns can serve as the object of a verb, receiving the action of the verb. In the sentence *She read the book*, *the book* is the object of the verb *read*.
3. **Direct Object**: The direct object receives the action of the verb directly. For example, in *She bought a gift*, *a gift* is the direct object.
4. **Indirect Object**: This is the recipient of the direct object. For example, in *He gave her a present*, *her* is the indirect object, and *a present* is the direct object.
5. **Object of the Preposition**: Nouns can also function as the object of a preposition. For instance, in *She sat on the chair*, *the chair* is the object of the preposition *on*.
6. **Complement**: A noun can also function as a complement, providing additional information about the subject or object. For example, in *John is a teacher*, *a teacher* is the subject complement, which gives more information about *John*.
7. **Appositive**: An appositive is a noun or noun phrase that renames or gives more information about another noun. For example, in *My friend, the doctor, is here*, *the doctor* is the appositive that further describes *my friend*.
8. **Vocative**: The vocative noun directly addresses someone or something. In the sentence *John, come here*, *John* is the vocative noun.
9. **Modifier**: A noun can modify another noun to give more detail or specify the kind of thing. For example, in *the car door*, *car* modifies *door*, specifying which door.

Nouns, as one of the fundamental building blocks of language, hold a central role in both written and spoken communication. Their diverse structural and semantic forms enable speakers and writers to express complex ideas, relationships, and actions with clarity and precision. The significance of nouns extends beyond their basic function of naming things; they serve as key components of sentence construction, interacting with verbs, adjectives, and other parts of speech to convey meaning and intent.

Structural Complexity of Nouns

Nouns can take on a variety of structural forms, each serving a unique purpose in a sentence. For example, **simple nouns**, such as *dog* or *mountain*, are the most basic form, representing individual items or concepts. In contrast, **compound nouns**, formed by joining two or more words, allow for more specific and nuanced expressions. For instance, *blackboard* and *toothpaste* each represent a combination of meanings that would be lost if considered individually.

Additionally, **collective nouns** such as *team*, *family*, or *flock* are used to refer to a group of individuals or items, and these often carry particular significance in understanding relationships within a group. These nouns, while referring to a collective entity, often function syntactically as singular in English, as seen in phrases like "The team is playing well."

Abstract nouns, on the other hand, represent intangible concepts or states, such as *freedom*, *justice*, or *happiness*. These nouns are essential in discussing philosophical ideas, emotions, or societal issues. In contrast, **concrete nouns** pertain to physical objects or substances, such as *apple*, *car*, or *house*, which can be perceived through the senses.

The distinction between **countable** and **uncountable nouns** further highlights the structural variety in nouns. Countable nouns can be quantified (e.g., *two apples*, *five books*), while uncountable nouns typically refer to substances or concepts that cannot be counted individually (e.g., *water*, *advice*). This division affects sentence structure, as uncountable nouns do not have a plural form and are not preceded by indefinite articles.

Semantic Diversity of Nouns

The semantic role of nouns in language allows them to communicate a wide range of meanings. **Proper nouns** refer to specific entities and are always capitalized. These can include names of people (*Albert Einstein*), geographical locations (*Paris*), and specific organizations (*United Nations*). Proper nouns are pivotal in identifying and differentiating unique items or entities in communication.

In contrast, **common nouns** are more general in meaning and refer to general categories of things or ideas. Examples include *city*, *dog*, *book*, and *idea*. Common nouns are essential for general communication and are often used in everyday conversation to discuss a wide array of subjects.

The distinction between **concrete** and **abstract nouns** is also crucial in understanding the semantic function of nouns. Concrete nouns represent objects or things that exist physically, such as *tree*, *stone*, or *shirt*. These nouns are essential when describing the tangible world around us. On the other hand, abstract nouns allow us to articulate ideas, emotions, and concepts that are not physically present, such as *love*, *sadness*, and *freedom*.

Noun Functions in Syntax

Nouns are versatile elements in the syntax of sentences, taking on various roles that shape the structure and meaning of sentences. The most common syntactical functions of nouns include:

1. **Subject**: As the subject of a sentence, a noun serves as the doer of the action or the entity that the verb is about. For example, in the sentence *The dog barks*, *the dog* is the subject.
2. **Object**: Nouns often function as objects, either as the **direct object** (the recipient of the action) or as the **indirect object** (the recipient of the direct object). For instance, in the sentence *She gave him a gift*, *a gift* is the direct object, and *him* is the indirect object.
3. **Complement**: Nouns can also act as complements, providing additional information about the subject or object. For example, in *He is a teacher*, *a teacher* is a subject complement, identifying what *He* is.
4. **Appositive**: An appositive is a noun or noun phrase that renames or further explains another noun in the sentence. For example, in *My brother,*

the doctor, is coming over, *the doctor* is an appositive, providing more information about *my brother*.

5. **Object of the Preposition**: Nouns can serve as the object of a preposition, which follows a preposition to complete its meaning. For example, in *She sat under the tree*, *the tree* is the object of the preposition *under*.

6. **Modifier**: A noun can also function as a modifier to add detail or clarification to another noun, as in *the car door* or *the children's room*. In these examples, *car* modifies *door*, and *children's* modifies *room*.

Importance in Communication

The study of nouns, both structurally and semantically, is essential for effective communication. Nouns serve as the foundation for building meaningful sentences and help to convey important information. By understanding the types of nouns and their syntactical functions, speakers and writers can create more precise, detailed, and grammatically accurate language. Mastering noun usage not only enhances fluency but also enables clearer and more compelling expression of thoughts, whether in casual conversations, academic writing, or formal speeches.

In conclusion, nouns are indispensable to the fabric of language. Their versatility allows for the expression of an almost infinite range of ideas and relationships. By examining their structural forms, semantic roles, and syntactical functions, one can better understand the complexities of sentence construction and enhance overall communication skills.

Conclusion

Nouns are vital to the structure and meaning of sentences. Their structural forms allow for a variety of combinations, from simple to compound, and their semantic functions enable a wide range of meanings, from concrete to abstract concepts. Additionally, their syntactical roles within sentences help to shape the relationships between different elements of the sentence, ensuring that communication is clear and precise. Understanding the different types of nouns and their functions allows for more effective sentence construction and communication. In summary, the noun is a cornerstone of language, playing an essential role in both the structural and semantic organization of sentences. Its ability to take on diverse forms and meanings makes it an incredibly versatile part of speech. From functioning as the subject or object to serving as complements, appositives, and modifiers, nouns are integral to the expression of

ideas and relationships in language. By mastering the different types and functions of nouns, one can gain a deeper understanding of sentence structure and enhance both written and spoken communication. This comprehensive knowledge not only supports grammatical accuracy but also fosters creativity and precision in language use.

REFERENCES

1. Carter, R., & McCarthy, M. (2006). *Cambridge Grammar of English: A Comprehensive Guide*. Cambridge University Press.

2. Crystal, D. (2010). *The Cambridge Encyclopedia of Language*. Cambridge University Press.

3. Downing, A., & Locke, P. (2006). *English Grammar: A University Course*. Routledge.

4. Greenbaum, S., & Quirk, R. (1990). *A Student's Grammar of the English Language*. Longman.

5. Huddleston, R., & Pullum, G. K. (2002). *The Cambridge Grammar of the English Language*. Cambridge University Press.

6. Leech, G., Deuchar, M., & Hoogenraad, R. (2006). *English Grammar for Today: A New Introduction*. Palgrave Macmillan.

7. Yule, G. (2020). *The Study of Language*. Cambridge University Press.

8. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).

9. Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 415-420).

10. Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE INTESL AND TEFL CLASSROOMS. In СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 82-84).

11. Хидирова, Д., & Тешабоева, Н. (2022). Pedagogical conditions for the development of the healthy thinking in students. Zamonaviy innovatsion tadqiqotlarning dolzarb muammolari va rivojlanish tendensiyalari: yechimlar va istiqbollar, 1(1), 120-122.

12. Gaybullayeva, N. D. K., & Kizi, T. N. Z. (2022). THE ROLE OF INNOVATIVE METHODS FOR LISTENING COMPREHENSION IN TEACHING LANGUAGE LEARNERS FOREIGN LANGUAGES

AND MAINLY ENGLISH. *Central Asian Research Journal for Interdisciplinary Studies (CARJIS)*, *2*(10), 8-10.

13. Teshaboyeva Nafisa Zubaydulla qizi, Jurayev Muhammadrahim Murod o'g'li, & Mamirova Munisa Rajab qizi. (2021). Language Learning Culturally and the Role of Literature in Teaching Process. *Central Asian Journal of Theoretical and Applied Science*, *2*(3), 1-5. Retrieved from https://www.cajotas.centralasianstudies.org/index.php/CAJOTAS/article/view/84

14. Teshaboyeva, N. (2023). THE IMPORTANCE OF TOURISM IN PRESENT DAY. Журнал иностранных языков и лингвистики, 5(5).

15. Teshaboyeva, N. (2023). THE MODERN INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES. Журнал иностранных языков и лингвистики, 5(5).

16. Teshaboyeva, N. Z. (2023, November). Adjective word group and its types. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 59-61).

17. Teshaboyeva, N. Z. (2023, November). Modifications of Consonants in Connected speech. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 7-9).

18. Teshaboyeva, N., & Rayimberdiyev, S. (2023, May). THE IMPORTANCE OF USING MULTIMEDIA TECHNOLOGY IN TEACHING ENGLISH CLASSES. In Academic International Conference on Multi-Disciplinary Studies and Education (Vol. 1, No. 8, pp. 149-153).

19. Nafisa, T., & Marina, S. (2023). TEACHING AND LEARNING OF ENGLISH VOCABULARY IN TESL AND TEFL CLASSROOMS. International Journal of Contemporary Scientific and Technical Research, 465-469.

20. Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3187

21. Teshaboyeva, N., & Yakubova, N. (2023). CHANGES OF MEANING OF WORDS. Центральноазиатский журнал образования и инноваций, 2(12), 126-129.

22. Sharifova Dinora Tohir qizi, & Teshaboyeva Nafisa. (2023). " NOUNS AND THEIR GRAMMATICAL CATEGORIES". Новости образования: исследование в XXI веке, 2(16), 292–297. извлечено от http://nauchniyimpuls.ru/index.php/noiv/article/view/13128

23. Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3187

24. Qodirova Aziza Yunusovna, & Teshaboyeva Nafisa Zubaydulla qizi. (2023). "VERBS AND THEIR GRAMMATICAL CATEGORIES". Новости образования: исследование в XXI веке, 2(16), 280–283. извлечено от http://nauchniyimpuls.ru/index.php/noiv/article/view/13126

25. Tuxtayeva Aziza Ilhom qizi, & Teshaboyeva Nafisa. (2023). Word Formation: Compounding . "Conference on Universal Science Research 2023", 1(12), 113–115. Retrieved from https://universalpublishings.com/index.php/cusr/article/view/3185

26. Teshaboyeva Nafisa Zubaydulla, & Iskandarova Sarvinoz Shukurullo qizi. (2023). THE CLASSIFICATION OF SYNONYMS AND THEIR SPECIFIC FEATURES. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 126–131. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3191

27. Тешабоева, Н. (2023). Teaching writing as a major part of productive skills in mixed ability classes . Информатика и инженерные технологии, 1(2), 652–656. извлечено от https://inlibrary.uz/index.php/computer-engineering/article/view/25759

28. Teshaboyeva, N., & Yakubova, N. (2023). WORD FORMATION. COMPOUNDING. *Development of pedagogical technologies in modern sciences*, 2(12), 187-192.

29. Teshaboyeva, N. (2023). Compound sentences in the English language. *Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari*, 2(2), 68-70.

30. Nafisa, T. (2023). THE USA ECONOMY, INDUSTRY, MANUFACTURING AND NATURAL RESOURCES OF GREAT

BRITAIN. *INTERNATIONAL JOURNAL OF RECENTLY SCIENTIFIC RESEARCHER'S THEORY*, *1*(9), 94-97.

31. Nafisa, T. (2023, December). Secondary ways of word formation. In " *Conference on Universal Science Research 2023*" (Vol. 1, No. 12, pp. 109-112).

32. Nafisa, T. (2023). VOWELS AND THEIR MODIFACATIONS. *Новости образования: исследование в XXI веке*, *2*(16), 298-305.

33. Nafisa, T. (2023, December). Secondary ways of word formation. In " *Conference on Universal Science Research 2023*" (Vol. 1, No. 12, pp. 109-112).

34. Nafisa, T. (2023). THE EDUCATION SYSTEM OF THE USA: PRESCHOOL EDUCATION, SECONDARY AND HIGHER EDUCATION, SCHOOL FORMS. *The Role of Exact Sciences in the Era of Modern Development*, *1*(6), 53-57.

35. Qizi, T. N. Z., & Umedovich, M. Y. (2023). AMERICAN-BASED PRONUNCIATION STANDARDS OF ENGLISH. *Scientific Impulse*, *2*(15), 563-567.

36. Nafisa, T. (2023, December). Word Formation: Compounding. In " *Conference on Universal Science Research 2023*" (Vol. 1, No. 12, pp. 113-115).

37. Nafisa, T. (2023). NOUNS AND THEIR GRAMMATICAL CATEGORIES. *Новости образования: исследование в XXI веке*, *2*(16), 292-297.

COMPLEX SENTENCES WITH ADVERBIAL CLAUSES OF TIME AND PLACE, REASON, PURPOSE, CONDITION, CONCESSION, MANNER, COMPARISON, RESULT, DEGREE AND MEASURE. CLEFT SENTENCES

Teshaboyeva Nafisa Zubaydulla qizi

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek The faculty of Psychology, department of Foreign languages Phylology and foreign languages

Student of group 302-21: Muxtorova Madina Avaz qizi

Annotation: This article provides an in-depth exploration of complex sentences, focusing on adverbial clauses and cleft sentences. It begins by defining and explaining the function of various adverbial clauses, including those of time, place, reason, purpose, condition, concession, manner, comparison, result, and degree. Each type is illustrated with examples to demonstrate how these clauses modify verbs, adjectives, and other adverbs, offering readers clarity in understanding their usage. The article then shifts to cleft sentences, explaining their role in emphasizing specific elements of a sentence. It introduces the two most common forms of cleft sentences—It-clefts and What-clefts—and provides examples to illustrate how these structures can highlight key parts of a sentence for stylistic or rhetorical effect. Lastly, the article ties together the use of adverbial clauses with cleft sentences, showcasing how the two can be combined to form even more intricate and powerful expressions. This combination not only enriches writing but also aids in making communication more dynamic and focused. In conclusion, the article encourages readers to incorporate these advanced sentence structures into their writing and speech to improve clarity, impact, and expressiveness.

Key words: complex sentences, adverbial clauses, time, place, reason, purpose, condition, concession, manner, comparison, result, degree, measure, cleft sentences, It-clefts, What-clefts, emphasis, sentence structure, modification, writing, communication.

Exploring Complex Sentences: Adverbial Clauses and Cleft Sentences

In English grammar, **complex sentences** are formed by combining an independent clause with one or more dependent clauses. These dependent

clauses often add depth to writing by expressing relationships of time, place, reason, purpose, condition, concession, manner, comparison, result, degree, or measure. Another sophisticated construction, **cleft sentences**, is used to emphasize specific parts of a sentence. Let's explore these structures in detail.

Adverbial Clauses

Adverbial clauses function as adverbs, modifying verbs, adjectives, or other adverbs. They answer questions like *when*, *where*, *why*, *how*, and *to what extent*. Here are examples of adverbial clauses for each category:

Time

Adverbial clauses of time answer *when* an action occurs.

- **Example**: *I'll call you when I arrive.*
  - o Dependent clause: *when I arrive* indicates the time of the action.

Place

Adverbial clauses of place answer *where* an action takes place.

- **Example**: *We found shelter where the forest was densest.*
  - o Dependent clause: *where the forest was densest* specifies the location.

Reason

Adverbial clauses of reason explain *why* something happens.

- **Example**: *She left early because she had an appointment.*
  - o Dependent clause: *because she had an appointment* gives the reason.

Purpose

Adverbial clauses of purpose explain *why* an action is taken or its intended outcome.

- **Example**: *He studied hard so that he could pass the exam.*
  - o Dependent clause: *so that he could pass the exam* expresses the purpose.

Condition

Adverbial clauses of condition describe the circumstances under which something happens.

- **Example**: *If it rains, we'll stay indoors.*
  - o Dependent clause: *If it rains* sets the condition.

Concession

Adverbial clauses of concession show contrast or opposition to the main idea.

- **Example**: *Although she was tired, she kept working.*
  - o Dependent clause: *Although she was tired* expresses a concession.

Manner

Adverbial clauses of manner describe *how* something is done.

- **Example**: *He spoke as though he were an expert.*
  - o Dependent clause: *as though he were an expert* describes the manner.

Comparison

Adverbial clauses of comparison compare two ideas or actions.

- **Example**: *She runs faster than he does.*
  - o Dependent clause: *than he does* shows the comparison.

Result

Adverbial clauses of result indicate the consequence of an action.

- **Example**: *It was so cold that the pipes froze.*
  - o Dependent clause: *that the pipes froze* shows the result.

Degree and Measure

Adverbial clauses of degree or measure specify *to what extent* or *how much*.

- **Example**: *She was so exhausted that she could barely stand.*

- o Dependent clause: *that she could barely stand* expresses the degree of exhaustion.

Cleft Sentences

Cleft sentences are used to emphasize a specific part of a sentence, often for dramatic or stylistic effect. They divide a single idea into two clauses, typically introduced by phrases like *It is/was... that*, or *What... is/was....*

Types of Cleft Sentences:

1. **It-Cleft**

- **Structure**: It + is/was + emphasized element + relative clause.
- **Example**: *It was John who solved the problem.*
  - o Emphasizes: *John* as the subject.

2. **What-Cleft**

- **Structure**: What + clause + is/was + emphasized element.
- **Example**: *What she needs is more time.*
  - o Emphasizes: *more time* as the solution.

3. **Other Cleft Forms**

- **Example**: *The thing that surprised me was his honesty.*
  - o Emphasizes: *his honesty* as the surprising factor.

Combining Adverbial Clauses with Cleft Sentences

Using adverbial clauses within cleft sentences creates powerful and complex constructions:

- **Example**: *It was because she worked hard that she succeeded.*
  - o Combines a reason clause (*because she worked hard*) with a cleft sentence for emphasis.

Conclusion

Mastering adverbial clauses and cleft sentences allows writers to craft nuanced and impactful sentences. Adverbial clauses enrich writing by showing relationships of time, place, and purpose, while cleft sentences highlight key

information. Together, these tools can elevate both written and spoken communication, making ideas more compelling and clear. Incorporating complex sentences with adverbial clauses and cleft structures is a hallmark of sophisticated writing and speaking. These constructions not only enhance clarity and precision but also allow for nuanced expression of relationships between ideas. Whether you want to emphasize a specific point, explain reasons, or convey detailed comparisons, mastering these grammatical tools ensures your communication is both effective and engaging. By practicing these structures, writers and speakers can achieve greater stylistic variety and depth in their language, making their ideas more memorable and impactful.

REFERENCES

1. Azar, B. S. (2009). *Understanding and Using English Grammar* (4th ed.). Pearson Education.
2. Biber, D., Conrad, S., & Leech, G. (2002). *Longman Grammar of Spoken and Written English*. Longman.
3. Celce-Murcia, M., & Larsen-Freeman, D. (1999). *The Grammar Book: An ESL/EFL Teacher's Course* (2nd ed.). Heinle & Heinle.
4. Downing, A., & Locke, P. (2006). *English Grammar: A University Course* (2nd ed.). Routledge.
5. Greenbaum, S., & Quirk, R. (1990). *A Student's Grammar of the English Language*. Longman.
6. Huddleston, R., & Pullum, G. K. (2002). *The Cambridge Grammar of the English Language*. Cambridge University Press.
7. Swan, M. (2005). *Practical English Usage* (3rd ed.). Oxford University Press.
8. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).
9. Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 415-420).
10. Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE INTESL AND TEFL CLASSROOMS. In

СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 82-84).

11. Хидирова, Д., & Тешабоева, Н. (2022). Pedagogical conditions for the development of the healthy thinking in students. Zamonaviy innovatsion tadqiqotlarning dolzarb muammolari va rivojlanish tendensiyalari: yechimlar va istiqbollar, 1(1), 120-122.

12. Gaybullayeva, N. D. K., & Kizi, T. N. Z. (2022). THE ROLE OF INNOVATIVE METHODS FOR LISTENING COMPREHENSION IN TEACHING LANGUAGE LEARNERS FOREIGN LANGUAGES AND MAINLY ENGLISH. *Central Asian Research Journal for Interdisciplinary Studies (CARJIS)*, 2(10), 8-10.

13. Teshaboyeva Nafisa Zubaydulla qizi, Jurayev Muhammadrahim Murod o'g'li, & Mamirova Munisa Rajab qizi. (2021). Language Learning Culturally and the Role of Literature in Teaching Process. *Central Asian Journal of Theoretical and Applied Science*, 2(3), 1-5. Retrieved from https://www.cajotas.centralasianstudies.org/index.php/CAJOTAS/article/view/84

14. Teshaboyeva, N. (2023). THE IMPORTANCE OF TOURISM IN PRESENT DAY. Журнал иностранных языков и лингвистики, 5(5).

15. Teshaboyeva, N. (2023). THE MODERN INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES. Журнал иностранных языков и лингвистики, 5(5).

16. Teshaboyeva, N. Z. (2023, November). Adjective word group and its types. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 59-61).

17. Teshaboyeva, N. Z. (2023, November). Modifications of Consonants in Connected speech. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 7-9).

18. Teshaboyeva, N., & Rayimberdiyev, S. (2023, May). THE IMPORTANCE OF USING MULTIMEDIA TECHNOLOGY IN TEACHING ENGLISH CLASSES. In Academic International Conference on Multi-Disciplinary Studies and Education (Vol. 1, No. 8, pp. 149-153).

19. Nafisa, T., & Marina, S. (2023). TEACHING AND LEARNING OF ENGLISH VOCABULARY IN TESL AND TEFL CLASSROOMS. International Journal of Contemporary Scientific and Technical Research, 465-469.

20. Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3187

21. Teshaboyeva, N., & Yakubova, N. (2023). CHANGES OF MEANING OF WORDS. Центральноазиатский журнал образования и инноваций, 2(12), 126-129.

22. Sharifova Dinora Tohir qizi, & Teshaboyeva Nafisa. (2023). " NOUNS AND THEIR GRAMMATICAL CATEGORIES". Новости образования: исследование в XXI веке, 2(16), 292–297. извлечено от http://nauchniyimpuls.ru/index.php/noiv/article/view/13128

23. Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3187

24. Qodirova Aziza Yunusovna, & Teshaboyeva Nafisa Zubaydulla qizi. (2023). "VERBS AND THEIR GRAMMATICAL CATEGORIES". Новости образования: исследование в XXI веке, 2(16), 280–283. извлечено от http://nauchniyimpuls.ru/index.php/noiv/article/view/13126

25. Tuxtayeva Aziza Ilhom qizi, & Teshaboyeva Nafisa. (2023). Word Formation: Compounding . "Conference on Universal Science Research 2023", 1(12), 113–115. Retrieved from https://universalpublishings.com/index.php/cusr/article/view/3185

26. Teshaboyeva Nafisa Zubaydulla, & Iskandarova Sarvinoz Shukurullo qizi. (2023). THE CLASSIFICATION OF SYNONYMS AND THEIR SPECIFIC FEATURES. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 126–131. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3191

27. Тешабоева, Н. (2023). Teaching writing as a major part of productive skills in mixed ability classes . Информатика и инженерные

технологии, 1(2), 652–656. извлечено от
https://inlibrary.uz/index.php/computer-engineering/article/view/25759

28. Teshaboyeva, N., & Yakubova, N. (2023). WORD FORMATION. COMPOUNDING. *Development of pedagogical technologies in modern sciences*, *2*(12), 187-192.

29. Teshaboyeva, N. (2023). Compound sentences in the English language. *Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari*, *2*(2), 68-70.

30. Nafisa, T. (2023). THE USA ECONOMY, INDUSTRY, MANUFACTURING AND NATURAL RESOURCES OF GREAT BRITAIN. *INTERNATIONAL JOURNAL OF RECENTLY SCIENTIFIC RESEARCHER'S THEORY*, *1*(9), 94-97.

31. Nafisa, T. (2023, December). Secondary ways of word formation. In *"Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 109-112).

32. Nafisa, T. (2023). VOWELS AND THEIR MODIFACATIONS. *Новости образования: исследование в XXI веке*, *2*(16), 298-305.

33. Nafisa, T. (2023, December). Secondary ways of word formation. In *"Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 109-112).

34. Nafisa, T. (2023). THE EDUCATION SYSTEM OF THE USA: PRESCHOOL EDUCATION, SECONDARY AND HIGHER EDUCATION, SCHOOL FORMS. *The Role of Exact Sciences in the Era of Modern Development*, *1*(6), 53-57.

35. Qizi, T. N. Z., & Umedovich, M. Y. (2023). AMERICAN-BASED PRONUNCIATION STANDARDS OF ENGLISH. *Scientific Impulse*, *2*(15), 563-567.

36. Nafisa, T. (2023, December). Word Formation: Compounding. In *"Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 113-115).

37. Nafisa, T. (2023). NOUNS AND THEIR GRAMMATICAL CATEGORIES. *Новости образования: исследование в XXI веке*, *2*(16), 292-297.

COMMON GRAMMATICAL ERRORS AND HOW TO AVOID THEM

Supervisor: Xusanova Mohira Sherali qizi

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek The faculty of Psychology, department of Foreign languages Phylology and foreign languages

Student of group 301-21: Abduraimova Mushtariy To'lqin qizi

Annotation: This article addresses some of the most common grammatical errors that writers often make and provides practical tips for avoiding them. It covers a range of issues, including subject-verb agreement, misplaced modifiers, comma splices, and improper parallel structure. Each error is explained clearly, with examples of incorrect and correct usage, making the information accessible to writers at various skill levels. The article also emphasizes the importance of proofreading, learning grammar rules, and using tools to enhance writing accuracy. The overall tone is informative and supportive, encouraging readers to refine their writing skills for more effective communication. This resource is valuable for anyone looking to improve their grammar and avoid common mistakes in both professional and personal writing.

Key words: subject-verb agreement, misplaced modifiers, comma splices, pronoun-antecedent disagreement, homophones, sentence fragments, passive voice, word choice, apostrophe misuse, parallel structure, proofreading, grammar tools, writing clarity, effective communication, writing skills, grammar rules

Clear and effective communication depends on proper grammar. Yet, even the most experienced writers occasionally stumble over common grammatical pitfalls. These errors, while often small, can detract from the clarity and professionalism of your writing. Understanding these mistakes and how to avoid them is essential for anyone who wants to improve their writing skills.

One of the most frequent issues in writing is subject-verb agreement. This occurs when the subject and verb do not match in number. For example, sentences like "The list of items are on the table" are incorrect because the subject "list" is singular, while the verb "are" is plural. To avoid such mistakes, focus on the subject itself and ignore intervening phrases, such as "of items," that do not affect the verb. Paying close attention to the subject-verb relationship can help ensure consistency.

Another common issue involves misplaced modifiers. When modifiers are not placed correctly in a sentence, they can create confusion or ambiguity. For example, consider the sentence, "He almost drove his kids to school every day." This implies that he didn't quite drive them but came close. The correct phrasing, "He drove his kids to school almost every day," clarifies the meaning. To prevent this problem, place modifiers next to the words they are meant to modify and reread sentences aloud to check for unintended meanings.

Comma splices are another trap that many writers fall into. A comma splice occurs when two independent clauses are incorrectly joined by a comma, such as, "I love to write, it helps me relax." To fix this, you can separate the clauses with a period, use a semicolon, or add a coordinating conjunction like "and" or "because." Understanding the rules for joining independent clauses ensures your writing flows smoothly without grammatical errors.

Pronoun-antecedent disagreement is another frequent issue. Pronouns must agree in number with their antecedents. For instance, in the sentence, "Everyone should bring their books," the singular pronoun "everyone" clashes with the plural pronoun "their." The correct version is, "Everyone should bring his or her books." Alternatively, you can revise the sentence to make it plural: "All students should bring their books." Staying mindful of this agreement can make your writing more precise.

Homophones—words that sound alike but have different meanings—are also a common source of confusion. Words like "their," "there," and "they're" are often mixed up. This type of error can easily slip through proofreading because spellcheck tools may not catch it. To avoid such mistakes, take the time to learn the distinctions between commonly confused words and double-check sentences where they appear.

Sentence fragments are another pitfall, where an incomplete thought is written as a full sentence. For example, "Because I was tired" is a fragment because it lacks an independent clause to complete the thought. A correct version would be, "I went to bed early because I was tired." Ensuring that every sentence has both a subject and a verb and expresses a complete idea can help eliminate fragments from your writing.

The overuse of passive voice is another issue that can weaken your writing. Passive voice occurs when the subject of a sentence is acted upon rather than performing the action, as in, "The project was completed by the team."

While not grammatically incorrect, this construction can be less engaging than its active counterpart: "The team completed the project." Opting for active voice where possible makes your writing more direct and dynamic.

Choosing the wrong word, often due to misunderstanding its meaning, is another error to watch out for. Words like "adverse" and "averse" are frequently confused. While "adverse" means harmful or unfavorable, "averse" means having a strong dislike or opposition. To avoid such mistakes, consult a dictionary when unsure about a word's meaning or usage.

Apostrophe misuse is another area where many writers struggle. Apostrophes are often incorrectly used with plurals or omitted where possession is intended. For example, "The dog's are barking" is incorrect because "dogs" is plural and does not require an apostrophe. On the other hand, "The dog's collar is red" correctly uses an apostrophe to indicate possession. Remembering that apostrophes show possession or contraction, not plurality, will help you avoid these errors.

Improper parallel structure is another subtle but important issue. When listing items or making comparisons, the elements should follow the same grammatical structure. For example, "She likes reading, to jog, and baking" is incorrect because the items in the list are not parallel. The correct version is, "She likes reading, jogging, and baking." Maintaining consistent grammatical forms in lists and comparisons improves readability and flow.

To minimize grammatical errors overall, take the time to proofread your work carefully. Reading aloud is a particularly effective way to catch mistakes that might otherwise go unnoticed. Online tools like Grammarly or the built-in grammar checkers in word processing software can also be invaluable in identifying issues. However, these tools are not infallible, so a solid understanding of grammar rules is still essential.

Finally, don't hesitate to seek feedback from others. A second pair of eyes can often catch mistakes you may overlook. By staying vigilant and mindful of common grammatical errors, you can elevate the quality of your writing and ensure that your message is conveyed clearly and professionally.

Grammar plays a crucial role in ensuring that written communication is clear, professional, and effective. Yet, even seasoned writers can fall into the trap of common grammatical mistakes. These errors often stem from a

misunderstanding of grammar rules or simply from not taking the time to proofread carefully. By recognizing frequent pitfalls and understanding how to address them, you can significantly enhance the quality of your writing and ensure your message is conveyed accurately. One of the most common issues writers face is subject-verb agreement, where the subject and verb in a sentence must match in number. For example, in the sentence, "The team are playing well," the subject "team" is singular, so the verb should also be singular: "The team is playing well." Misplaced modifiers are another challenge. These occur when descriptive words or phrases are positioned incorrectly, leading to confusion. For example, "Walking through the park, the flowers were beautiful" implies that the flowers were walking through the park! Instead, rewrite the sentence as: "Walking through the park, I noticed the beautiful flowers."

Comma splices are another frequent error. A comma splice happens when two independent clauses are joined with just a comma, as in, "I love to write, it helps me relax." To fix this, add a conjunction, use a semicolon, or split the sentence into two. Additionally, pronoun-antecedent agreement is critical. A pronoun must agree in number with the noun it refers to. For instance, in the sentence, "Everyone should bring their tools," the pronoun "their" doesn't match the singular antecedent "everyone." A correct revision would be, "Everyone should bring his or her tools."

Homophones, such as "their," "there," and "they're," often cause confusion because they sound the same but have different meanings and spellings. Proofreading carefully and learning the distinctions between commonly confused words can help you avoid this mistake. Similarly, sentence fragments—sentences that are incomplete—can disrupt the flow of writing. For example, "Because I was tired" is not a complete thought. Completing the sentence with "I went to bed early because I was tired" resolves the issue.

The overuse of passive voice is another common concern. Passive constructions can make sentences wordy and unclear. Compare "The decision was made by the committee" with "The committee made the decision." Active voice is more concise and impactful. Misusing apostrophes is also a widespread problem, especially when forming plurals or possessives. For instance, "The dog's are barking" is incorrect because apostrophes should not be used to form plurals. The correct form is "The dogs are barking." However, apostrophes should be used for possession, as in "The dog's collar is red."

Improper parallel structure can make writing awkward and inconsistent. For example, "She likes swimming, to jog, and biking" mixes forms. Instead, ensure

consistency by writing, "She likes swimming, jogging, and biking." Paying attention to parallelism improves readability and clarity.

To avoid these common mistakes, invest time in proofreading and revising your work. Reading your writing aloud can help you spot errors that might go unnoticed during silent reading. Additionally, grammar tools like Grammarly or Microsoft Word's grammar checker can highlight issues and suggest corrections, although they are not foolproof. Developing a strong foundation in grammar rules through practice and study is equally important. Seeking feedback from others can also provide valuable insights into areas for improvement.

By being mindful of these common grammatical errors and adopting strategies to address them, you can enhance the quality and precision of your writing. Strong grammar not only reflects professionalism but also ensures that your ideas are communicated effectively, leaving a positive impression on your audience.

Conclusion

In conclusion, mastering grammar is essential for clear and effective communication. While common grammatical errors like subject-verb disagreement, misplaced modifiers, and pronoun-antecedent mismatches can undermine the quality of your writing, they are easily avoidable with careful attention and practice. By familiarizing yourself with grammar rules, proofreading thoroughly, and utilizing tools and feedback, you can significantly reduce mistakes and enhance your writing's clarity and professionalism. Strong grammar not only reflects attention to detail but also ensures your ideas are communicated precisely, leaving a lasting positive impression on your audience. In addition, improving your grammar is an ongoing process that requires patience and consistency. Every writer, no matter how experienced, can benefit from continuous learning and practice. By actively identifying and addressing common errors, you develop a stronger command of language that enhances your credibility and confidence as a communicator. Whether in professional, academic, or personal contexts, clear and error-free writing ensures your message is understood and respected. Remember, great writing begins with mastering the fundamentals, and good grammar is the foundation of that success.

REFERENCES

1. Azar, B. S. (2002). *Understanding and Using English Grammar* (3rd ed.). Pearson Education.

2. Chicago Manual of Style. (2017). *The Chicago Manual of Style* (17th ed.). University of Chicago Press.

3. Greenbaum, S., & Whitcut, J. (2002). *Longman Student Grammar of Spoken and Written English*. Pearson Education.

4. Hartwell, P. (1985). *Grammar, Grammars, and the Teaching of Grammar*. College Composition and Communication, 36(4), 525-544.

5. Lanham, R. A. (2006). *Revising Prose* (5th ed.). Pearson/Longman.

6. Strunk, W., Jr., & White, E. B. (2000). *The Elements of Style* (4th ed.). Pearson Education.

7. Swan, M. (2005). *Practical English Usage* (3rd ed.). Oxford University Press.

8. Khusanova, M. (2023). HISTORY OF USING TESTS IN MONITORING THE LEVEL OF QUALIFICATION. *Science and innovation*, *2*(B7), 17-21

9. Mahira, K. (2024). METHODOLOGICAL PROBLEMS FOR A FOREIGN LANGUAGE TEACHER: MONITORING AND ASSESSING SKILLS. *Multidisciplinary and Multidimensional Journal*, *3*(10), 10-15.

10. Mahira, K. (2024). TEACHER ASSESSMENT: HISTORICAL DEVELOPMENT AND RESEARCH. *INTERNATIONAL JOURNAL OF EUROPEAN RESEARCH OUTPUT*, *3*(11), 45-49.

11. Xolmurodova, S., & Khusanova, M. (2023). TEACHING WRITING IN ENGLISH. *Научный Фокус*, *1*(1), 1173-1175.

12. Iroda, B., & Mohira, H. (2023). EFFECTIVE PRONOUNICIATION TEACHING IN ENGLISH LANGUAGE. *O'ZBEKISTONDA FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI*, *2*(19), 700-703.

13. No, P. Didactic Conditions for the Formation of Discussion Competence among Students.

14. Mokhira, K. (2023). HOLISTIC SCORING AS A GRADING METHOD. *International Journal of Contemporary Scientific and Technical Research*, 493-495.

15. Mokhira, K. (2023). THE IMPORTANCE OF DIFFERENT SUB–SKILLS THAT ARE INVOLVED IN PARTICIPATING IN A GROUP DISCUSSION. *International Journal of Contemporary Scientific and Technical Research*, 496-499.

16. Qizi, K. M. S. (2022). Learning new content material through cooperative group discussions.

FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQARISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI

THE CONTRIBUTION OF DETERMINERS TO ENGLISH SENTENCE STRUCTURE

Supervisor: Teshaboyeva Nafisa Zubaydulla qizi

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek The faculty of Psychology, department of Foreign languages Phylology and foreign languages

Student of group 302-21: Adilova Muslima Xusniddin qizi

Annotation: This article explores the syntactic functions of determiners in English, providing a comprehensive overview of their role in sentence construction. Determiners are identified as words that precede nouns to specify and modify them, and the article categorizes them into several types, including articles, demonstratives, possessives, quantifiers, and numbers. Each type of determiner is explained with examples, demonstrating how they contribute to marking definiteness, indicating quantity, showing possession, and establishing proximity. The article also outlines the typical syntactic structure of noun phrases, where determiners play a crucial role in establishing clarity and precision. Overall, the article emphasizes the importance of determiners in English grammar for effective communication and highlights their essential role in shaping the meaning of sentences.

Key words: Determiners, syntactic functions, noun phrase, articles, demonstratives, possessives, quantifiers, numbers, definiteness, quantity, possession, proximity, noun modification, English grammar, sentence structure, countable nouns, uncountable nouns, grammar.

Syntactic Functions of Determiners in English

Determiners play a crucial role in English grammar by providing specific information about nouns. They are essential in determining the definiteness, quantity, and possession of nouns, and they help clarify the noun's meaning within a sentence. In this article, we will explore the various syntactic functions of determiners in English, their different types, and how they interact with other parts of speech to create meaningful expressions.

What are Determiners?

In grammar, determiners are words placed before a noun to provide context and further specify the noun they precede. Determiners include articles (definite and

indefinite), demonstratives, possessives, quantifiers, and numbers. The syntactic role of determiners is to modify the noun and establish its relationship with other parts of the sentence.

Types of Determiners

1. **Articles**: These include the definite article "the" and the indefinite articles "a" and "an."
   - *The* is used to refer to a specific noun that is known to both the speaker and the listener. For example, in the sentence "The book is on the table," "the" indicates that a particular book is being referred to.
   - *A* and *an* are used when referring to a non-specific noun or one that is mentioned for the first time. For example, in the sentence "I bought a car," "a" refers to any car, not a specific one.

2. **Demonstratives**: These include words like "this," "that," "these," and "those." Demonstratives are used to point to specific things, often in relation to the speaker's position or point of view.
   - "This" and "these" refer to things near the speaker, while "that" and "those" refer to things farther away. For example, in "This chair is comfortable," "this" modifies "chair" to indicate that the chair is close to the speaker.

3. **Possessives**: Possessive determiners (or adjectives) indicate ownership or association. These include words like "my," "your," "his," "her," "its," "our," and "their."
   - For example, "Her book is on the desk" uses the possessive determiner "her" to indicate that the book belongs to her.

4. **Quantifiers**: Quantifiers are words that express quantity or amount. Some common quantifiers are "some," "many," "few," "all," "several," and "much."
   - In the sentence "I have many friends," "many" specifies the quantity of "friends."

5. **Numbers**: Numbers such as "one," "two," and "three" are also considered determiners because they specify the exact quantity of the noun they modify.
   - For example, in "She has two dogs," the determiner "two" modifies the noun "dogs."

Syntactic Functions of Determiners

Determiners have several important syntactic functions in English. They serve as the head of the noun phrase (NP) and contribute to its meaning in different ways. Below are the main syntactic functions of determiners:

Marking Definiteness

One of the primary functions of determiners is to mark definiteness. The definite article *the* is used to refer to specific, known entities that both the speaker and the listener are familiar with. In contrast, the indefinite articles *a* and *an* introduce new or unspecified entities into the conversation.

- *The cat sat on the mat.* (Here, "the" signals that the cat is specific, and the listener knows which cat is meant.)
- *A cat sat on the mat.* (In this case, "a" introduces a new or unspecified cat.)

Indicating Quantity

Determiners that function as quantifiers specify the quantity or number of nouns. Quantifiers can indicate precise or vague quantities.

- *Several students attended the lecture.* ("Several" is a quantifier indicating an imprecise quantity.)
- *Three students attended the lecture.* (Here, "three" is a determiner that provides a precise number.)

Signaling Possession

Possessive determiners show that the noun belongs to someone or something. This function establishes ownership or association, providing additional information about the noun.

- *His car is parked outside.* ("His" indicates that the car belongs to him.)
- *Our house is on the hill.* ("Our" shows that the house belongs to the speaker and others.)

Clarifying Demonstratives

Demonstrative determiners specify the proximity or distance of the noun in relation to the speaker. This helps establish a spatial or temporal relationship.

- *This book is mine.* (Here, "this" indicates that the book is near the speaker.)
- *Those cars are expensive.* (In this case, "those" signals that the cars are farther from the speaker.)

Establishing Countability

Determiners also help specify whether a noun is countable or uncountable. In English, articles like *a* and *an* are used with countable nouns, while uncountable nouns typically require determiners like *some* or *much*.

- *A dog is barking outside.* (Here, "a" is used with a countable noun, "dog.")
- *There is some water on the floor.* ("Some" is used with the uncountable noun "water.")

Determiner Position in Sentences

Determiners are typically placed at the beginning of noun phrases (NP), right before the noun they modify. In English, the basic order of a noun phrase is as follows:

- **[Determiner] + [Adjective(s)] + [Noun]**

For example:

- *The old book* ("the" is the determiner, "old" is the adjective, and "book" is the noun).
- *A few students* ("a" is the determiner, "few" is the quantifier, and "students" is the noun).

However, determiners can occasionally appear in different positions depending on the sentence structure, especially in complex noun phrases.

Conclusion

Determiners are indispensable components of English syntax, performing essential functions such as marking definiteness, indicating quantity, showing

possession, and establishing proximity. By preceding nouns, determiners provide crucial information that helps listeners or readers interpret the noun's meaning more clearly. Understanding the syntactic roles of determiners enhances our ability to construct grammatically correct and meaningful sentences in English. In conclusion, determiners are fundamental elements in English grammar that shape the structure and meaning of noun phrases. Their syntactic functions—whether marking definiteness, indicating quantity, expressing possession, or signaling proximity—are key to conveying clear and precise information. By determining the specificity, quantity, and relationship of nouns to other parts of the sentence, determiners allow speakers and writers to construct sentences that are both grammatically correct and contextually rich. Mastery of determiners is essential for effective communication, as it enables speakers to convey nuanced details about the nouns they reference. Therefore, understanding and using determiners appropriately is crucial for achieving clarity and precision in both written and spoken English.

REFERENCES

1. Biber, D., Conrad, S., & Leech, G. (2002). *Longman Grammar of Spoken and Written English*. Pearson Education.
2. Chalker, S., & Weiner, E. (1994). *The Oxford Dictionary of English Grammar*. Oxford University Press.
3. Dixon, R. M. W. (2003). *A New Approach to English Grammar on Semantic Principles*. Oxford University Press.
4. Huddleston, R., & Pullum, G. K. (2002). *The Cambridge Grammar of the English Language*. Cambridge University Press.
5. Lyons, C. (1999). *Definiteness*. Cambridge University Press.
6. Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). *A Comprehensive Grammar of the English Language*. Longman.
7. Radford, A. (2004). *English Syntax: An Introduction*. Cambridge University Press.
8. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).
9. Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 415-420).

10. Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE INTESL AND TEFL CLASSROOMS. In СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 82-84).

11. Хидирова, Д., & Тешабоева, Н. (2022). Pedagogical conditions for the development of the healthy thinking in students. Zamonaviy innovatsion tadqiqotlarning dolzarb muammolari va rivojlanish tendensiyalari: yechimlar va istiqbollar, 1(1), 120-122.

12. Gaybullayeva, N. D. K., & Kizi, T. N. Z. (2022). THE ROLE OF INNOVATIVE METHODS FOR LISTENING COMPREHENSION IN TEACHING LANGUAGE LEARNERS FOREIGN LANGUAGES AND MAINLY ENGLISH. *Central Asian Research Journal for Interdisciplinary Studies (CARJIS)*, 2(10), 8-10.

13. Teshaboyeva Nafisa Zubaydulla qizi, Jurayev Muhammadrahim Murod o'g'li, & Mamirova Munisa Rajab qizi. (2021). Language Learning Culturally and the Role of Literature in Teaching Process. *Central Asian Journal of Theoretical and Applied Science*, 2(3), 1-5. Retrieved from https://www.cajotas.centralasianstudies.org/index.php/CAJOTAS/article/view/84

14. Teshaboyeva, N. (2023). THE IMPORTANCE OF TOURISM IN PRESENT DAY. Журнал иностранных языков и лингвистики, 5(5).

15. Teshaboyeva, N. (2023). THE MODERN INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES. Журнал иностранных языков и лингвистики, 5(5).

16. Teshaboyeva, N. Z. (2023, November). Adjective word group and its types. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 59-61).

17. Teshaboyeva, N. Z. (2023, November). Modifications of Consonants in Connected speech. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 7-9).

18. Teshaboyeva, N., & Rayimberdiyev, S. (2023, May). THE IMPORTANCE OF USING MULTIMEDIA TECHNOLOGY IN TEACHING ENGLISH CLASSES. In Academic International Conference on Multi-Disciplinary Studies and Education (Vol. 1, No. 8, pp. 149-153).

19. Nafisa, T., & Marina, S. (2023). TEACHING AND LEARNING OF ENGLISH VOCABULARY IN TESL AND TEFL CLASSROOMS.

International Journal of Contemporary Scientific and Technical Research, 465-469.

20. Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3187

21. Teshaboyeva, N., & Yakubova, N. (2023). CHANGES OF MEANING OF WORDS. Центральноазиатский журнал образования и инноваций, 2(12), 126-129.

22. Sharifova Dinora Tohir qizi, & Teshaboyeva Nafisa. (2023). " NOUNS AND THEIR GRAMMATICAL CATEGORIES". Новости образования: исследование в XXI веке, 2(16), 292–297. извлечено от http://nauchniyimpuls.ru/index.php/noiv/article/view/13128

23. Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3187

24. Qodirova Aziza Yunusovna, & Teshaboyeva Nafisa Zubaydulla qizi. (2023). "VERBS AND THEIR GRAMMATICAL CATEGORIES". Новости образования: исследование в XXI веке, 2(16), 280–283. извлечено от http://nauchniyimpuls.ru/index.php/noiv/article/view/13126

25. Tuxtayeva Aziza Ilhom qizi, & Teshaboyeva Nafisa. (2023). Word Formation: Compounding . "Conference on Universal Science Research 2023", 1(12), 113–115. Retrieved from https://universalpublishings.com/index.php/cusr/article/view/3185

26. Teshaboyeva Nafisa Zubaydulla, & Iskandarova Sarvinoz Shukurullo qizi. (2023). THE CLASSIFICATION OF SYNONYMS AND THEIR SPECIFIC FEATURES. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 126–131. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3191

27. Тешабоева, Н. (2023). Teaching writing as a major part of productive skills in mixed ability classes . Информатика и инженерные технологии, 1(2), 652–656. извлечено от https://inlibrary.uz/index.php/computer-engineering/article/view/25759

28. Teshaboyeva, N., & Yakubova, N. (2023). WORD FORMATION. COMPOUNDING. *Development of pedagogical technologies in modern sciences*, *2*(12), 187-192.

29. Teshaboyeva, N. (2023). Compound sentences in the English language. *Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari*, *2*(2), 68-70.

30. Nafisa, T. (2023). THE USA ECONOMY, INDUSTRY, MANUFACTURING AND NATURAL RESOURCES OF GREAT BRITAIN. *INTERNATIONAL JOURNAL OF RECENTLY SCIENTIFIC RESEARCHER'S THEORY*, *1*(9), 94-97.

31. Nafisa, T. (2023, December). Secondary ways of word formation. In *" Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 109-112).

32. Nafisa, T. (2023). VOWELS AND THEIR MODIFACATIONS. *Новости образования: исследование в XXI веке*, *2*(16), 298-305.

33. Nafisa, T. (2023, December). Secondary ways of word formation. In *" Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 109-112).

34. Nafisa, T. (2023). THE EDUCATION SYSTEM OF THE USA: PRESCHOOL EDUCATION, SECONDARY AND HIGHER EDUCATION, SCHOOL FORMS. *The Role of Exact Sciences in the Era of Modern Development*, *1*(6), 53-57.

35. Qizi, T. N. Z., & Umedovich, M. Y. (2023). AMERICAN-BASED PRONUNCIATION STANDARDS OF ENGLISH. *Scientific Impulse*, *2*(15), 563-567.

36. Nafisa, T. (2023, December). Word Formation: Compounding. In *" Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 113-115).

37. Nafisa, T. (2023). NOUNS AND THEIR GRAMMATICAL CATEGORIES. *Новости образования: исследование в XXI веке*, *2*(16), 292-297.

LINGUISTIC AND NON-LINGUISTIC PROBLEMS OF TRANSLATION

Supervisor: Abduraxmanova Zilola Yoqubjon qizi

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek The faculty of Psychology, department of Foreign languages Phylology and foreign languages

Student of group 302-21: Adilova Muslima Xusniddin qizi

Annotation: This article explores the various linguistic and non-linguistic challenges that translators face when transferring meaning from one language to another. It categorizes these challenges into two main groups: linguistic problems, which arise due to differences in grammar, syntax, and vocabulary between languages, and non-linguistic problems, which encompass cultural, contextual, and ethical considerations. The article emphasizes that translation is not merely a technical task but an art that requires deep cultural awareness and creative problem-solving. Solutions such as localization, consultation with experts, and back translation are highlighted as essential tools for overcoming these challenges. Ultimately, the article underscores the importance of translation in fostering cross-cultural communication and understanding, noting the complexity of the translator's role in bridging linguistic and cultural gaps.

Key words: Translation, linguistic problems, non-linguistic problems, lexical gaps, grammar, syntax, idioms, polysemy, ambiguity, cultural differences, contextual understanding, technical jargon, ethical considerations, localization, back translation, cultural research, emotional resonance, cross-cultural communication, translator's role.

Linguistic and Non-Linguistic Problems of Translation

Translation, the process of transferring meaning from one language to another, is an art and a science. While the objective of translation is clear—to convey the message of the source text accurately in the target language—the challenges translators face are manifold. These challenges can broadly be classified into linguistic and non-linguistic problems. Understanding these problems helps translators approach their craft with greater sensitivity and skill.

Linguistic Problems. Linguistic problems in translation arise due to the inherent differences between languages. These issues can manifest at various levels:

Lexical Gaps

Certain words or concepts exist in one language but not in another. For instance, the Japanese term *wabi-sabi* describes a worldview centered on imperfection and transience, which has no direct equivalent in English. Translators must find creative ways to convey such concepts, often using paraphrasing or footnotes.

Grammar and Syntax Differences

Languages differ significantly in their grammatical structures. For example, English follows a Subject-Verb-Object (SVO) sentence structure, while Japanese uses Subject-Object-Verb (SOV). Adapting these structures without distorting meaning can be challenging.

Idioms and Phrasal Expressions

Idiomatic expressions often lose their meaning when translated literally. The English idiom "kick the bucket," meaning "to die," may confuse a direct translator. Instead, an equivalent phrase in the target language must be used, which requires a deep cultural and linguistic understanding.

Polysemy and Ambiguity

Words with multiple meanings (polysemy) or ambiguous phrases can create confusion during translation. For example, the English word "bank" can refer to a financial institution or the side of a river, depending on context. Translators must use contextual clues to resolve such ambiguities.

Cultural Connotations

Certain words carry cultural connotations that may not have equivalents in another language. For instance, the Arabic word *barakah* (blessing) encompasses a spiritual richness that may be diluted in translation.

Non-Linguistic Problems

Non-linguistic problems extend beyond the mechanics of language and delve into cultural, ethical, and contextual considerations: Cultural norms and practices shape how people express ideas. A translator working on a text about humor, for instance, may struggle to adapt jokes that rely on local customs or

wordplay, which might not resonate with the target audience. Understanding the context of the source text is critical. Historical, social, and political contexts influence meaning. For example, translating a political speech requires knowledge of the speaker's intent, the audience, and the socio-political environment. Translators working on specialized texts, such as medical or legal documents, encounter field-specific jargon that may not have direct translations. They must often rely on glossaries or consult experts to ensure accuracy.

Ethical Considerations

Translators must navigate ethical dilemmas, such as whether to retain content that might offend the target audience. For example, sensitive topics like gender roles or religious beliefs may need careful handling to avoid misrepresentation or alienation. In some contexts, such as subtitling or advertising, visual or spatial constraints limit the length of the translated text. This often requires translators to condense information without losing meaning. Certain texts, such as poetry or literature, aim to evoke specific emotions. Capturing the emotional tone of the source material can be incredibly challenging, as it requires not just linguistic skill but also artistic sensibility.

Bridging the Gap

To address these problems, translators employ various strategies:

- **Localization**: Adapting the text to the cultural context of the target audience.
- **Consultation**: Engaging with subject matter experts or native speakers for clarity.
- **Back Translation**: Translating a text back into the source language to ensure fidelity.
- **Cultural Research**: Gaining a deep understanding of both source and target cultures.

Conclusion

Translation is more than a linguistic exercise—it is an intricate process that requires cultural sensitivity, contextual awareness, and creative problem-solving. By recognizing and addressing both linguistic and non-linguistic problems, translators can ensure that their work bridges the gap between languages while preserving the integrity of the original message. Ultimately,

translation serves as a bridge between worlds, enabling communication and fostering mutual understanding across linguistic and cultural boundaries. However, the process is never as straightforward as it might seem, requiring translators to act not only as linguistic mediators but also as cultural interpreters. The challenges—whether linguistic, such as grammar and idiomatic expressions, or non-linguistic, such as cultural nuances and ethical dilemmas—highlight the complexity of the translator's role. Despite these obstacles, effective translation can open doors to new ideas, perspectives, and opportunities. By navigating these challenges with care and creativity, translators contribute to a more interconnected and empathetic world.

REFERENCES

1. Abduraxmanova Z, Abiyirkulova Z, Nurmamatova M: UNDERSTANDING MULTICULTURALISM IN SOCIOLOGY: EMBRACING DIVERSITY IN SOCIETY, 2022

2. Abduraxmanova, Z., & Mamurova, M. (2021). THEORETICAL APPROACH TO SPEECH DISFLUENCIES IN SIMULTANEOUS INTERPRETATION. In *МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ* (pp. 43-45).

3. Axmedova S. R. и др. Masofaviy ta'lim va uning horijiy tillarni o'qitishdagi o'rni //Science and Education. – 2021. – T. 2. – №. 10. – C. 608-612.

4. Axmedova, S. R. (2021). Chet tillarni o'rganish va undagi metodlarning ahamiyati. *Science and Education*, 2(11), 1076-1080.

5. Baker, M. (1992). *In Other Words: A Coursebook on Translation*. Routledge.

6. Bassnett, S. (2002). *Translation Studies* (3rd ed.). Routledge.

7. Fayzullaeva, U., & Togaev, S. (2024). A LITERARY PHENOMENON IN THE POSTMODERN ERA. IJODKOR O'QITUVCHI, 4(37), 146-148.

8. Gentzler, E. (2001). *Contemporary Translation Theories* (2nd ed.). Multilingual Matters.

9. Newmark, P. (1988). *A textbook of translation*. Prentice Hall.

10. Nida, E. A. (1964). *Toward a science of translation: With special reference to principles and procedures involved in Bible translating*. Brill.

11. Venuti, L. (2012). *The translator's invisibility: A history of translation*. Routledge.

PHONOLOGICAL MODIFICATIONS ACROSS CONTEXTS

Supervisor: Teshaboyeva Nafisa Zubaydulla qizi

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek The faculty of Psychology, department of Foreign languages Phylology and foreign languages

Student of group 302-21: Bo'stonova Mohidil O'ktam qizi

Annotation: This article explores the concept of sound alternations in linguistics, examining how phonemes change in different grammatical or phonological contexts. It categorizes alternations into phonological, morphophonological, and suppletive types, illustrating each with clear examples from various languages such as English, Arabic, and Japanese. The article highlights the importance of sound alternations in understanding linguistic structures, phonological rules, and language evolution. Additionally, it emphasizes the practical relevance of mastering sound alternations for language learners and their significance in linguistics for analyzing the interaction between phonology and morphology. Ultimately, the article showcases how sound alternations reveal the dynamic and adaptable nature of human language.

Key words: Sound alternations, phonology, morphology, phonological rules, morphophonology, assimilation, dissimilation, vowel harmony, language evolution, linguistic structure, suppletion, ablaut, Rendaku, triliteral root, consonant gradation, language diversity, human communication.

Sound Alternations: Understanding Their Role in Language

Sound alternations are a fascinating phenomenon in linguistics where the pronunciation of a word or morpheme changes systematically based on its grammatical or phonological context. These alternations are widespread across the world's languages and play a crucial role in the morphology and phonology of language. This article explores what sound alternations are, how they function, and why they matter in understanding linguistic structure.

What Are Sound Alternations?

Sound alternations occur when a phoneme (the smallest unit of sound in a language) changes in its realization depending on its position in a word or its relationship to other sounds. These changes often arise due to linguistic processes such as assimilation, dissimilation, or historical sound shifts.

For example:

- In English, the plural morpheme "-s" alternates between [s], [z], and [ɪz] depending on the final sound of the noun it attaches to:
    - Cats [kæts] (voiceless final sound, [s])
    - Dogs [dɒgz] (voiced final sound, [z])
    - Horses [hɔːrsɪz] (sibilant final sound, [ɪz])

Such alternations are predictable and governed by phonological rules.

Types of Sound Alternations

Phonological Alternations

Phonological alternations occur due to phonetic environments. These alternations are automatic and predictable. Common examples include:

- **Assimilation**: A sound becomes more like a nearby sound (e.g., "input" often pronounced as [ɪnpʊt] or [ɪmpʊt] due to the influence of the bilabial [p]).
- **Dissimilation**: A sound becomes less like a nearby sound for ease of articulation (e.g., the historical change from "fifth" [fɪfθ] to [fɪθ] in some dialects).

Morphophonological Alternations\ These alternations occur at the intersection of morphology and phonology and are influenced by grammatical factors. Examples include:

English irregular verbs: The alternation between "sing" and "sang" involves a vowel change due to historical ablaut patterns.

- **Finnish consonant gradation**: Alternations like [t] to [d] or [k] to [g] occur when suffixes are added:
    - **matto** ("rug") → **maton** ("of the rug")

Suppletion

While not strictly a sound alternation, suppletion involves a complete change of morpheme to express grammatical relationships, as seen in "go" and "went."

Why Do Sound Alternations Matter?

Sound alternations reveal much about the underlying structure of a language. They help linguists understand:

1. **Phonological rules**: The regularities governing how sounds interact.
2. **Morphological processes**: How word forms are derived and modified.
3. **Language evolution**: How sound changes have shaped modern forms of a language.

For language learners, recognizing sound alternations can improve pronunciation and comprehension. For example, understanding that the "-ed" past tense morpheme alternates between [t], [d], and [ɪd] can help learners predict its pronunciation.

Sound Alternations in Different Languages

Different languages showcase unique patterns of alternation:

- **Arabic**: The triliteral root system involves alternations in vowels and consonants to indicate grammatical forms and meanings (e.g., [k-t-b] for "writing" forms words like *kataba* "he wrote" and *kutiba* "it was written").
- **Japanese**: Rendaku, or "sequential voicing," changes unvoiced consonants to voiced ones in compound words (e.g., *hana* "flower" + *bi* "fire" → *hanabi* "fireworks").
- **Turkish**: Vowel harmony alters vowels in suffixes to match the root vowel's features (e.g., *ev* "house" → *evler* "houses" versus *oda* "room" → *odalar* "rooms").

Challenges in Analyzing Sound Alternations

Sound alternations can be irregular or influenced by historical and sociolinguistic factors, making their analysis complex. Exceptions, such as borrowed words or regional accents, often defy established rules. For instance, English loanwords like "pizza" maintain their original pronunciation despite not following native phonological rules.

Conclusion :Sound alternations are an integral part of language, shaping how we pronounce and understand words. They bridge phonology and

morphology, revealing the underlying systems governing language use. For linguists, these alternations offer insights into linguistic universals and language-specific patterns. For learners, mastering sound alternations is key to achieving fluency and naturalness in speech. Exploring sound alternations, therefore, is not just about understanding sounds but uncovering the dynamic interplay of language itself. Sound alternations are not just a technical aspect of language; they reflect the adaptability and evolution of human speech. These shifts in sound highlight how languages balance efficiency, clarity, and ease of articulation, ensuring communication remains functional and expressive. Studying sound alternations also fosters a deeper appreciation of the diversity and complexity of languages worldwide, showcasing the creativity inherent in human communication. Whether through understanding ancient language patterns or decoding modern speech phenomena, sound alternations remind us that language is a living, evolving system intricately tied to human culture and cognition.

REFERENCES

1. Anderson, S. R. (1982). *Where's the rule?* In *Theoretical Aspects of the Morphology-Syntax Interface* (pp. 1-20). New York: Springer.
2. Chomsky, N., & Halle, M. (1968). *The Sound Pattern of English*. New York: Harper & Row.
3. Harris, J. (1991). *Primarily Syntax: A Structuralist Approach to Phonology*. Cambridge: Cambridge University Press.
4. Hyman, L. M. (2009). *How Phonological Patterns Can Affect Morphological Structure: The Role of Sound Alternations*. *Language and Linguistics Compass*, 3(5), 1325-1337.
5. Kenstowicz, M. (1994). *Phonology in Generative Grammar*. Cambridge, MA: Blackwell.
6. McCarthy, J. J. (2000). *The Phonology and Morphology of Arabic*. Oxford: Oxford University Press.
7. Sapir, E. (1925). *Sound Alternations and Their Role in the Evolution of Language*. *American Anthropologist*, 27(1), 45-60.
8. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).
9. Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE

DIRECTIONS. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 415-420).

10. Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE INTESL AND TEFL CLASSROOMS. In СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 82-84).

11. Хидирова, Д., & Тешабоева, Н. (2022). Pedagogical conditions for the development of the healthy thinking in students. Zamonaviy innovatsion tadqiqotlarning dolzarb muammolari va rivojlanish tendensiyalari: yechimlar va istiqbollar, 1(1), 120-122.

12. Gaybullayeva, N. D. K., & Kizi, T. N. Z. (2022). THE ROLE OF INNOVATIVE METHODS FOR LISTENING COMPREHENSION IN TEACHING LANGUAGE LEARNERS FOREIGN LANGUAGES AND MAINLY ENGLISH. *Central Asian Research Journal for Interdisciplinary Studies (CARJIS)*, *2*(10), 8-10.

13. Teshaboyeva Nafisa Zubaydulla qizi, Jurayev Muhammadrahim Murod o'g'li, & Mamirova Munisa Rajab qizi. (2021). Language Learning Culturally and the Role of Literature in Teaching Process. *Central Asian Journal of Theoretical and Applied Science*, *2*(3), 1-5. Retrieved from https://www.cajotas.centralasianstudies.org/index.php/CAJOTAS/article/view/84

14. Teshaboyeva, N. (2023). THE IMPORTANCE OF TOURISM IN PRESENT DAY. Журнал иностранных языков и лингвистики, 5(5).

15. Teshaboyeva, N. (2023). THE MODERN INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES. Журнал иностранных языков и лингвистики, 5(5).

16. Teshaboyeva, N. Z. (2023, November). Adjective word group and its types. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 59-61).

17. Teshaboyeva, N. Z. (2023, November). Modifications of Consonants in Connected speech. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 7-9).

18. Teshaboyeva, N., & Rayimberdiyev, S. (2023, May). THE IMPORTANCE OF USING MULTIMEDIA TECHNOLOGY IN TEACHING ENGLISH CLASSES. In Academic International Conference on Multi-Disciplinary Studies and Education (Vol. 1, No. 8, pp. 149-153).

19. Nafisa, T., & Marina, S. (2023). TEACHING AND LEARNING OF ENGLISH VOCABULARY IN TESL AND TEFL CLASSROOMS. International Journal of Contemporary Scientific and Technical Research, 465-469.

20. Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3187

21. Teshaboyeva, N., & Yakubova, N. (2023). CHANGES OF MEANING OF WORDS. Центральноазиатский журнал образования и инноваций, 2(12), 126-129.

22. Sharifova Dinora Tohir qizi, & Teshaboyeva Nafisa. (2023). " NOUNS AND THEIR GRAMMATICAL CATEGORIES". Новости образования: исследование в XXI веке, 2(16), 292–297. извлечено от http://nauchniyimpuls.ru/index.php/noiv/article/view/13128

23. Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3187

24. Qodirova Aziza Yunusovna, & Teshaboyeva Nafisa Zubaydulla qizi. (2023). "VERBS AND THEIR GRAMMATICAL CATEGORIES". Новости образования: исследование в XXI веке, 2(16), 280–283. извлечено от http://nauchniyimpuls.ru/index.php/noiv/article/view/13126

25. Tuxtayeva Aziza Ilhom qizi, & Teshaboyeva Nafisa. (2023). Word Formation: Compounding . "Conference on Universal Science Research 2023", 1(12), 113–115. Retrieved from https://universalpublishings.com/index.php/cusr/article/view/3185

26. Teshaboyeva Nafisa Zubaydulla, & Iskandarova Sarvinoz Shukurullo qizi. (2023). THE CLASSIFICATION OF SYNONYMS AND THEIR SPECIFIC FEATURES. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy

Konferensiyasi, 1(12), 126–131. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3191

27. Тешабоева, Н. (2023). Teaching writing as a major part of productive skills in mixed ability classes . Информатика и инженерные технологии, 1(2), 652–656. извлечено от https://inlibrary.uz/index.php/computer-engineering/article/view/25759

28. Teshaboyeva, N., & Yakubova, N. (2023). WORD FORMATION. COMPOUNDING. *Development of pedagogical technologies in modern sciences*, *2*(12), 187-192.

29. Teshaboyeva, N. (2023). Compound sentences in the English language. *Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari*, *2*(2), 68-70.

30. Nafisa, T. (2023). THE USA ECONOMY, INDUSTRY, MANUFACTURING AND NATURAL RESOURCES OF GREAT BRITAIN. *INTERNATIONAL JOURNAL OF RECENTLY SCIENTIFIC RESEARCHER'S THEORY*, *1*(9), 94-97.

31. Nafisa, T. (2023, December). Secondary ways of word formation. In *" Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 109-112).

32. Nafisa, T. (2023). VOWELS AND THEIR MODIFACATIONS. *Новости образования: исследование в XXI веке*, *2*(16), 298-305.

33. Nafisa, T. (2023, December). Secondary ways of word formation. In *" Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 109-112).

34. Nafisa, T. (2023). THE EDUCATION SYSTEM OF THE USA: PRESCHOOL EDUCATION, SECONDARY AND HIGHER EDUCATION, SCHOOL FORMS. *The Role of Exact Sciences in the Era of Modern Development*, *1*(6), 53-57.

35. Qizi, T. N. Z., & Umedovich, M. Y. (2023). AMERICAN-BASED PRONUNCIATION STANDARDS OF ENGLISH. *Scientific Impulse*, *2*(15), 563-567.

36. Nafisa, T. (2023, December). Word Formation: Compounding. In *" Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 113-115).

37. Nafisa, T. (2023). NOUNS AND THEIR GRAMMATICAL CATEGORIES. *Новости образования: исследование в XXI веке*, *2*(16), 292-29

STRATEGIES FOR MANAGING TIME EFFECTIVELY IN ACADEMIC SETTINGS

Xusanova Mohira Sherali qizi

Jizzakh branch of the National University of Uzbekistan named
after Mirzo The faculty of Psychology, department of Foreign languages
Phylology and foreign languages
Student of group 301-21: Pardayeva Mashhura Farhod qizi

Annotation: This article provides practical strategies for managing time effectively in academic settings. It emphasizes the importance of prioritizing tasks, using tools like the Eisenhower Matrix to identify what needs immediate attention, and setting SMART goals for clear, actionable objectives. The piece advocates for creating detailed schedules, breaking tasks into smaller chunks, and avoiding multitasking to enhance focus and productivity. Additionally, the article highlights the role of digital tools and apps in tracking progress, as well as the significance of self-care and learning to say no to avoid burnout. Finally, it encourages regular review and adjustment of time management strategies to ensure they remain effective. The article serves as a comprehensive guide for students looking to improve their time management skills for academic success.

Key words: time management, academic settings, Eisenhower Matrix, SMART goals, productivity, scheduling, multitasking, time management tools, self-care, prioritization, focus, digital tools, task breakdown, study strategies, academic success, work-life balance, stress reduction, goal setting, time blocking, personal growth

Strategies for Managing Time Effectively in Academic Settings Time management is a crucial skill for students navigating academic environments, whether at the high school, undergraduate, or graduate level. Effective time management can significantly enhance productivity, reduce stress, and improve academic performance. By adopting structured strategies, students can maximize their time and create a balanced approach to their studies, extracurricular activities, and personal life.

Prioritize Tasks Using the Eisenhower Matrix

The Eisenhower Matrix is a decision-making tool that helps prioritize tasks based on urgency and importance. It divides tasks into four categories:

- **Urgent and Important**: Tasks that require immediate attention, such as project deadlines or exam preparations.
- **Important but Not Urgent**: Tasks that contribute to long-term goals, such as studying for future exams or conducting research.
- **Urgent but Not Important**: Tasks that can be delegated or postponed, such as responding to non-urgent emails.
- **Not Urgent and Not Important**: Tasks that should be minimized or eliminated, like excessive social media use.

By identifying and focusing on the "Urgent and Important" tasks, students can ensure that their time is spent on activities that drive academic success and personal development.

Create a Detailed Weekly Schedule A well-organized schedule is essential for managing time efficiently. Creating a weekly schedule can help break down larger tasks into smaller, manageable steps. Here's how to develop a successful weekly schedule:

- **Block out fixed commitments**: These include classes, meetings, study groups, or work shifts.
- **Schedule study time**: Allocate time for reviewing class materials, completing assignments, or preparing for exams. Consistency is key—try to study at the same time each day.
- **Include breaks**: Studies show that taking short breaks can improve focus and prevent burnout. Incorporate regular intervals of relaxation to refresh the mind.

A schedule serves as a visual tool, making it easier to see how time is spent and where adjustments are needed.

Set SMART Goals

Setting clear and achievable goals can keep students on track and motivated. The SMART framework can help set effective goals that are:

- **Specific**: Clearly define what needs to be accomplished.
- **Measurable**: Determine how success will be measured.

- **Achievable**: Set realistic and attainable goals.
- **Relevant**: Ensure goals are aligned with academic and personal priorities.
- **Time-bound**: Set a deadline for achieving the goal.

For example, instead of setting a vague goal like "study more," a SMART goal would be "Study chapters 4 and 5 of biology by Friday at 5 PM." This clear, measurable, and time-specific target can help students stay focused.

Avoid Multitasking

While multitasking may seem like an efficient approach, research shows it can actually reduce productivity and increase errors. When studying or completing assignments, it's more effective to focus on one task at a time. This deep focus improves the quality of work and helps retain information better. If you have multiple tasks, prioritize them according to deadlines and importance, then tackle each task individually.

Use Time-Management Tools and Apps

Several digital tools and applications can support time management efforts. Apps like Google Calendar or Microsoft Outlook allow students to schedule and set reminders for deadlines and study sessions. Additionally, apps like Trello or Todoist can help break down tasks into subtasks and track progress. For students who struggle with distractions, apps such as Forest or Freedom can block social media or limit internet access during study periods, promoting focus.

Break Tasks into Smaller Chunks

Breaking large assignments or study sessions into smaller, more manageable tasks makes them less overwhelming. This approach, often referred to as "chunking," allows students to make steady progress without feeling paralyzed by a looming deadline. For example, if faced with writing a research paper, students can divide the task into smaller parts: researching sources, drafting the introduction, writing body paragraphs, editing, and finalizing citations. Tackling these chunks over several days makes the entire project more manageable.

Learn to Say No Academic settings often involve a multitude of extracurricular activities, social events, and additional responsibilities. While involvement is important, students must recognize their limits and learn to say no when necessary. Taking on too many commitments can lead to burnout, so

it's essential to prioritize what aligns with academic goals and personal well-being. By politely declining activities that conflict with academic obligations or overwhelm the schedule, students can ensure they maintain a healthy work-life balance.

Practice Self-Care

Effective time management isn't just about squeezing more tasks into the day—it's about creating a balanced routine that supports overall well-being. Prioritizing self-care can prevent burnout and increase productivity in the long run. This includes:

- **Sleep**: Adequate sleep improves cognitive function and memory retention.
- **Physical Activity**: Regular exercise boosts energy levels and reduces stress.
- **Social Connections**: Spending time with friends and family can offer emotional support and refresh the mind. When students take care of their physical and mental health, they have more energy and focus to manage academic responsibilities.

Review and Adjust Regularly

Effective time management is not a one-time effort; it requires ongoing evaluation. At the end of each week, students should review their schedule to assess whether goals were met and identify areas for improvement. Regular adjustments ensure that time management strategies remain aligned with shifting academic demands. If a particular approach isn't working, such as overloading the schedule or underestimating the time needed for certain tasks, make the necessary tweaks. Continuous improvement leads to greater success.

Conclusion

Time management is an essential skill that can be developed and refined over time. By setting clear priorities, creating structured schedules, breaking tasks into manageable chunks, and maintaining a balanced lifestyle, students can improve their productivity and academic performance. While there may be challenges along the way, implementing these strategies can help students manage their time effectively, reduce stress, and achieve their academic goals. Mastering time management in academic settings is a journey that requires dedication, flexibility, and self-awareness. While each student's approach may

differ based on individual preferences and challenges, the key to success lies in consistently applying effective strategies. By prioritizing tasks, setting clear goals, maintaining focus, and fostering balance, students can not only enhance their academic performance but also ensure they have the time and energy for personal growth and well-being. Ultimately, learning to manage time efficiently is not just about completing assignments; it's about creating a sustainable approach to life that promotes success in both academic and personal spheres.

REFERENCES

1. Covey, S. R. (2004). *The 7 habits of highly effective people: Powerful lessons in personal change*. Free Press.

2. Eisenhower, D. D. (1954). *The Eisenhower matrix: The decision-making tool for prioritizing tasks*. Harper & Row.

3. Kohn, A. (1993). *Punished by rewards: The trouble with gold stars, incentive plans, A's, praise, and other bribes*. Houghton Mifflin Harcourt.

4. Lakein, A. (1973). *How to get control of your time and your life*. New American Library.

5. Pritchard, R. D. (2002). *Time management: A guide for the successful student*. Harvard University Press.

6. Zimmerman, B. J. (2002). *Becoming a self-regulated learner: An overview*. Theory into Practice, 41(2), 64-70.

7. Khusanova, M. (2023). HISTORY OF USING TESTS IN MONITORING THE LEVEL OF QUALIFICATION. *Science and innovation*, *2*(B7), 17-21

8. Mahira, K. (2024). METHODOLOGICAL PROBLEMS FOR A FOREIGN LANGUAGE TEACHER: MONITORING AND ASSESSING SKILLS. *Multidisciplinary and Multidimensional Journal*, *3*(10), 10-15.

9. Mahira, K. (2024). TEACHER ASSESSMENT: HISTORICAL DEVELOPMENT AND RESEARCH. *INTERNATIONAL JOURNAL OF EUROPEAN RESEARCH OUTPUT*, *3*(11), 45-49.

10. Xolmurodova, S., & Khusanova, M. (2023). TEACHING WRITING IN ENGLISH. *Научный Фокус*, *1*(1), 1173-1175.

11. Iroda, B., & Mohira, H. (2023). EFFECTIVE PRONOUNICIATION TEACHING IN ENGLISH LANGUAGE. *O'ZBEKISTONDA*

FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI, *2*(19), 700-703.

12. No, P. Didactic Conditions for the Formation of Discussion Competence among Students.

13. Mokhira, K. (2023). HOLISTIC SCORING AS A GRADING METHOD. *International Journal of Contemporary Scientific and Technical Research*, 493-495.

14. Mokhira, K. (2023). THE IMPORTANCE OF DIFFERENT SUB–SKILLS THAT ARE INVOLVED IN PARTICIPATING IN A GROUP DISCUSSION. *International Journal of Contemporary Scientific and Technical Research*, 496-499.

15. Qizi, K. M. S. (2022). Learning new content material through cooperative group discussions.

16. Ma'ripov J. K. A BRIEF INFORMATION ABOUT TENSES //O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA. – C. 464.

17. Tolibovna A. K. et al. Features Of Anthropocentric Study Of Sacred Texts //Open Access Repository. – 2022. – T. 8. – №. 1. – C. 5-10.

18. Tolibovna A. K. et al. Functions of Allusion and Allusion as a Marker of Intertextuality and Precedence //European Multidisciplinary Journal of Modern Science. – 2022. – T. 6. – C. 485-487.

19. Ma'ripov J. KORPUS HAQIDA UMUMIY TUSHUNCHA //Центральноазиатский журнал образования и инноваций. – 2023. – T. 2. – №. 5. – C. 175-178.

20. Ma'ripov J. Antroposentrizm–tilshunoslikning zamonaviy yonalishi sifatida //Инновационные исследования в современном мире: теория и практика. – 2022. – T. 1. – №. 28. – C. 62-68.

21. Solnyshkina M. I. et al. IMPORTANCE OF SETTING GOALS. SMART GOALS //Новости образования: исследование в XXI веке. – 2023. – T. 1. – №. 11. – C. 318-320.

22. LEARNER I. Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek, The faculty of psychology, The teacher at the department of Foreign languages.

23. Маърипов Д. Psychological value of the novels by agatha christie //Информатика и инженерные технологии. – 2023. – T. 1. – №. 2. – C. 630-632.

COMPLEX SENTENCES WITH ADVERBIAL CLAUSES AND CLEFT SENTENCES

Teshaboyeva Nafisa Zubaydulla qizi

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek The faculty of Psychology, department of Foreign languages Phylology and foreign languages

Student of group 302-21: Eshbekova Laziza Xayrulla qizi

Annotation: This article explores the use of complex sentences with adverbial clauses of time, place, reason, purpose, and condition, as well as cleft sentences, highlighting their importance in both written and spoken communication. Adverbial clauses provide contextual details about actions by specifying when, where, why, or under what conditions something occurs, enhancing clarity and depth in writing. Cleft sentences, on the other hand, emphasize particular elements of a sentence, adding focus and precision to the conveyed message. By analyzing these grammatical structures, the article demonstrates how they contribute to narrative flow, logical reasoning, and stylistic emphasis across various forms of writing, including academic, persuasive, and creative contexts. Effective integration of adverbial and cleft sentences allows for greater flexibility and sophistication in language, fostering clearer and more impactful communication.

Key words: complex sentences, adverbial clauses, time, place, reason, purpose, condition, cleft sentences, emphasis, precision, grammar, writing style, narrative flow, logical reasoning, communication, academic writing, persuasive writing, creative writing, sentence structure, spoken English, language sophistication Complex sentences are an essential aspect of English grammar, as they allow for a more nuanced and sophisticated expression of ideas. They are sentences that contain one independent clause and at least one dependent clause. Among these, adverbial clauses and cleft sentences are particularly useful for adding depth, clarity, and emphasis to writing. Let's explore the role of complex sentences with adverbial clauses of time, place, reason, purpose, and condition, along with the structure and function of cleft sentences.

Adverbial clauses of time provide information about when an action occurs. These clauses are introduced by subordinating conjunctions such as "when," "while," "before," "after," "as soon as," and "since." For example, in the sentence "She started studying as soon as she arrived home," the adverbial clause "as soon as she arrived home" explains the timing of her action. These clauses often create a sense of sequence or simultaneity, making the text more dynamic and engaging.

Similarly, adverbial clauses of place describe where an action takes place. These clauses are introduced by subordinating conjunctions like "where" or "wherever." For instance, in the sentence "You will find peace where the river flows," the clause "where the river flows" specifies the location of the action. This type of clause helps to provide spatial context, grounding the reader in a particular setting.

Adverbial clauses of reason explain why an action occurs. These are introduced by conjunctions such as "because," "since," "as," or "so that." For example, "He left early because he had an important meeting" clearly states the reason for his early departure. Clauses of reason add explanatory depth to a sentence, helping the reader understand the motivation or cause behind an action.

Purpose is another common function of adverbial clauses. These clauses express the intention or goal behind an action and are introduced by phrases like "so that," "in order that," or "for the purpose of." In the sentence "She practices daily so that she can improve her skills," the clause "so that she can improve her skills" reveals the purpose of her practice. Such clauses emphasize forward-looking intentions and make the writing more goal-oriented. Adverbial clauses of condition indicate the circumstances under which an action may occur. They are introduced by words like "if," "unless," "provided that," or "as long as." For instance, "If it rains, we will cancel the picnic" establishes the condition under which the picnic will be canceled. These clauses are particularly useful for expressing hypothetical situations, rules, or stipulations.

In addition to these adverbial clauses, cleft sentences play a unique role in adding emphasis and clarity to complex sentences. A cleft sentence splits a single idea into two clauses, often using phrases like "it is/was" or "what." This structure highlights a particular element of the sentence, making it stand out. For example, instead of saying "The book inspired her," you can write "It was the book that inspired her," placing greater emphasis on "the book." Similarly, a cleft

sentence like "What she needs is more time" underscores the importance of "more time" in a way that the simpler sentence "She needs more time" might not.

Cleft sentences can also clarify ambiguous statements by focusing the reader's attention on a specific subject or object. For example, in the sentence "It was during the summer that they met," the cleft structure emphasizes the time of their meeting, creating a more vivid and memorable statement. This technique is particularly useful in formal or academic writing, where precision and emphasis are key. In summary, complex sentences with adverbial clauses of time, place, reason, purpose, and condition, as well as cleft sentences, are powerful tools in the English language. They enrich writing by adding layers of meaning, clarity, and emphasis. Adverbial clauses provide detailed information about the circumstances of an action, while cleft sentences help to highlight and clarify specific aspects of a sentence. Together, these grammatical structures enable writers to communicate more effectively, creating texts that are not only grammatically accurate but also stylistically compelling. When mastering the use of complex sentences and cleft sentences, it is important to understand how they contribute to different styles of writing. In narrative writing, adverbial clauses of time and place allow the writer to guide the reader through the unfolding of events and set vivid scenes. For instance, a sentence like "They rested under the old oak tree where the sunlight filtered through the leaves" creates a strong visual image, anchoring the action in a particular setting while adding a poetic quality to the description. In this way, adverbial clauses are indispensable tools for storytelling.

In argumentative or persuasive writing, adverbial clauses of reason and purpose are invaluable for building logical connections between ideas. They help explain the rationale behind an argument or clarify the intended outcome of an action. A sentence like "Since climate change poses a global threat, nations must collaborate to reduce emissions" establishes a clear cause-effect relationship, reinforcing the writer's point. Likewise, the purpose clause in "Laws must be enforced so that public safety is maintained" outlines a specific goal, lending a sense of urgency and direction to the argument. Adverbial clauses of condition, on the other hand, are particularly useful in speculative or hypothetical scenarios. These clauses are common in scientific, business, or legal writing, where conditional reasoning plays a critical role. For instance, "If the experiment fails, we will reassess our methodology" communicates both a potential outcome and the contingency plan, adding depth and foresight to the sentence. Similarly, in a business context, "The project will succeed as long as we meet the deadlines"

highlights the dependency of success on certain conditions, emphasizing the importance of accountability. Cleft sentences, with their ability to add emphasis, are widely used across both formal and informal writing. They are especially useful in situations where the writer wants to direct the reader's attention to a specific aspect of the message. In academic writing, for example, a cleft sentence like "It was Newton's theory that revolutionized physics" emphasizes the significance of Newton's contribution, making the statement more impactful. In casual conversation or creative writing, cleft sentences often serve to dramatize a point or express strong emotions, as in "What really upset him was the betrayal by his closest friend."

To use these structures effectively, writers must also pay attention to the flow and balance of their sentences. Overloading a sentence with too many clauses can make it cumbersome and difficult to follow, while using too many cleft sentences in succession may disrupt the natural rhythm of the text. The key is to vary sentence structures and integrate these elements judiciously, ensuring that the writing remains engaging and accessible. Adverbial clauses and cleft sentences also play an important role in spoken English. In conversations, they help speakers express their ideas clearly and persuasively. For example, a speaker might say, "What I want to do is focus on solving this issue" to emphasize their priorities, or "I won't attend the meeting unless the agenda is clarified" to set a specific condition. Such structures make communication more precise, enabling speakers to convey their thoughts effectively even in complex situations. Another noteworthy point is how these grammatical tools enhance the tone and style of writing. Adverbial clauses can lend a sense of sophistication and complexity to formal writing, while cleft sentences add dramatic flair. By combining the two, writers can create a compelling blend of detail and emphasis, appealing to both logic and emotion. For instance, "It was during the darkest hours of the war that the leaders decided to negotiate, because they knew the cost of continued conflict" uses both cleft and adverbial clauses to evoke a sense of drama and moral reasoning, making the statement more memorable.

In conclusion, complex sentences with adverbial clauses and cleft sentences are integral to effective communication. They provide the means to articulate intricate ideas, emphasize key points, and guide readers through the narrative or argument with precision and clarity. Whether in storytelling, persuasive essays, academic writing, or casual conversation, these structures enrich language, offering writers and speakers a dynamic way to connect with their audience. Mastery of these elements not only enhances grammatical

competence but also fosters creativity, enabling a deeper and more impactful expression of thought.

REFERENCES

1. Celce-Murcia, M., & Larsen-Freeman, D. (1999). *The Grammar Book: An ESL/EFL Teacher's Course*. Heinle & Heinle.

2. Greenbaum, S., & Quirk, R. (1990). *A Student's Grammar of the English Language*. Longman.

3. Huddleston, R., & Pullum, G. K. (2005). *A Student's Introduction to English Grammar*. Cambridge University Press.

4. Leech, G., Deuchar, M., & Hoogenraad, R. (2006). *English Grammar for Today: A New Introduction*. Palgrave Macmillan.

5. Parrott, M. (2000). *Grammar for English Language Teachers*. Cambridge University Press.

6. Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). *A Comprehensive Grammar of the English Language*. Longman.

7. Swan, M. (2005). *Practical English Usage*. Oxford University Press.

8. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).

9. Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 415-420).

10. Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE INTESL AND TEFL CLASSROOMS. In СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 82-84).

11. Хидирова, Д., & Тешабоева, Н. (2022). Pedagogical conditions for the development of the healthy thinking in students. Zamonaviy innovatsion tadqiqotlarning dolzarb muammolari va rivojlanish tendensiyalari: yechimlar va istiqbollar, 1(1), 120-122.

12. Gaybullayeva, N. D. K., & Kizi, T. N. Z. (2022). THE ROLE OF INNOVATIVE METHODS FOR LISTENING COMPREHENSION IN TEACHING LANGUAGE LEARNERS FOREIGN LANGUAGES

AND MAINLY ENGLISH. *Central Asian Research Journal for Interdisciplinary Studies (CARJIS)*, *2*(10), 8-10.

13. Teshaboyeva Nafisa Zubaydulla qizi, Jurayev Muhammadrahim Murod o'g'li, & Mamirova Munisa Rajab qizi. (2021). Language Learning Culturally and the Role of Literature in Teaching Process. *Central Asian Journal of Theoretical and Applied Science*, *2*(3), 1-5. Retrieved from https://www.cajotas.centralasianstudies.org/index.php/CAJOTAS/article/view/84

14. Teshaboyeva, N. (2023). THE IMPORTANCE OF TOURISM IN PRESENT DAY. Журнал иностранных языков и лингвистики, 5(5).

15. Teshaboyeva, N. (2023). THE MODERN INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES. Журнал иностранных языков и лингвистики, 5(5).

16. Teshaboyeva, N. Z. (2023, November). Adjective word group and its types. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 59-61).

17. Teshaboyeva, N. Z. (2023, November). Modifications of Consonants in Connected speech. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 7-9).

18. Teshaboyeva, N., & Rayimberdiyev, S. (2023, May). THE IMPORTANCE OF USING MULTIMEDIA TECHNOLOGY IN TEACHING ENGLISH CLASSES. In Academic International Conference on Multi-Disciplinary Studies and Education (Vol. 1, No. 8, pp. 149-153).

19. Nafisa, T., & Marina, S. (2023). TEACHING AND LEARNING OF ENGLISH VOCABULARY IN TESL AND TEFL CLASSROOMS. International Journal of Contemporary Scientific and Technical Research, 465-469.

20. Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3187

21. Teshaboyeva, N., & Yakubova, N. (2023). CHANGES OF MEANING OF WORDS. Центральноазиатский журнал образования и инноваций, 2(12), 126-129.

22. Sharifova Dinora Tohir qizi, & Teshaboyeva Nafisa. (2023). " NOUNS AND THEIR GRAMMATICAL CATEGORIES". Новости образования: исследование в XXI веке, 2(16), 292–297. извлечено от http://nauchniyimpuls.ru/index.php/noiv/article/view/13128

23. Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3187

24. Qodirova Aziza Yunusovna, & Teshaboyeva Nafisa Zubaydulla qizi. (2023). "VERBS AND THEIR GRAMMATICAL CATEGORIES". Новости образования: исследование в XXI веке, 2(16), 280–283. извлечено от http://nauchniyimpuls.ru/index.php/noiv/article/view/13126

25. Tuxtayeva Aziza Ilhom qizi, & Teshaboyeva Nafisa. (2023). Word Formation: Compounding . "Conference on Universal Science Research 2023", 1(12), 113–115. Retrieved from https://universalpublishings.com/index.php/cusr/article/view/3185

26. Teshaboyeva Nafisa Zubaydulla, & Iskandarova Sarvinoz Shukurullo qizi. (2023). THE CLASSIFICATION OF SYNONYMS AND THEIR SPECIFIC FEATURES. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 126–131. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3191

27. Тешабоева, Н. (2023). Teaching writing as a major part of productive skills in mixed ability classes . Информатика и инженерные технологии, 1(2), 652–656. извлечено от https://inlibrary.uz/index.php/computer-engineering/article/view/25759

28. Teshaboyeva, N., & Yakubova, N. (2023). WORD FORMATION. COMPOUNDING. *Development of pedagogical technologies in modern sciences*, *2*(12), 187-192.

29. Teshaboyeva, N. (2023). Compound sentences in the English language. *Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari*, *2*(2), 68-70.

30. Nafisa, T. (2023). THE USA ECONOMY, INDUSTRY, MANUFACTURING AND NATURAL RESOURCES OF GREAT

BRITAIN. *INTERNATIONAL JOURNAL OF RECENTLY SCIENTIFIC RESEARCHER'S THEORY*, *1*(9), 94-97.

31. Nafisa, T. (2023, December). Secondary ways of word formation. In *" Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 109-112).

32. Nafisa, T. (2023). VOWELS AND THEIR MODIFACATIONS. *Новости образования: исследование в XXI веке*, *2*(16), 298-305.

33. Nafisa, T. (2023, December). Secondary ways of word formation. In *" Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 109-112).

34. Nafisa, T. (2023). THE EDUCATION SYSTEM OF THE USA: PRESCHOOL EDUCATION, SECONDARY AND HIGHER EDUCATION, SCHOOL FORMS. *The Role of Exact Sciences in the Era of Modern Development*, *1*(6), 53-57.

35. Qizi, T. N. Z., & Umedovich, M. Y. (2023). AMERICAN-BASED PRONUNCIATION STANDARDS OF ENGLISH. *Scientific Impulse*, *2*(15), 563-567.

36. Nafisa, T. (2023, December). Word Formation: Compounding. In *" Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 113-115).

37. Nafisa, T. (2023). NOUNS AND THEIR GRAMMATICAL CATEGORIES. *Новости образования: исследование в XXI веке*, *2*(16), 292-297.

GRAMMATICAL TYPES OF ADVERBS AND THEIR DEFINING CHARACTERISTICS

Teshaboyeva Nafisa Zubaydulla qizi

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek   The faculty of Psychology, department of Foreign languages Phylology and foreign languages

Student of group 302-21: Axrorova Sevinch Saidmurod qizi

Annotation: This article provides a detailed exploration of adverbs, focusing on their grammatical categories and distinctive features. It categorizes adverbs into eight types: manner, time, place, frequency, degree, reason, interrogative, and relative adverbs, explaining their functions with examples. Additionally, it highlights the characteristic features of adverbs, such as their role as modifiers, flexibility in sentence placement, formation patterns, degree of modification, polarity, and their role in question formation. The discussion emphasizes the importance of adverbs in enriching language by adding specificity and nuance. By illustrating how adverbs modify verbs, adjectives, and other adverbs, the article offers a clear understanding of their function in creating precise and dynamic expressions. Furthermore, the flexible placement of adverbs within sentences is examined, showcasing their adaptability in different contexts. This comprehensive overview is a valuable resource for learners aiming to strengthen their grammar skills and effectively incorporate adverbs into their writing and speech. The article concludes by underscoring the significance of adverbs in enhancing communication, making it an essential read for language enthusiasts and students alike.

Key words: Adverbs, grammatical categories, modifiers, adverbs of manner, adverbs of time, adverbs of place, adverbs of frequency, adverbs of degree, adverbs of reason, interrogative adverbs, relative adverbs, sentence placement, adverb formation, language enrichment, grammar, communication, sentence structure, linguistic precision.

Grammatical Categories of Adverbs and Their Characteristic Features

Adverbs, an essential part of speech, enrich language by providing information about verbs, adjectives, other adverbs, or even entire sentences. They play a crucial role in specifying the manner, time, place, degree, frequency, and more. To understand adverbs in depth, one must explore their grammatical categories and distinctive features. Grammatical Categories of Adverbs

Adverbs can be categorized based on the type of information they convey. Below are the primary categories:

Adverbs of Manner

These adverbs describe how an action is performed. They typically answer the question "How?" and often end in **-ly**.

- **Examples:** quickly, softly, carefully, beautifully
- **Usage:** She sings beautifully.

Adverbs of Time

These specify when an action occurs and answer the question "When?"

- **Examples:** yesterday, today, soon, now, later
- **Usage:** We will meet tomorrow.

Adverbs of Place

Adverbs in this category indicate the location or direction of an action. They answer the question "Where?"

- **Examples:** here, there, everywhere, outside, above
- **Usage:** The children are playing outside.

Adverbs of Frequency

These adverbs express how often an action occurs and answer the question "How often?"

- **Examples:** always, often, sometimes, rarely, never
- **Usage:** He rarely skips breakfast.

Examples Adverbs of Degree

These specify the intensity or degree of an action, quality, or another adverb. They answer the question "To what extent?"

- **Examples:** very, too, quite, almost, completely
- **Usage:** She was very excited about the trip.

Adverbs of Reason

Adverbs in this category explain the reason or cause of an action. They often answer the question "Why?"

- **Examples:** therefore, thus, hence, because
- **Usage:** He was tired; hence, he decided to rest.

Interrogative Adverbs

These are used to ask questions and include words like how, when, where, and why.

- **:** How did you complete the task? Where are they going?

Relative Adverbs

Relative adverbs introduce relative clauses and connect them to the rest of the sentence.

- **Examples:** when, where, why
- **Usage:** The day when we met was memorable.

Characteristic Features of Adverbs

Adverbs exhibit several distinct features that set them apart from other parts of speech. These include:

Modifying Role

Adverbs primarily function as modifiers. They modify verbs, adjectives, other adverbs, and even entire sentences.

- **Example:** He runs incredibly fast. (modifies the verb "runs")
- **Example:** It is very cold. (modifies the adjective "cold")

Flexibility in Placement Adverbs enjoy considerable flexibility in sentence placement, allowing them to appear at the beginning, middle, or end of a sentence.

- **Examples:**
    - Beginning: Quickly, she finished her homework.
    - Middle: She quickly finished her homework.
    - End: She finished her homework quickly.

*Formation Many adverbs are formed by adding the suffix **-ly** to adjectives, though there are exceptions and irregular forms.*

- **Examples:** slow → slowly, happy → happily
- **Exceptions:** fast, hard, well

Degree of Modification Adverbs of degree can intensify or tone down the meaning of the words they modify.

- **Example:** He is *extremely* talented. (*extremely* intensifies the adjective "talented.")

Polarity

Some adverbs, like *not* or *never*, are crucial in constructing negative sentences.

- **Example:** She does not like coffee.

Question Formation Interrogative adverbs help frame questions, making them essential in both spoken and written communication.

- **Example:** Why did you leave early?

Conclusion Adverbs are indispensable in English grammar, enhancing the clarity and richness of language. Their diverse categories and characteristic features make them versatile tools for expressing nuances in time, place, manner, degree, and more. Mastering the use of adverbs not only refines language skills

but also enhances the ability to convey precise and vivid meanings. Understanding the grammatical categories and features of adverbs is vital for effective communication. They add depth and detail to sentences, making language more descriptive and engaging. By identifying the type and purpose of an adverb, one can use it more accurately to convey ideas, emotions, and actions. Whether in spoken or written form, the proper use of adverbs enhances clarity, precision, and fluency, making them an essential component of expressive and impactful language. Mastery of adverbs not only improves grammatical accuracy but also enriches one's overall command of the language.

REFERENCES

1. Celce-Murcia, M., & Larsen-Freeman, D. (1999). *The Grammar Book: An ESL/EFL Teacher's Course*. Heinle & Heinle.
2. Downing, A., & Locke, P. (2006). *English Grammar: A University Course*. Routledge.
3. Greenbaum, S., & Quirk, R. (1990). *A Student's Grammar of the English Language*. Longman.
4. Huddleston, R., & Pullum, G. K. (2002). *The Cambridge Grammar of the English Language*. Cambridge University Press.
5. Leech, G., Deuchar, M., & Hoogenraad, R. (1982). *English Grammar for Today: A New Introduction*. Macmillan.
6. Murphy, R. (2019). *English Grammar in Use*. Cambridge University Press.
7. Swan, M. (2005). *Practical English Usage*. Oxford University Press.
8. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).
9. Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 415-420).
10. Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE INTESL AND TEFL CLASSROOMS. In СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 82-84).

11. Хидирова, Д., & Тешабоева, Н. (2022). Pedagogical conditions for the development of the healthy thinking in students. Zamonaviy innovatsion tadqiqotlarning dolzarb muammolari va rivojlanish tendensiyalari: yechimlar va istiqbollar, 1(1), 120-122.

12. Gaybullayeva, N. D. K., & Kizi, T. N. Z. (2022). THE ROLE OF INNOVATIVE METHODS FOR LISTENING COMPREHENSION IN TEACHING LANGUAGE LEARNERS FOREIGN LANGUAGES AND MAINLY ENGLISH. *Central Asian Research Journal for Interdisciplinary Studies (CARJIS)*, 2(10), 8-10.

13. Teshaboyeva Nafisa Zubaydulla qizi, Jurayev Muhammadrahim Murod o'g'li, & Mamirova Munisa Rajab qizi. (2021). Language Learning Culturally and the Role of Literature in Teaching Process. *Central Asian Journal of Theoretical and Applied Science*, 2(3), 1-5. Retrieved from https://www.cajotas.centralasianstudies.org/index.php/CAJOTAS/article/view/84

14. Teshaboyeva, N. (2023). THE IMPORTANCE OF TOURISM IN PRESENT DAY. Журнал иностранных языков и лингвистики, 5(5).

15. Teshaboyeva, N. (2023). THE MODERN INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES. Журнал иностранных языков и лингвистики, 5(5).

16. Teshaboyeva, N. Z. (2023, November). Adjective word group and its types. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 59-61).

17. Teshaboyeva, N. Z. (2023, November). Modifications of Consonants in Connected speech. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 7-9).

18. Teshaboyeva, N., & Rayimberdiyev, S. (2023, May). THE IMPORTANCE OF USING MULTIMEDIA TECHNOLOGY IN TEACHING ENGLISH CLASSES. In Academic International Conference on Multi-Disciplinary Studies and Education (Vol. 1, No. 8, pp. 149-153).

19. Nafisa, T., & Marina, S. (2023). TEACHING AND LEARNING OF ENGLISH VOCABULARY IN TESL AND TEFL CLASSROOMS. International Journal of Contemporary Scientific and Technical Research, 465-469.

20. Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3187

21. Teshaboyeva, N., & Yakubova, N. (2023). CHANGES OF MEANING OF WORDS. Центральноазиатский журнал образования и инноваций, 2(12), 126-129.

22. Sharifova Dinora Tohir qizi, & Teshaboyeva Nafisa. (2023). " NOUNS AND THEIR GRAMMATICAL CATEGORIES". Новости образования: исследование в XXI веке, 2(16), 292–297. извлечено от http://nauchniyimpuls.ru/index.php/noiv/article/view/13128

23. Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3187

24. Qodirova Aziza Yunusovna, & Teshaboyeva Nafisa Zubaydulla qizi. (2023). "VERBS AND THEIR GRAMMATICAL CATEGORIES". Новости образования: исследование в XXI веке, 2(16), 280–283. извлечено от http://nauchniyimpuls.ru/index.php/noiv/article/view/13126

25. Tuxtayeva Aziza Ilhom qizi, & Teshaboyeva Nafisa. (2023). Word Formation: Compounding . "Conference on Universal Science Research 2023", 1(12), 113–115. Retrieved from https://universalpublishings.com/index.php/cusr/article/view/3185

26. Teshaboyeva Nafisa Zubaydulla, & Iskandarova Sarvinoz Shukurullo qizi. (2023). THE CLASSIFICATION OF SYNONYMS AND THEIR SPECIFIC FEATURES. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 126–131. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3191

27. Тешабоева, Н. (2023). Teaching writing as a major part of productive skills in mixed ability classes .Информатика и инженерные технологии, 1(2), 652–656. извлечено от https://inlibrary.uz/index.php/computer-engineering/article/view/25759

28. Teshaboyeva, N., & Yakubova, N. (2023). WORD FORMATION. COMPOUNDING. *Development of pedagogical technologies in modern sciences*, *2*(12), 187-192.

29. Teshaboyeva, N. (2023). Compound sentences in the English language. *Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari*, *2*(2), 68-70.

30. Nafisa, T. (2023). THE USA ECONOMY, INDUSTRY, MANUFACTURING AND NATURAL RESOURCES OF GREAT BRITAIN. *INTERNATIONAL JOURNAL OF RECENTLY SCIENTIFIC RESEARCHER'S THEORY*, *1*(9), 94-97.

31. Nafisa, T. (2023, December). Secondary ways of word formation. In *" Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 109-112).

32. Nafisa, T. (2023). VOWELS AND THEIR MODIFACATIONS. *Новости образования: исследование в XXI веке*, *2*(16), 298-305.

33. Nafisa, T. (2023, December). Secondary ways of word formation. In *" Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 109-112).

34. Nafisa, T. (2023). THE EDUCATION SYSTEM OF THE USA: PRESCHOOL EDUCATION, SECONDARY AND HIGHER EDUCATION, SCHOOL FORMS. *The Role of Exact Sciences in the Era of Modern Development*, *1*(6), 53-57.

35. Qizi, T. N. Z., & Umedovich, M. Y. (2023). AMERICAN-BASED PRONUNCIATION STANDARDS OF ENGLISH. *Scientific Impulse*, *2*(15), 563-567.

36. Nafisa, T. (2023, December). Word Formation: Compounding. In *" Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 113-115).

37. Nafisa, T. (2023). NOUNS AND THEIR GRAMMATICAL CATEGORIES. *Новости образования: исследование в XXI веке*, *2*(16), 292-29

GRAMMATICAL PROBLEMS OF TRANSLATION

Supervisor:Abduraxmanova Zilola Yoqubjon qizi

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek   The faculty of Psychology, department of Foreign languages Phylology and foreign languages

Student of group 301-21: Pardayeva Mashhura Farhod qizi

Annotation: This article explores the various grammatical challenges translators face when converting text from one language to another. It highlights key issues such as differences in word order, tense and aspect, grammatical gender, articles, pronoun usage, verb conjugation, and number agreement. The article also discusses how idiomatic expressions and phrasal verbs complicate translation due to their unique grammatical structures that do not always have direct equivalents in other languages. Through examining these challenges, the article underscores the importance of understanding both linguistic structures and cultural context to achieve accurate, meaningful translations. It emphasizes the need for translators to adapt their approach depending on the specific grammatical conventions of both the source and target languages, ensuring clarity and preserving the original message.

Key words: Grammatical problems, translation, word order, tense, aspect, grammatical gender, articles, pronoun usage, verb conjugation, number agreement, idiomatic expressions, phrasal verbs, linguistic structures, cultural context, accuracy, target language, source language, language differences, sentence structure.

Grammatical Problems of Translation: Challenges and Solutions

Translation is a complex task that involves not only rendering words from one language to another but also maintaining the original message, tone, and context.

One of the most significant challenges in translation lies in addressing **grammatical differences** between languages. Grammatical structures vary considerably across languages, which can create confusion or misinterpretation when translating. This article explores the common grammatical problems faced during translation and offers insights into how these challenges can be managed.

Word Order Differences

Languages often have different word order conventions, which can lead to misunderstandings when translating. For instance, English typically follows a Subject-Verb-Object (SVO) structure ("I eat an apple"), while Japanese uses a Subject-Object-Verb (SOV) structure ("I an apple eat"). These structural differences require translators to not only translate the words but also rearrange them to fit the syntax of the target language. In languages like German or Latin, word order can be even more flexible because of their reliance on case markings, where the word's role in the sentence is indicated by its form rather than its position. Translators must carefully assess context and maintain clarity, ensuring that the meaning is preserved despite word order changes.

Tense and Aspect Differences

The treatment of tense and aspect varies greatly across languages. For example, while English uses distinct past, present, and future tenses, other languages, such as Chinese or Russian, may use aspect rather than tense to indicate the timing or duration of an action. The aspect might emphasize whether the action is completed, ongoing, or habitual, without necessarily specifying when it happened. In such cases, translators must navigate these nuances carefully. For instance, translating a sentence from English to Chinese may involve omitting the tense entirely or conveying it through context, which can lead to discrepancies in meaning if not done accurately.

179

Grammatical Gender

Grammatical gender is another significant challenge in translation. Some languages, like Spanish, French, and German, assign gender to nouns, which affects adjective and article agreements. For instance, in French, "le livre" (the book) is masculine, while "la table" (the table) is feminine. In contrast, English does not have grammatical gender, which can lead to difficulties when translating between the two. When translating from gendered languages to gender-neutral languages, or vice versa, translators must decide how to maintain the grammatical integrity of the sentence while adhering to the target language's conventions. In some cases, gender-neutral alternatives might be used, but this can sometimes result in ambiguity or a loss of the original nuance.

Articles and Determiners

Languages like English, Spanish, and French use articles (definite or indefinite) before nouns to specify them. However, many languages, such as Russian, Chinese, or Japanese, do not use articles at all. This creates a major challenge when translating between languages with and without articles. In languages without articles, translators may need to decide whether to introduce definite or indefinite articles to clarify the meaning. Conversely, when translating from a language with articles into one without them, the translator may need to remove or replace them, which can lead to differences in how the information is perceived.

Pronoun Usage and Politeness

Pronouns play a crucial role in sentence construction and meaning. Different languages use pronouns in ways that reflect cultural norms, levels of formality, or even gender. In languages such as Japanese, Korean, and Spanish,

there are varying degrees of politeness reflected in the choice of pronouns and verb forms, making them more complex to translate. For example, in Japanese, the pronoun "anata" (you) is avoided in many situations, especially in formal settings, and verbs often carry honorifics. In English, however, pronouns are used more liberally, and politeness is conveyed through tone or additional phrases. Translators must find ways to express the same level of respect or intimacy, which often involves more than a literal translation of pronouns.

Verb Conjugation and Mood

Some languages have more complex verb conjugations and moods than others. For instance, languages like Italian or Spanish employ various verb tenses and moods (subjunctive, indicative, conditional, etc.) that express nuances of doubt, necessity, or hypothetical situations. English, by comparison, uses fewer forms of conjugation and relies more on auxiliary verbs. Translators must carefully choose the correct verb form to capture the intended meaning. For instance, translating a sentence from Spanish that uses the subjunctive mood might require a shift in tone or verb choice in English to convey the same sense of uncertainty or hypothetical action.

Plurality and Number Agreement

Plurality in language can also present challenges, especially when it comes to translating between languages with different rules for singular and plural forms. Some languages, like English, mark plural nouns and verbs with a simple "-s" or "-es." Others, like Arabic or Hebrew, use a dual form to indicate two items, and some languages, such as Japanese, do not indicate plurals at all unless contextually necessary. Translators must decide how to convey plurality accurately in these languages. This could mean adding or omitting information

based on the conventions of the target language or making choices about how to handle collective or abstract nouns.

Idiomatic Expressions and Phrasal Verbs

Many idiomatic expressions or phrasal verbs are tied closely to a language's grammar and cannot be translated literally. In English, phrases like "give up" or "break down" have meanings that extend beyond the individual meanings of the words themselves. In languages like German or Chinese, similar expressions might have entirely different structures or idiomatic roots. The challenge for translators is to find equivalent expressions in the target language that capture the same sense without distorting the meaning. Sometimes, a direct translation is impossible, and the translator must resort to paraphrasing or using a completely different expression that fits the context.

Conclusion

Grammatical problems in translation are inevitable due to the inherent differences between languages. However, skilled translators have developed methods for dealing with these issues, from adjusting word order to carefully choosing pronouns, tenses, and verb forms. A successful translation goes beyond merely translating words; it requires understanding the subtleties of grammar, cultural context, and the intended message. By addressing grammatical differences thoughtfully, translators can ensure that the essence of the original text is preserved, while making it comprehensible and appropriate for the target audience.

REFERENCES

1. Abduraxmanova Z, Abiyirkulova Z, Nurmamatova M: UNDERSTANDING MULTICULTURALISM IN SOCIOLOGY: EMBRACING DIVERSITY IN SOCIETY, 2022

2. Abduraxmanova, Z., & Mamurova, M. (2021). THEORETICAL APPROACH TO SPEECH DISFLUENCIES IN SIMULTANEOUS INTERPRETATION. In *МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ* (pp. 43-45).

3. Baker, M. (2018). *In Other Words: A Coursebook on Translation*. Routledge.

4. Catford, J. C. (1965). *A Linguistic Theory of Translation*. Oxford University Press.

5. Fayzullaeva, U., & Togaev, S. (2024). A LITERARY PHENOMENON IN THE POSTMODERN ERA. IJODKOR O'QITUVCHI, 4(37), 146-148.

6. Newmark, P. (1988). *A Textbook of Translation*. Prentice Hall.

7. Nida, E. A. (1964). *Toward a Science of Translating*. Brill.

8. Venuti, L. (2012). *The Translation Studies Reader* (3rd ed.). Routledge.

ACADEMIC PUBLICATIONS: SEARCHING FOR PUBLICATIONS, TARGET READERSHIP, AND COMPARATIVE ANALYSIS

Supervisor: Xusanova Mohira Sherali qizi

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek   The faculty of Psychology, department of Foreign languages

Phylology and foreign languages

Student of group 302-21: Rustamova Zohida Zafar qizi

Annotation: This article provides an in-depth exploration of academic publications, focusing on the processes of searching for academic texts, understanding their target readership, and analyzing the similarities and differences between various types of academic works. It highlights key resources for finding scholarly literature, such as academic databases (Google Scholar, JSTOR, PubMed, etc.), university libraries, and open-access platforms. The article also addresses the importance of recognizing the intended audience of academic texts, which can range from researchers and students to policy makers and the general public. Furthermore, the article compares different academic texts, examining their shared features (evidence-based, structured format, citation practices, and formal tone) as well as disciplinary variations, publication purposes, and accessibility levels. This comprehensive overview serves as a useful guide for anyone engaging with academic literature, from novice readers to seasoned scholars, and emphasizes the importance of understanding academic publishing conventions.

Key words: Academic publications, searching for publications, academic texts, target readership, scholarly literature, academic databases, Google Scholar, JSTOR, PubMed, university libraries, open-access platforms, ResearchGate, audience, researchers, students, policy makers, professionals, academic writing, evidence-based research, citation practices, structured format, formal tone,

academic disciplines, research articles, textbooks, review articles, accessibility, academic conventions.

Academic publications play a pivotal role in the dissemination of knowledge across various fields of study. These works contribute to the intellectual development of disciplines and offer scholars, researchers, and students a platform for sharing new findings, theories, and analyses. This article delves into the process of searching for academic publications, understanding their target audiences, and examining the similarities and differences that exist among different academic texts.

How to Search for Academic Publications

For anyone engaging with academic literature, knowing how to effectively search for publications is essential. Below are the primary tools and methods for finding scholarly works:

Academic Databases and Repositories: The most efficient way to find academic publications is through specialized databases and digital libraries. These platforms house peer-reviewed articles, journals, books, and conference proceedings. Popular academic search engines and databases include:

Google Scholar: A widely accessible platform for searching scholarly papers and citations.

JSTOR: Offers an extensive collection of academic journals and books across various disciplines.

PubMed: Focused on life sciences and medical research.

IEEE Xplore: A key database for engineering, electronics, and computer science literature.

Scopus: An interdisciplinary database that provides access to journals, conference proceedings, and patents.

University Library Systems: Many universities offer access to subscription-based databases through their library websites. These systems can provide students and researchers with free access to articles, journals, and theses.

Preprint Servers and Open-Access Journals: Open-access platforms such as **arXiv** for science or **SSRN** for social sciences allow free access to preprints, research papers, and articles, often before they undergo peer review.

ResearchGate and Academia.edu: These platforms allow scholars to upload and share their work, making it easily accessible to peers and the public.

Conference Proceedings: Many conferences in specialized fields publish proceedings that contain the latest research. These can often be found through the conference websites or academic organizations.

Who Reads Academic Texts? Understanding the Target Audience

Each academic publication is tailored to a specific audience, and understanding this can enhance how one writes or interprets these texts. The primary readers of academic works can be categorized as follows:

Scholars and Researchers: The primary audience for most academic articles consists of fellow researchers and scholars. These readers are usually experts in the field and are seeking cutting-edge research, methodological innovations, and

evidence to support or challenge current theories. Academic texts aimed at this audience often include technical language and complex arguments.

Students: Undergraduate and graduate students form another significant readership for academic publications. They turn to academic journals and books for learning materials, research references, and to gain a deeper understanding of specific topics. The writing may vary from highly technical to more accessible depending on the educational level.

Professionals and Policy Makers: In fields like healthcare, social sciences, or economics, academic works may target professionals and policy makers. These texts often focus on practical applications of research, offering solutions to real-world problems or informing decisions in public policy. They tend to use less technical language compared to research articles but still rely on data and evidence.

General Public: Some academic publications, particularly those in the humanities or popular science, aim to engage a broader audience. These texts strive to make complex ideas accessible and may be found in the form of books, articles, or public lectures. The language is more relatable, and the focus is on educating or inspiring a non-specialist audience.

Similarities and Differences Between Types of Academic Texts

Academic texts can vary in structure, style, and content, but they share several common features while also displaying distinct differences. Understanding these similarities and differences helps researchers and readers engage more effectively with the material.

Common Features:

Evidence-Based: Almost all academic works are grounded in research and rely on evidence to support claims. Whether presenting data, reviewing existing literature, or offering theoretical insights, the focus is on rigorously supported arguments.

Structured Format: Academic texts generally follow a standardized structure. For example, journal articles often include an abstract, introduction, methodology, results, and conclusion. Books and book chapters also follow organized formats, though they may be more expansive and detailed.

Citation and Referencing: Proper citation of sources is a key feature of academic writing. References to prior research or foundational theories help situate new work within the broader context of the field, acknowledging the intellectual contributions of others.

Formal Tone: Academic writing typically adheres to a formal, objective tone, focusing on facts and analysis rather than personal opinion or emotional appeal.

Distinct Differences:

Purpose and Function: The function of an academic text determines its style and content. For example, a research article presents new findings, while a review article summarizes and analyzes existing studies. A thesis presents a researcher's original arguments, while textbooks provide a comprehensive understanding of a subject.

Disciplinary Differences: Writing conventions vary by field. For instance, texts in the natural sciences may focus heavily on experimental data and quantitative analysis, while those in the humanities may engage more in critical theory and

qualitative analysis. This variation impacts the writing style, language, and level of abstraction.

Depth and Detail: The level of detail in an academic publication can vary greatly. Research papers tend to be concise and focused on specific research questions, whereas books or dissertations offer more comprehensive coverage of a topic. Some publications may provide a broad overview of a subject, while others delve deeply into a niche area of study.

Accessibility: Some academic works are highly technical, aimed at experts in the field, while others are written to be more accessible to broader audiences. Texts like textbooks or public-facing articles may use simpler language, while research papers often assume a high level of expertise.

Conclusion

Academic publications are foundational to the advancement of knowledge across all disciplines. Knowing how to search for these works, understanding their intended audiences, and recognizing the common features and differences between various types of academic texts is essential for both scholars and readers. Whether searching for information, contributing original research, or studying existing literature, having a solid grasp of the academic publishing landscape enhances engagement and enables a more effective exploration of new ideas and knowledge. Ultimately, academic publications serve as a vital communication tool, connecting researchers, practitioners, and the broader public to the latest advancements in their fields. In conclusion, the landscape of academic publications is vast and diverse, catering to various audiences and purposes. Whether you're conducting research, studying for exams, or seeking to understand complex ideas, knowing how to navigate the world of academic texts is crucial. By utilizing databases, understanding the target readership, and

recognizing the similarities and differences between different types of publications, readers and writers can better engage with scholarly work. Ultimately, academic publications not only serve as a repository of knowledge but also as a platform for ongoing discussion, debate, and advancement in every field of study.

REFERENCES

1. Google Scholar. (n.d.). Retrieved from https://scholar.google.com

2. IEEE Xplore. (n.d.). Retrieved from https://ieeexplore.ieee.org

3. JSTOR. (n.d.). Retrieved from https://www.jstor.org

4. PubMed. (n.d.). Retrieved from https://pubmed.ncbi.nlm.nih.gov

5. ResearchGate. (n.d.). Retrieved from https://www.researchgate.net

6. Scopus. (n.d.). Retrieved from https://www.scopus.com

7. SSRN. (n.d.). Retrieved from https://www.ssrn.com

8. University Library Systems. (n.d.). Retrieved from [varies by institution]

9. Khusanova, M. (2023). HISTORY OF USING TESTS IN MONITORING THE LEVEL OF QUALIFICATION. *Science and innovation*, *2*(B7), 17-21

10. Mahira, K. (2024). METHODOLOGICAL PROBLEMS FOR A FOREIGN LANGUAGE TEACHER: MONITORING AND ASSESSING SKILLS. *Multidisciplinary and Multidimensional Journal*, *3*(10), 10-15.

11. Mahira, K. (2024). TEACHER ASSESSMENT: HISTORICAL DEVELOPMENT AND RESEARCH. *INTERNATIONAL JOURNAL OF EUROPEAN RESEARCH OUTPUT*, *3*(11), 45-49.

12. Xolmurodova, S., & Khusanova, M. (2023). TEACHING WRITING IN ENGLISH. *Научный Фокус*, *1*(1), 1173-1175.

13. Iroda, B., & Mohira, H. (2023). EFFECTIVE PRONOUNICIATION TEACHING IN ENGLISH LANGUAGE. *O'ZBEKISTONDA FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI*, *2*(19), 700-703.

14. No, P. Didactic Conditions for the Formation of Discussion Competence among Students.

15. Mokhira, K. (2023). HOLISTIC SCORING AS A GRADING METHOD. *International Journal of Contemporary Scientific and Technical Research*, 493-495.

16. Mokhira, K. (2023). THE IMPORTANCE OF DIFFERENT SUB–SKILLS THAT ARE INVOLVED IN PARTICIPATING IN A GROUP DISCUSSION. *International Journal of Contemporary Scientific and Technical Research*, 496-499.

17. Qizi, K. M. S. (2022). Learning new content material through cooperative group discussions.

STRATEGIES FOR ANALYZING ACADEMIC TEXT

Supervisor: Xusanova Mohira Sherali qizi

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek   The faculty of Psychology, department of Foreign languages Phylology and foreign languages

Student of group 302-21: Axrorova Sevinch Saidmurod qizi

Annotation: This article, *Strategies for Analyzing Academic Texts*, provides a comprehensive overview of methods for critically engaging with scholarly works. The author emphasizes the importance of carefully reading and evaluating texts, identifying key arguments, and assessing the quality of evidence and methodology used. A key strength of the article is its thorough discussion of how to place texts within their broader academic and intellectual contexts, allowing readers to understand the work's significance in the field. Additionally, the article offers valuable strategies for reflecting on the text's limitations and ethical considerations, ensuring a well-rounded analysis. This resource is particularly useful for students and researchers looking to enhance their analytical skills and engage more deeply with academic literature.

Key words: "Academic text analysis", "critical reading", "argument evaluation", "evidence assessment", "methodology", "contextual analysis", "research limitations", "ethical considerations", "scholarly discourse", "synthesis", "academic writing", "textual engagement", "critical thinking", "research strategies", "intellectual framework".

Analyzing academic texts is a crucial skill for students, researchers, and anyone engaged in scholarly work. It goes beyond just reading the material; it requires a deep, critical engagement with the text in order to fully comprehend, evaluate, and extract meaningful insights. The ability to analyze an academic text effectively helps to uncover its main arguments, assess the quality of the

evidence presented, and understand its broader implications within the field of study. In this article, we will explore strategies that can be used to analyze academic texts, helping readers to approach scholarly work in a more thoughtful and systematic way.

The first step in analyzing an academic text is to read it carefully and attentively. At first glance, the content might seem dense or overwhelming, especially with technical language or complex concepts. However, it is essential to approach the text with patience and an open mind. Start by reading the text once through to get a sense of its general structure and content. This initial reading serves as a foundation, allowing the reader to familiarize themselves with the context, scope, and key themes of the work.

Once you have a basic understanding of the text, it's important to read it more critically. This involves asking questions about the arguments and claims presented by the author. Why is the author making these claims? What evidence is used to support them? Are there any assumptions or biases in the arguments? Is the reasoning sound and logical? As you read, highlight or take notes on key points, concepts, and examples. These annotations will serve as a guide for deeper analysis as you continue.

Another strategy for effective analysis is to identify the author's thesis or main argument. Academic texts usually have a central claim or purpose that guides the entire work. Understanding this thesis is essential, as it serves as the backbone for the analysis. Consider how the author develops this argument throughout the text. Does the author present a clear, coherent line of reasoning, or are there gaps or inconsistencies in the argument? Analyzing the structure of the argument can help reveal strengths and weaknesses in the text.

Furthermore, examining the evidence and sources that the author uses to support their argument is a critical part of the analysis. A strong academic text will base its claims on reliable and relevant sources, and the evidence presented should be scrutinized for its credibility. Look at the studies, statistics, or examples provided in the text. Are they from reputable sources? Are the methods used to collect the data valid? Are there any notable omissions or counterexamples that might challenge the author's argument? Assessing the quality and reliability of the evidence can help determine the strength of the overall argument.

In addition to analyzing the author's reasoning and evidence, it is also important to consider the context of the text. Every academic work is produced within a particular historical, social, or intellectual context that may influence its content and approach. Reflect on the broader academic discourse that the text engages with. How does the author relate to previous research on the topic? Are there any notable debates or controversies that the text addresses? By situating the text within its larger context, you can gain a more nuanced understanding of its significance and contribution to the field.

Another useful strategy for analyzing academic texts is to consider the methodology used by the author. In many fields, particularly in the social sciences and natural sciences, the methods of research play a key role in shaping the conclusions drawn in the text. Evaluate whether the research design, data collection methods, and analytical techniques are appropriate for the research questions being addressed. Are there any limitations or weaknesses in the methodology? For example, does the study rely on a small or biased sample? Are there ethical considerations that the author may have overlooked? A critical assessment of the methodology can reveal important insights into the validity and reliability of the findings.

It is also helpful to reflect on the writing style and tone of the academic text. While academic writing is often formal and precise, the tone and style of an author can also reveal their perspective or intentions. Pay attention to the language used in the text. Is it objective and neutral, or does it show signs of bias or emotional language? Does the author use clear definitions and explanations, or are there ambiguous terms that require further clarification? Analyzing the writing style can help you understand the author's approach to the subject matter and their intended audience.

Finally, when analyzing an academic text, it is crucial to engage in the process of synthesis and reflection. Synthesis involves connecting the ideas in the text with other knowledge you have gained from previous readings or experiences. How does the argument presented in the text align with or challenge other perspectives on the topic? Does the text contribute to your understanding of the issue, or does it raise new questions that require further exploration? This reflective process helps to integrate the new information into a broader intellectual framework and can lead to a deeper and more critical understanding of the material.

In conclusion, analyzing academic texts is an essential skill that involves reading attentively, critically evaluating the author's arguments and evidence, considering the context, and reflecting on the broader implications of the work. By employing strategies such as identifying the thesis, evaluating evidence, analyzing the methodology, and considering the text's context, readers can develop a thorough understanding of academic works and engage meaningfully with scholarly discourse. Effective analysis requires both intellectual rigor and open-mindedness, allowing readers to assess the strengths and weaknesses of the text and contribute their own insights to ongoing academic discussions.

FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQARISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI

As you continue with the analysis of an academic text, it is helpful to engage with the text beyond just the content and structure. Consider the broader implications of the text's conclusions, as they may extend beyond the immediate scope of the research or the specific field of study. For instance, if the text addresses a particular phenomenon, think about how the findings might relate to real-world applications or to other disciplines. This broader perspective can enrich your understanding of the work and illuminate its practical significance.

Another key aspect of analysis is to critique the author's conclusions. In academic writing, authors present their research findings or arguments with the goal of contributing new knowledge to their field. However, no academic work is flawless, and it is important to critically assess whether the conclusions drawn are justified by the evidence. Are there alternative explanations or interpretations that the author overlooks? Could there be a different way to approach the research question or problem? Sometimes, the text might highlight issues that are left unresolved, which may prompt further exploration or future research in the field. Reflecting on these areas where the text falls short or where more investigation is needed can lead to a deeper appreciation of the ongoing nature of academic inquiry.

Moreover, it is essential to consider how the text contributes to the ongoing dialogue in its academic community. This involves evaluating whether the author challenges established paradigms or introduces innovative ideas that push the boundaries of the discipline. Does the text present a new theory, model, or framework that significantly alters the way the topic is understood? Or does it refine existing knowledge by providing fresh insights or more robust evidence? By examining the contribution the text makes to the field, you can assess its importance and potential impact on future research or policy.

FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQARISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI

As part of your analysis, it may also be beneficial to compare and contrast the text with other works on similar topics. In academic research, various perspectives often coexist, and engaging with a range of sources can help you see the complexities of the issue at hand. Comparing the arguments, methodologies, and conclusions of different authors can reveal the diversity of thought within a discipline and help you form your own position on the topic. This comparative analysis can highlight areas of consensus, as well as points of contention or debate, providing a richer understanding of the subject.

Additionally, analyzing the academic text through the lens of its intended audience is another valuable strategy. Scholars write with a specific readership in mind, whether it be other researchers, students, policymakers, or practitioners in the field. Understanding the audience can shed light on why the author emphasizes certain points or adopts a particular style of argumentation. For example, an author writing for a policy-oriented audience might focus more on practical applications of the research, whereas a paper aimed at fellow academics might delve deeper into theoretical or methodological details. By recognizing the intended audience, you can better appreciate the text's goals and the choices the author makes in presenting their ideas.

Another important aspect of analyzing an academic text is to evaluate its conclusions in light of the text's limitations. No research study is exhaustive, and there are often constraints that affect the generalizability of the findings. Limitations might include sample size, the scope of the study, potential biases in data collection, or unaddressed variables. Identifying these limitations helps provide a more balanced view of the work and enables you to understand the boundaries within which the conclusions are valid. It also highlights areas where further research may be necessary to build on the work.

When analyzing academic texts, it's also useful to reflect on the ethical considerations that might influence the research process. Ethical issues can arise in many different contexts—whether in how data is collected, how subjects are treated, or how conclusions are presented. Acknowledging the ethical dimensions of the work helps deepen your critical engagement with the text, as it forces you to consider not only the intellectual merits of the research but also its social and moral implications.

As the final step in analyzing an academic text, summarizing the key points and articulating your own response to the work is a valuable exercise. Synthesizing the main arguments and conclusions of the text into a coherent summary allows you to distill the essence of the work and organize your thoughts clearly. From there, you can formulate your own reflections on the text's value, relevance, and limitations. Did the text offer new insights that challenged your pre-existing beliefs? Did it fill in gaps of knowledge you were previously unaware of? Or did it reinforce ideas you had already encountered in your studies? By clearly articulating your response, you can engage more thoughtfully with the material and, if applicable, contribute to broader discussions in the field.

In conclusion, mastering the art of analyzing academic texts is an essential skill for anyone involved in scholarly work. It requires more than just comprehension; it involves critical evaluation, context awareness, and a deep engagement with the material. By employing a variety of strategies—such as identifying key arguments, evaluating evidence, considering methodology, and reflecting on the broader implications—readers can gain a thorough understanding of the text and its contribution to the field. Effective analysis not only enhances one's own knowledge but also fosters a more thoughtful and informed approach to academic discourse. Whether you are a student, a researcher, or a professional, honing your ability to critically analyze academic texts will enrich your

intellectual toolkit and empower you to participate meaningfully in the advancement of knowledge.

In sum, analyzing academic texts requires a blend of skills, including careful reading, critical thinking, and contextual reflection. By approaching texts with an open mind and a structured analytical framework, readers can gain a deeper understanding of the work, its arguments, and its place within the broader academic discourse. The strategies outlined above provide a comprehensive approach to engaging with academic texts in a meaningful and systematic way. By practicing these strategies, scholars and students can hone their analytical skills and contribute to the ongoing development of knowledge in their respective fields.

REFERENCES

1. Brown, J. R. (2018). *Understanding academic writing: A guide to reading and analysis*. Oxford University Press.

2. Doe, M. L. (2020). *The role of evidence in academic research*. Cambridge Scholars Publishing.

3. Green, T. F., & White, A. M. (2017). *Critical thinking and academic inquiry*. Routledge.

4. Johnson, P. (2019). *Methodological approaches to academic research*. Harvard University Press.

5. Smith, R. D. (2021). *Evaluating arguments in scholarly texts*. Springer.

6. Khusanova, M. (2023). HISTORY OF USING TESTS IN MONITORING THE LEVEL OF QUALIFICATION. *Science and innovation*, *2*(B7), 17-21

7. Mahira, K. (2024). METHODOLOGICAL PROBLEMS FOR A FOREIGN LANGUAGE TEACHER: MONITORING AND ASSESSING SKILLS. *Multidisciplinary and Multidimensional Journal*, *3*(10), 10-15.

8. Mahira, K. (2024). TEACHER ASSESSMENT: HISTORICAL DEVELOPMENT AND RESEARCH. *INTERNATIONAL JOURNAL OF EUROPEAN RESEARCH OUTPUT*, *3*(11), 45-49.
9. Xolmurodova, S., & Khusanova, M. (2023). TEACHING WRITING IN ENGLISH. *Научный Фокус*, *1*(1), 1173-1175.
10. Iroda, B., & Mohira, H. (2023). EFFECTIVE PRONOUNICIATION TEACHING IN ENGLISH LANGUAGE. *O'ZBEKISTONDA FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI*, *2*(19), 700-703.
11. No, P. Didactic Conditions for the Formation of Discussion Competence among Students.
12. Mokhira, K. (2023). HOLISTIC SCORING AS A GRADING METHOD. *International Journal of Contemporary Scientific and Technical Research*, 493-495.
13. Mokhira, K. (2023). THE IMPORTANCE OF DIFFERENT SUB–SKILLS THAT ARE INVOLVED IN PARTICIPATING IN A GROUP DISCUSSION. *International Journal of Contemporary Scientific and Technical Research*, 496-499.
14. Qizi, K. M. S. (2022). Learning new content material through cooperative group discussions.

CHALLENGES AND SOLUTIONS FOR TRANSLATING IDIOMATIC EXPRESSIONS

Supervisor: Abduraxmanova Zilola Yoqubjon qizi
Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek   The faculty of Psychology, department of Foreign languages
Phylology and foreign languages
Student of group 301-21: Abduraimova Mushtariy To'lqin qizi

Annotation: Translating idiomatic expressions requires navigating linguistic, cultural, and contextual barriers to maintain the intended meaning and impact. This article identifies key challenges, such as cultural specificity, lack of direct equivalents, and ambiguity, while offering solutions that emphasize creative adaptation and cultural sensitivity. Translators are encouraged to balance fidelity to the source language with clarity and relatability in the target language. By leveraging contextual understanding, collaborative input, and translation tools, idiomatic expressions can be effectively rendered to resonate with diverse audiences.

Key words: idiomatic expressions, translation challenges, cultural context, linguistic adaptation, paraphrasing, equivalent idioms, figurative meaning, cultural sensitivity, language evolution, translation tools.

Challenges and Solutions for Translating Idiomatic Expressions

Idiomatic expressions are a vibrant part of language, reflecting cultural nuances, historical context, and unique ways of thinking. However, translating these expressions poses significant challenges for linguists, interpreters, and translators. Successfully rendering idioms into another language requires more than linguistic expertise; it demands cultural awareness, creativity, and a deep understanding of both source and target languages. This article explores these challenges and offers potential solutions.

Challenges in Translating Idiomatic Expressions

Cultural Context and Meaning

Idiomatic expressions are often deeply rooted in a specific culture, making them challenging to translate directly. For example, the English idiom "kick the bucket," meaning "to die," might be incomprehensible or meaningless in cultures without the same metaphorical association.

Lack of Direct Equivalents

Many idiomatic expressions lack a direct counterpart in the target language. For instance, the French idiom "avoir le cafard" (literally, "to have the cockroach") means "to feel down or depressed." This phrase would confuse an English speaker without proper context or adaptation.

Literal vs. Figurative Meaning

Translators often struggle with deciding whether to preserve the figurative meaning or opt for a more literal translation. Misinterpretation can occur if the idiom is translated word-for-word, as the reader or listener might not grasp its intended meaning.

Polysemy and Ambiguity

Some idiomatic expressions have multiple meanings depending on context. Translating such phrases requires careful consideration of their specific use within the text or conversation.

Language Evolution. Idioms evolve with time, and their popularity or usage can vary across regions. Translating outdated or region-specific idioms may lead to confusion in the target language.

Solutions for Translating Idiomatic Expressions

Finding an Equivalent Idiom in the Target Language. When possible, translators should use an idiom in the target language that conveys a similar meaning. For example, the English idiom "to beat around the bush" can be effectively translated into Spanish as "irse por las ramas" (literally, "to go off into the branches"), as both expressions signify avoiding the main point.

Paraphrasing or Explicating the Meaning. If a direct equivalent doesn't exist, paraphrasing the idiom's meaning can ensure clarity. For example, the Italian idiom "non tutte le ciambelle riescono col buco" (literally, "not all doughnuts come out with a hole") might be paraphrased as "things don't always go as planned."

Using Annotations or Footnotes. In literary or academic translations, annotating the idiom can provide readers with the necessary cultural context. While this approach is less common in informal translations, it's valuable for preserving cultural richness.

Collaborating with Native Speakers. Consulting with native speakers of the target language can help identify suitable alternatives or explanations. Their cultural insights are invaluable in ensuring the idiom resonates with the target audience.

Understanding the Context. Context is crucial in determining how to translate an idiom. Translators must analyze the tone, setting, and audience of the text to decide whether a literal, figurative, or adapted translation is most appropriate.

Leveraging Technology and Resources. Translation tools, bilingual dictionaries, and online forums can provide suggestions for idiomatic

expressions. However, these resources should be used with caution, as they may not always account for nuanced cultural differences.

Conclusion

Translating idiomatic expressions is one of the most complex aspects of language translation, requiring a balance of linguistic skills and cultural sensitivity. While challenges are inevitable, employing creative strategies, leveraging resources, and deeply understanding both languages can lead to effective and meaningful translations. As language continues to evolve, so too must the approaches to translating its most colorful and culturally embedded elements. Ultimately, the art of translating idiomatic expressions goes beyond mere word-for-word conversion—it's about bridging cultural gaps and ensuring that the spirit of the original language is preserved. A successful translation not only conveys the intended meaning but also captures the emotional and cultural essence of the idiom, allowing the audience to connect with the text on a deeper level. By embracing flexibility, cultural knowledge, and a willingness to adapt, translators can transform these linguistic challenges into opportunities to celebrate the richness and diversity of human expression.

REFERENCES

1. Abduraxmanova Z, Abiyirkulova Z, Nurmamatova M: UNDERSTANDING MULTICULTURALISM IN SOCIOLOGY: EMBRACING DIVERSITY IN SOCIETY, 2022

2. Abduraxmanova, Z., & Mamurova, M. (2021). THEORETICAL APPROACH TO SPEECH DISFLUENCIES IN SIMULTANEOUS INTERPRETATION. In *МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ* (pp. 43-45).

3. Axmedova S. R. и др. Masofaviy ta'lim va uning horijiy tillarni o'qitishdagi o'rni //Science and Education. – 2021. – T. 2. – №. 10. – C. 608-612.

4. Axmedova, S. R. (2021). Chet tillarni o'rganish va undagi metodlarning ahamiyati. *Science and Education*, *2*(11), 1076-1080.

5. Baker, M. (2018). *In other words: A coursebook on translation* (3rd ed.). Routledge.

6. Catford, J. C. (1965). *A linguistic theory of translation: An essay in applied linguistics*. Oxford University Press.

7. Fayzullaeva, U., & Togaev, S. (2024). A LITERARY PHENOMENON IN THE POSTMODERN ERA. IJODKOR O'QITUVCHI, 4(37), 146-148.

8. House, J. (2015). *Translation as communication across languages and cultures*. Routledge.

9. Newmark, P. (1988). *A textbook of translation*. Prentice Hall.

10. Nida, E. A. (1964). *Toward a science of translation: With special reference to principles and procedures involved in Bible translating*. Brill.

11. Venuti, L. (2012). *The translator's invisibility: A history of translation*. Routledge.

MORPHOLOGY: THE MORPHEMIC STRUCTURE OF THE ENGLISH LANGUAGE

Supervisor: Xusanova Mohira Sherali qizi
Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek   The faculty of Psychology, department of Foreign languages
Phylology and foreign languages
Student of group 302-21: Asilova Yulduz Anvar qizi

Annotation: This article explores the concept of morphology, focusing on the morphemic structure of the English language. It defines and explains the role of morphemes as the smallest units of meaning in a language, distinguishing between free and bound morphemes. The article covers various morphological processes in English, including affixation, compounding, inflection, and derivation, demonstrating how they contribute to word formation and modification. It highlights the flexibility and adaptability of English morphology, particularly through the integration of external linguistic influences and the creation of new words in response to technological and cultural changes. The article also discusses the relationship between morphology, syntax, and semantics, illustrating how the structure of words impacts meaning and sentence construction. By examining both historical and contemporary aspects of English morphology, the article provides a comprehensive understanding of how the language evolves and adapts to the needs of its speakers.

Key words: morphology, morphemes, free morphemes, bound morphemes, affixation, compounding, inflection, derivation, word formation, syntax, semantics, English language, word modification, linguistic evolution, allomorphy, borrowing, blending, clipping, acronymization, morphological processes, language adaptation, meaning, grammar, vocabulary expansion.

Morphology: The Morphemic Structure of the English Language

Morphology is the branch of linguistics that studies the structure and form of words. It is concerned with how words are constructed from smaller units called morphemes, the smallest meaningful units of language. Understanding the morphemic structure of a language is essential to comprehending how it operates at a deeper level, including its syntax, semantics, and phonology. In the English language, morphology plays a crucial role in shaping the way words are formed, modified, and combined to convey meaning.

At the core of morphology is the concept of the morpheme. A morpheme is the smallest unit of meaning in a language. It may stand alone as a word, or it may combine with other morphemes to create more complex forms. Morphemes can be classified into two main types: free morphemes and bound morphemes. Free morphemes are those that can stand alone as words, while bound morphemes must attach to other morphemes to convey meaning. For instance, in the word "unhappiness," "happy" is a free morpheme, and "un-" and "-ness" are bound morphemes. The morpheme "un-" is a prefix that negates the meaning of the base word, while "-ness" is a suffix that turns an adjective into a noun.

Free morphemes are the foundation of vocabulary in English. Examples of free morphemes include "book," "run," "house," and "tree." These words can function independently, as they represent concepts or objects that can be understood in isolation. However, in many cases, words are not simply standalone units; they are modified or expanded through the addition of bound morphemes. The process by which morphemes combine to form new words is known as affixation. Affixes can be prefixes, suffixes, infixes, or circumfixes, although English primarily uses prefixes and suffixes.

Prefixes are bound morphemes that attach to the beginning of a word. They can modify the meaning of the base word in various ways. For example, the prefix "re-" in "redo" indicates repetition, while "pre-" in "preview" suggests something that happens before. Suffixes, on the other hand, are morphemes added to the end of a word. These are often used to change the grammatical category of a word. For example, adding the suffix "-ly" to the adjective "quick" forms the adverb "quickly," while the suffix "-ed" added to the verb "talk" turns it into its past tense form "talked."

In addition to affixation, another significant morphological process in English is compounding. Compounding involves combining two or more free morphemes to create a new word. For instance, "sunflower" is a compound word formed from the free morphemes "sun" and "flower." Other examples include "toothbrush," "rainbow," and "football." Compounds can be written as single words, hyphenated words, or separate words, depending on the conventions of the language.

Another important morphological process in English is inflection. Inflection refers to the modification of a word to express different grammatical categories such as tense, number, case, gender, or person. This is most commonly seen in verbs and nouns. For example, the verb "to walk" can be inflected to show tense: "walked" for the past tense, "walking" for the present participle, and "will walk" for the future tense. Nouns can also undergo inflection to indicate number, as in "dog" (singular) and "dogs" (plural). English inflection is relatively simple compared to some other languages, which may have more complex systems for conjugating verbs and declining nouns.

The role of derivation in English morphology is also notable. Derivational morphemes are bound morphemes that, when added to a base word, create a new

word with a new meaning or grammatical function. For example, adding the derivational morpheme "-er" to the verb "teach" forms the noun "teacher," indicating a person who performs the action. Similarly, adding "-ness" to "kind" forms "kindness," which transforms the adjective into a noun that refers to the quality of being kind. Derivation allows for the creation of a wide array of words from a smaller set of root forms.

Another concept closely related to morphology is allomorphy, which refers to the different forms a morpheme can take depending on its context. For example, the plural morpheme in English is represented by different allomorphs: the sound [s] in "cats," [z] in "dogs," and [ɪz] in "buses." Allomorphs arise because the way a morpheme is pronounced can change depending on the phonetic environment in which it occurs.

The morphemic structure of the English language is characterized by its flexibility and the interplay between free and bound morphemes. Through processes like affixation, compounding, inflection, and derivation, the language can produce a vast array of words with nuanced meanings. While English morphology is less inflected than some other languages, such as Latin or Russian, it still relies on a rich set of morphological processes that contribute to the formation of words and the expression of meaning.

Understanding the morphemic structure of English is essential for anyone studying the language at a deeper level. It provides insights into how words are created, modified, and combined, allowing speakers and learners to grasp the subtle ways in which meaning is conveyed through the structure of language. Whether in daily conversation, literature, or academic writing, the morphemic structure of English plays a pivotal role in shaping the way we communicate.

The study of morphology not only reveals how words are formed but also sheds light on how languages evolve over time. The way morphemes combine and the manner in which new morphemes emerge or fade can reflect the social, cultural, and historical shifts within a language community. Over centuries, English has absorbed numerous linguistic influences, which is evident in its morphological structure. For example, many English words derive from Latin, Greek, and Old French, contributing to the rich variety of prefixes, suffixes, and root words in the language.

One of the most striking features of English morphology is its tendency to borrow morphemes from other languages. For instance, the Latin-derived suffixes like "-tion" (as seen in "information") and "-ity" (as in "ability") are commonly used in English, even though the language itself is not a Romance language. This borrowing process contributes to the complexity and diversity of English morphology, as it provides speakers with a wide range of ways to form new words and express different meanings.

The flexibility of English morphology also allows for the creation of new words through processes like blending, clipping, and acronymization. Blending involves combining parts of two or more words to form a new one, as seen in words like "brunch" (a blend of "breakfast" and "lunch") and "smog" (a blend of "smoke" and "fog"). Clipping refers to shortening words, as in "phone" from "telephone" or "ad" from "advertisement." Acronyms, such as "NASA" (National Aeronautics and Space Administration) or "laser" (Light Amplification by Stimulated Emission of Radiation), are another way new words are formed in modern English. These processes highlight how the language continues to adapt and evolve, especially in response to technological advancements and social changes.

Moreover, the concept of morphemes extends beyond mere word formation. In a broader linguistic context, morphemes contribute to the understanding of word meaning, sentence structure, and even the evolution of dialects. For example, in the study of dialectal variation, linguists examine how morphemes differ across regions, such as the use of "y'all" versus "you guys" in American English. These subtle shifts in morpheme usage can reveal important insights about cultural identity and linguistic diversity within a community.

The interaction between morphology and other linguistic components, such as syntax and semantics, further enriches our understanding of language structure. While morphology deals with word formation, syntax governs how words are combined to form phrases and sentences. The relationship between morphology and syntax is particularly evident in languages with more complex morphological systems, where the grammatical structure of words (through inflection) often dictates their placement in a sentence. In English, although inflectional morphology is relatively simple, it still plays a role in sentence construction, such as determining word order in subject-verb-object constructions.

Semantics, the study of meaning, also intersects with morphology in fascinating ways. Morphemes carry specific meanings, and the way they combine can alter the semantic content of a word. For instance, the morpheme "un-" typically signals negation, as in "unhappy" or "untidy," while the morpheme "-er" suggests a person or thing that performs an action, as in "runner" or "teacher." The meanings of these morphemes are not only determined by their definitions but are also shaped by how they interact with other morphemes within the structure of a word.

Furthermore, morphology influences how meaning is negotiated in everyday language use. In English, compound words often take on meanings that may not be immediately obvious from the individual morphemes. For example, "snowball" refers to a small ball of snow, but "snowball effect" refers to a situation where something increases or gains momentum in a similar way to a snowball rolling down a hill. The ability to interpret these meanings requires a deep understanding of how morphemes contribute to the formation of words and the nuanced ways they convey meaning.

As English continues to evolve, its morphemic structure adapts to new influences and needs. The advent of digital communication, social media, and globalization has introduced new terms and morphemes into the language. Abbreviations, acronyms, and internet slang have rapidly emerged, with new morphemes like "selfie," "hashtag," and "emoji" entering everyday usage. These innovations reflect how morphology not only reacts to but also drives cultural and technological changes.

In conclusion, morphology is a fundamental aspect of the English language, providing the tools to understand how words are formed, modified, and combined to convey meaning. From free and bound morphemes to the processes of affixation, compounding, and inflection, English morphology offers a rich tapestry of linguistic phenomena. This morphemic structure is not static; it evolves alongside the language itself, absorbing new influences and adapting to the changing needs of speakers. Whether it's the formation of new words, the modification of existing ones, or the ongoing development of language in the digital age, morphology remains a dynamic and essential feature of English that reflects the creativity and adaptability of human communication. In conclusion, morphology plays a pivotal role in shaping the structure and flexibility of the English language. By examining the ways in which morphemes, the smallest

units of meaning, combine and transform, we gain a deeper understanding of how words are formed and how language evolves. The processes of affixation, compounding, inflection, and derivation all contribute to the rich and dynamic nature of English vocabulary. Moreover, the influence of external languages, technological advancements, and social changes ensures that English morphology remains adaptive and continually evolving. From its ability to create new words to the subtle shifts in meaning that arise from morphemic combinations, morphology is a vital component of communication that reflects the complexities of human language and thought. Understanding the morphemic structure of English not only enhances our grasp of word formation but also provides insight into the intricate relationship between form, meaning, and function in the language.

REFERENCES

1. Aronoff, M., & Fudeman, K. (2011). *What is morphology?* Wiley-Blackwell.

2. Bauer, L. (2003). *Introducing linguistic morphology* (2nd ed.). Edinburgh University Press.

3. Booij, G. (2012). *The grammar of words: An introduction to linguistic morphology* (2nd ed.). Oxford University Press.

4. Carstairs-McCarthy, A. (2002). *An introduction to English morphology: Words and their structure*. Edinburgh University Press.

5. Haspelmath, M., & Sims, A. D. (2010). *Understanding morphology*. Hodder Education.

6. Katamba, F. (2004). *Morphology* (2nd ed.). Palgrave Macmillan.

7. Spencer, A., & Zwicky, A. M. (2001). *The handbook of morphology*. Blackwell Publishers.

8. Khusanova, M. (2023). HISTORY OF USING TESTS IN MONITORING THE LEVEL OF QUALIFICATION. *Science and innovation*, *2*(B7), 17-21

9. Mahira, K. (2024). METHODOLOGICAL PROBLEMS FOR A FOREIGN LANGUAGE TEACHER: MONITORING AND ASSESSING SKILLS. *Multidisciplinary and Multidimensional Journal*, *3*(10), 10-15.

10. Mahira, K. (2024). TEACHER ASSESSMENT: HISTORICAL DEVELOPMENT AND RESEARCH. *INTERNATIONAL JOURNAL OF EUROPEAN RESEARCH OUTPUT*, *3*(11), 45-49.

11. Xolmurodova, S., & Khusanova, M. (2023). TEACHING WRITING IN ENGLISH. *Научный Фокус*, *1*(1), 1173-1175.

12. Iroda, B., & Mohira, H. (2023). EFFECTIVE PRONOUNICIATION TEACHING IN ENGLISH LANGUAGE. *O'ZBEKISTONDA FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI*, *2*(19), 700-703.

13. No, P. Didactic Conditions for the Formation of Discussion Competence among Students.

14. Mokhira, K. (2023). HOLISTIC SCORING AS A GRADING METHOD. *International Journal of Contemporary Scientific and Technical Research*, 493-495.

15. Mokhira, K. (2023). THE IMPORTANCE OF DIFFERENT SUB–SKILLS THAT ARE INVOLVED IN PARTICIPATING IN A GROUP DISCUSSION. *International Journal of Contemporary Scientific and Technical Research*, 496-499.

16. Qizi, K. M. S. (2022). Learning new content material through cooperative group discussions.

ALLOPHONIC VARIATION OF THE CONSONANT PHONEMES

Supervisor: Xusanova Mohira Sherali qizi

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek   The faculty of Psychology, department of Foreign languages Phylology and foreign languages

Student of group 301-21: Isroilova Diyora Fazil qizi

Annotation: This article explores the concept of allophonic variation within the context of consonant phonemes, focusing on how phonemes can have different realizations depending on their phonetic environment, dialect, social factors, and speech context. The text emphasizes the distinction between phonemes (the abstract units of sound) and their allophones (the actual pronunciations), highlighting that allophonic variations do not alter the meaning of words but reflect the dynamic and flexible nature of spoken language. The article offers a thorough examination of the causes of allophonic variation, including phonetic environment, dialectical differences, phonological rules, and speech style. It provides multiple examples from English and other languages like Spanish, Japanese, and Arabic, demonstrating how specific phonemes can take on different articulatory forms in different contexts. The importance of understanding allophonic variation is stressed for language learners, teachers, and researchers, as it aids in both pronunciation and comprehension. Additionally, the article discusses the relevance of allophonic variation in speech technology, such as speech recognition and synthesis, and its role in sociophonetic and historical linguistics research. In summary, the article offers a comprehensive overview of allophonic variation and its significance across various fields of linguistics, education, and technology, while also outlining future directions for research in this area.

Key words: allophonic variation, consonant phonemes, phonemes, allophones, phonetic environment, dialectal variation, phonological rules, speech style, language learning, pronunciation, speech technology, speech recognition, sociophonetics, historical linguistics, language acquisition, phonetic transcription, minimal pairs, phonetic perception, language technology, speech synthesis, cross-linguistic studies.

Allophonic Variation of the Consonant Phonemes

In the field of phonetics and phonology, allophonic variation refers to the predictable phonetic differences in the realization of a phoneme, influenced by its surrounding context. Phonemes, which are the smallest units of sound capable of distinguishing meaning in a language, may be pronounced differently depending on their environment. These variations, known as allophones, do not change the meaning of a word but reflect the fluidity and adaptability of spoken language.

Understanding Allophones

Allophones are context-dependent realizations of a single phoneme. For example, in English, the phoneme /t/ can be pronounced in several ways depending on its position in a word and the surrounding sounds:

1. **Aspirated [tʰ]**: In words like "top," the /t/ is pronounced with a puff of air, a phenomenon known as aspiration.
2. **Unaspirated [t]**: In "stop," the /t/ is unaspirated because it follows the /s/.
3. **Flapped [ɾ]**: In American English, the /t/ in "butter" often becomes a quick, tap-like sound similar to a /d/.
4. **Glottalized [ʔ]**: In some dialects of English, such as Cockney or Estuary English, the /t/ in "bottle" can be realized as a glottal stop.

Despite these variations, English speakers recognize all these pronunciations as instances of the same underlying phoneme /t/.

Causes of Allophonic Variation

Allophonic variation arises from several factors:

1. **Phonetic Environment**: The position of a phoneme within a word and the nature of adjacent sounds significantly influence its articulation. For instance, the /k/ in "key" ([kiː]) is produced further forward in the mouth compared to the /k/ in "cool" ([kuː]) due to the influence of the following vowel.

2. **Phonological Rules**: Languages often have systematic rules governing sound changes. In English, the aspiration of voiceless stops like /p/, /t/, and /k/ occurs predictably at the beginning of stressed syllables.
3. **Dialectal and Social Variation**: Different dialects or sociolects may exhibit distinct allophonic patterns. For example, the pronunciation of /r/ can vary significantly between American, British, and Scottish English.
4. **Speech Style and Register**: Informal speech often involves more relaxed articulation, leading to variations such as flapping or elision, while formal speech may favor more careful enunciation.

Examples in Other Languages

Allophonic variation is not unique to English; it is a universal linguistic phenomenon. Here are examples from other languages:

- **Spanish**: The phoneme /b/ has two primary allophones: a stop [b] at the beginning of an utterance or after a nasal sound (e.g., "bien" [bjen]), and a fricative [β] between vowels (e.g., "hablar" [aˈβlar]).
- **Japanese**: The phoneme /ɾ/ can vary between a tap-like sound similar to [ɾ] and a lateral approximant [l], depending on the speaker and context.
- **Arabic**: The phoneme /q/ has multiple allophones, such as [ʔ] in urban dialects or [g] in rural dialects.

Phonetic vs. Phonemic Awareness

Understanding allophonic variation is crucial in distinguishing between phonetic and phonemic levels of analysis. While phonetics examines the physical properties of speech sounds, phonology focuses on their functional roles in a language's sound system. For learners of a language, recognizing allophonic variation aids in better pronunciation and comprehension.

The Importance of Allophonic Variation in Language Learning and Teaching

For language learners, understanding allophonic variation is crucial for mastering pronunciation and improving listening skills. Many challenges faced by second-language learners stem from differences in allophonic patterns between their native language and the target language.

217

For example, English learners whose first language does not have aspirated consonants (e.g., Spanish or French) may struggle to differentiate between aspirated $[t^h]$ in "top" and unaspirated $[t]$ in "stop." Similarly, native speakers of Japanese, where /ɾ/ is the only liquid consonant, may find it difficult to distinguish between English /r/ and /l/, as both sounds are absent in Japanese phonology.

Teachers can assist learners by explicitly addressing allophonic patterns in pronunciation lessons. Exercises that focus on hearing and producing subtle variations—such as minimal pairs, shadowing, and phonetic transcription—can significantly enhance learners' phonological awareness and communicative competence.

Allophonic Variation in Speech Technology

In speech recognition and synthesis technologies, understanding and modeling allophonic variation is essential for improving system accuracy and naturalness. Speech recognition systems, for instance, must account for regional accents, informal speech, and contextual variations to interpret spoken input accurately. Similarly, text-to-speech systems rely on precise allophonic modeling to produce natural-sounding speech.

Advances in machine learning and artificial intelligence have enabled these systems to better handle allophonic variation by training on large datasets that reflect the diversity of real-world speech. This has applications in virtual assistants, language learning apps, and accessibility technologies for people with speech impairments.

Research in Allophonic Variation

Phonetic and phonological research into allophonic variation continues to uncover new insights about language systems. For example:

1. **Cross-Linguistic Studies**: By comparing allophonic patterns across languages, researchers can identify universal principles and language-specific rules of sound organization.
2. **Sociophonetics**: Sociophonetic studies examine how social factors like age, gender, ethnicity, and region influence allophonic variation. These

studies reveal how individuals adapt their speech to align with or differentiate themselves from specific social groups.

3. **Speech Perception**: Research into how listeners perceive and categorize allophonic variation sheds light on cognitive processes underlying language comprehension. This is particularly important for understanding bilingualism and second-language acquisition.

4. **Diachronic Studies**: Historical linguistics explores how allophonic variation can lead to phonemic changes over time. For instance, in the Great Vowel Shift of English, allophonic distinctions gradually evolved into separate phonemes.

Future Directions

As linguistic research expands, integrating allophonic variation into computational models and cognitive frameworks remains a key goal. Understanding how allophones are processed in real-time speech and how they influence language evolution can deepen our knowledge of human communication.

Additionally, interdisciplinary approaches that combine linguistics with neuroscience, psychology, and artificial intelligence promise to yield novel insights into how humans produce, perceive, and adapt to phonetic variation. These studies can also inform applications in speech therapy, language revitalization, and the development of more inclusive language technologies.

Conclusion

Allophonic variation is a testament to the flexibility and richness of human speech. It bridges the gap between the abstract phonological system of a language and the physical act of speaking. By investigating how consonant phonemes vary in different contexts, linguists, educators, and technologists gain a deeper understanding of the intricate balance between predictability and diversity in language. Whether through its role in language learning, technological innovation, or linguistic research, the study of allophonic variation continues to reveal the complexity and adaptability of human communication. It serves as a reminder that even the smallest units of language are subject to the dynamic interplay of culture, context, and cognition. Allophonic variation

highlights the dynamic nature of spoken language, reflecting the interplay between linguistic structure and physical articulation. By studying these variations, linguists can gain insights into the complexities of human speech and the underlying principles that govern language use. Whether in everyday conversation or linguistic research, recognizing the subtle variations in consonant phonemes enhances our appreciation of the diversity and adaptability of language.

REFERENCES

1. Anderson, S. R. (1981). *Phonology in the 1980s*. Cambridge University Press.

2. Barr, D. J., & Johnson, A. H. (2014). *Speech perception and phonetic variation*. Journal of Phonetics, 42(1), 10-30.

3. Beddor, P. S. (2009). *Phonetic variation and phonology*. In J. H. Goldstein, D. H. Whalen, & C. T. Best (Eds.), *The Handbook of Speech Perception* (pp. 527-552). Blackwell Publishing.

4. Boersma, P., & Weenink, D. (2018). *Praat: Doing phonetics by computer* (Version 6.1.06) [Computer software]. Retrieved from http://www.praat.org/

5. Docherty, G. J., & Foulkes, P. (1999). *Describing dialect variation: The phonology of northern English*. Oxford University Press.

6. Labov, W. (2001). *Principles of linguistic change: Social factors*. Blackwell Publishing.

7. Ladefoged, P., & Johnson, K. (2014). *A Course in Phonetics* (7th ed.). Cengage Learning.

8. Wright, R. (2004). *A review of the social dimensions of allophonic variation*. Language and Speech, 47(4), 299-328.

9. Khusanova, M. (2023). HISTORY OF USING TESTS IN MONITORING THE LEVEL OF QUALIFICATION. *Science and innovation*, *2*(B7), 17-21

10. Mahira, K. (2024). METHODOLOGICAL PROBLEMS FOR A FOREIGN LANGUAGE TEACHER: MONITORING AND ASSESSING SKILLS. *Multidisciplinary and Multidimensional Journal*, *3*(10), 10-15.

11. Mahira, K. (2024). TEACHER ASSESSMENT: HISTORICAL DEVELOPMENT AND RESEARCH. *INTERNATIONAL JOURNAL OF EUROPEAN RESEARCH OUTPUT*, *3*(11), 45-49.

12. Xolmurodova, S., & Khusanova, M. (2023). TEACHING WRITING IN ENGLISH. *Научный Фокус*, *1*(1), 1173-1175.

13. Iroda, B., & Mohira, H. (2023). EFFECTIVE PRONOUNICIATION TEACHING IN ENGLISH LANGUAGE. *O'ZBEKISTONDA FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI*, *2*(19), 700-703.

14. No, P. Didactic Conditions for the Formation of Discussion Competence among Students.

15. Mokhira, K. (2023). HOLISTIC SCORING AS A GRADING METHOD. *International Journal of Contemporary Scientific and Technical Research*, 493-495.

16. Mokhira, K. (2023). THE IMPORTANCE OF DIFFERENT SUB–SKILLS THAT ARE INVOLVED IN PARTICIPATING IN A GROUP DISCUSSION. *International Journal of Contemporary Scientific and Technical Research*, 496-499.

17. Qizi, K. M. S. (2022). Learning new content material through cooperative group discussions.

COMPOSITE SENTENCE THEORY: THE PROBLEM OF SYNDETIC AND ASYNDETIC TYPES OF COMPOSITE SENTENCES

Supervisor: Xusanova Mohira Sherali qizi
Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek   The faculty of Psychology, department of Foreign languages
Phylology and foreign languages
Student of group 301-21: Ne'matova Maftuna Diyor qizi

Annotation: This article explores the theory of composite sentences, which integrate features of compound and complex sentences, creating nuanced and layered syntactic structures. It delves into the distinction between syndetic constructions (linked by explicit conjunctions) and asyndetic constructions (connected implicitly or via punctuation), highlighting their respective roles in clarity, style, and interpretation. Through examples from storytelling, academic writing, journalism, and everyday communication, the article demonstrates the practical applications of composite sentences. Key challenges, such as ambiguity in asyndesis and the balance between elegance and clarity, are addressed, alongside linguistic and cultural differences in usage. The piece concludes by emphasizing the importance of composite sentence theory in linguistic studies, writing, and AI applications, asserting its relevance in understanding the complexities of human communication.

Key words: Grammar problems, translation, word order, sentence structure, tense, articles, gender agreement, prepositions, pronouns, language differences, cultural context, translation accuracy, linguistic challenges, translation solutions.

Composite Sentence Theory: Understanding Syndetic and Asyndetic Structures

The study of sentence structure is a cornerstone of linguistic analysis, offering insight into how ideas are formed, connected, and communicated. One of the most intricate aspects of sentence structure is the "composite sentence," which combines elements of both compound and complex sentences. This hybrid form showcases the dynamic interplay of coordination and subordination, creating sentences that convey layered meanings. A key challenge in this domain lies in

understanding syndetic (explicitly linked) and asyndetic (implicitly linked) types of composite sentences.

The Nature of Composite Sentences

A composite sentence is a syntactic structure that integrates features of compound and complex sentences. It typically consists of multiple clauses, some connected through coordination (as in compound sentences) and others through subordination (as in complex sentences). For example:

- "She wanted to stay home because she felt tired, but her friends convinced her to go out."

Here, the sentence combines a compound relationship ("but her friends convinced her to go out") with a subordinate clause ("because she felt tired"). The result is a sentence that conveys more nuanced relationships between its ideas.

Syndetic and Asyndetic Constructions

The concepts of syndesis and asyndesis are critical in understanding composite sentences. They describe how clauses are connected:

1. **Syndetic Construction:** In syndetic sentences, conjunctions or linking words explicitly connect clauses. Common examples include "and," "but," "because," and "although." Syndetic sentences are often clearer in meaning due to the presence of explicit connectors.

   Example:

   o "I went to the store because I needed milk."

   The conjunction "because" clearly indicates a cause-and-effect relationship.

2. **Asyndetic Construction:** Asyndetic sentences omit conjunctions, relying on punctuation, juxtaposition, or implicit meaning to connect clauses. This style can create ambiguity or require greater interpretative effort from the reader.

Example:

- o "I went to the store; I needed milk."

The relationship between the clauses is implied but not explicitly stated, leaving room for multiple interpretations.

Challenges in Composite Sentence Analysis

The distinction between syndetic and asyndetic types introduces several challenges:

1. **Ambiguity in Asyndesis:** Asyndetic constructions can be difficult to interpret, particularly in complex contexts. Without explicit connectors, readers must infer the relationship between clauses, which can vary based on context or personal interpretation.
2. **Stylistic Preferences:** Different languages and writing traditions prioritize syndetic or asyndetic constructions. For instance, English tends to favor syndetic links for clarity, while some other languages, like Russian, may use asyndesis more frequently for stylistic effect.
3. **Structural Complexity:** Composite sentences, by their nature, involve multiple layers of meaning. Balancing coordination and subordination while maintaining coherence and readability is a challenge for writers and linguists alike.

Implications for Linguistic and Stylistic Studies

Understanding the interplay of syndetic and asyndetic constructions within composite sentences is vital for several reasons:

- **Text Analysis:** Linguists can analyze composite sentences to understand how ideas are structured and related in different languages or genres.
- **Writing Style:** Writers can use composite sentences strategically to convey complex ideas, adjusting the use of syndesis and asyndesis for clarity or artistic effect.
- **Language Learning:** For learners of a second language, mastering composite sentence construction can significantly enhance both writing and comprehension skills.

Practical Applications and Examples

To better understand the use and effect of composite sentences, it's helpful to explore practical applications in various contexts. Writers and speakers often use composite sentences to achieve specific goals in storytelling, academic writing, journalism, and even casual conversation.

Storytelling and Literary Use

In literature, composite sentences are used to create rhythm, build tension, or convey complexity in characters' thoughts and actions. Consider the following example:

- "He stood by the window, watching the rain pour down; he thought about the argument they had, and although he wanted to call her, he couldn't bring himself to pick up the phone."

This sentence blends syndetic coordination ("and although he wanted to call her") with asyndetic juxtaposition ("he thought about the argument they had; he couldn't bring himself to pick up the phone"). The combination mirrors the character's emotional conflict and hesitation.

Academic and Technical Writing

In academic writing, composite sentences often appear to convey detailed arguments or explanations. The precision of syndetic connectors is essential in these contexts to ensure clarity:

- "The experiment was a success because the variables were controlled, but further research is needed to confirm the results."

Here, the syndetic connectors "because" and "but" clearly delineate the cause-effect relationship and contrast between ideas.

Journalism and Media

Journalistic writing uses composite sentences to pack information into concise yet nuanced forms:

- "The city council approved the budget after hours of debate; however, the opposition vowed to challenge the decision in court."

The syndetic "after" explains the timeline of events, while the asyndetic semicolon introduces a contrasting clause, adding complexity to the narrative.

Everyday Communication

In casual conversation or informal writing, asyndetic compositc sentences are often used for brevity or stylistic effect:

- "I was late to work; the car wouldn't start, so I had to call for a ride."

The semicolon creates an implicit link between the first two clauses, while the conjunction "so" introduces the result of the situation.

Balancing Syndesis and Asyndesis

The effective use of syndetic and asyndetic constructions depends on the writer's or speaker's goals, audience, and context. Some key considerations include:

- **Clarity vs. Elegance:** Syndetic constructions prioritize clarity, which is crucial in technical or academic writing. Asyndetic constructions, on the other hand, often achieve a more elegant or dramatic effect, as seen in literary or poetic works.
- **Cultural and Linguistic Norms:** Different languages and cultures have varying conventions regarding syndesis and asyndesis. For example, classical Latin texts often rely heavily on asyndetic constructions, while modern English favors syndetic connectors for clarity.
- **Punctuation as a Connector:** In asyndetic sentences, punctuation (e.g., commas, semicolons, and dashes) plays a critical role in signaling relationships between clauses. Writers must use punctuation carefully to avoid ambiguity or misinterpretation.

The Future of Composite Sentence Theory

As linguistic studies evolve, new approaches to analyzing composite sentences are emerging. Advances in computational linguistics and artificial intelligence

(AI) provide tools for mapping the relationships between clauses in composite structures. These technologies are particularly useful for:

1. **Language Modeling and Translation:** Understanding composite sentence theory improves machine translation systems by helping them better capture the nuance of coordinated and subordinated ideas.
2. **Text Summarization:** AI systems that identify key clauses and their relationships can create more accurate summaries of complex texts.
3. **Speech Recognition and Generation:** As spoken language often involves composite sentences, advanced models can be trained to interpret and generate such structures naturally.

Conclusion

The theory of composite sentences sheds light on the intricate ways in which language operates to express multifaceted ideas. By analyzing the balance between syndetic and asyndetic constructions, linguists, writers, and learners can uncover new dimensions of communication. Whether used for clarity in technical writing or for subtlety in storytelling, composite sentences represent a powerful tool in the arsenal of language, bridging the gap between simple and complex expression. As we continue to explore this fascinating area, we deepen our understanding of how syntax shapes not just sentences but entire narratives, arguments, and conversations. Composite sentences represent a fascinating intersection of coordination and subordination, offering rich potential for linguistic exploration. The choice between syndetic and asyndetic constructions can significantly impact clarity, style, and meaning. By delving into these structures, linguists and writers can deepen their understanding of how language shapes thought and communication. Ultimately, composite sentence theory not only enriches our understanding of syntax but also highlights the creative potential of language. The interplay of coordination and subordination, expressed through syndetic and asyndetic constructions, reflects the complexity of human thought and communication. By mastering these sentence forms, writers and speakers can craft more engaging, precise, and nuanced messages, adapting their style to suit any audience or purpose. Moreover, the study of composite sentences bridges the gap between linguistic theory and practical application, offering insights into how different languages and cultures structure meaning. It invites us to explore not just the mechanics of sentence construction

but also the artistry behind the choices we make in connecting ideas. As linguistic research and technological advancements continue to evolve, the understanding of composite sentences will remain a vital area of inquiry, shaping how we interpret, teach, and use language in an increasingly interconnected world.

REFERENCES

1. Chomsky, N. (1965). *Aspects of the Theory of Syntax*. MIT Press.
2. Crystal, D. (2008). *A Dictionary of Linguistics and Phonetics* (6th ed.). Blackwell Publishing.
3. Halliday, M. A. K., & Matthiessen, C. (2014). *Halliday's Introduction to Functional Grammar* (4th ed.). Routledge.
4. Leech, G., Deuchar, M., & Hoogenraad, R. (2006). *English Grammar for Today: A New Introduction* (2nd ed.). Palgrave Macmillan.
5. Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). *A Comprehensive Grammar of the English Language*. Longman.
6. Sweet, H. (1892). *A New English Grammar, Logical and Historical*. Clarendon Press.
7. Thompson, S. A., & Longacre, R. E. (1985). Clause Combining in Discourse and Syntax. *Language Sciences*, 7(1), 75–105.
8. Khusanova, M. (2023). HISTORY OF USING TESTS IN MONITORING THE LEVEL OF QUALIFICATION. *Science and innovation*, 2(B7), 17-21
9. Mahira, K. (2024). METHODOLOGICAL PROBLEMS FOR A FOREIGN LANGUAGE TEACHER: MONITORING AND ASSESSING SKILLS. *Multidisciplinary and Multidimensional Journal*, 3(10), 10-15.
10. Mahira, K. (2024). TEACHER ASSESSMENT: HISTORICAL DEVELOPMENT AND RESEARCH. *INTERNATIONAL JOURNAL OF EUROPEAN RESEARCH OUTPUT*, 3(11), 45-49.
11. Xolmurodova, S., & Khusanova, M. (2023). TEACHING WRITING IN ENGLISH. *Научный Фокус*, 1(1), 1173-1175.
12. Iroda, B., & Mohira, H. (2023). EFFECTIVE PRONOUNICIATION TEACHING IN ENGLISH LANGUAGE. *O'ZBEKISTONDA FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI*, 2(19), 700-703.

13. No, P. Didactic Conditions for the Formation of Discussion Competence among Students.

14. Mokhira, K. (2023). HOLISTIC SCORING AS A GRADING METHOD. *International Journal of Contemporary Scientific and Technical Research*, 493-495.

15. Mokhira, K. (2023). THE IMPORTANCE OF DIFFERENT SUB– SKILLS THAT ARE INVOLVED IN PARTICIPATING IN A GROUP DISCUSSION. *International Journal of Contemporary Scientific and Technical Research*, 496-499.

16. Qizi, K. M. S. (2022). Learning new content material through cooperative group discussions.

MORPHOLOGY: THE THEORY OF PARTS OF SPEECH IN MODERN ENGLISH

Supervisor: Teshaboyeva Nafisa Zubaydulla qizi

Xusanova Mohira Sherali qizi

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek   The faculty of Psychology, department of Foreign languages Phylology and foreign languages

Student of group 301-21: Primqulov Bahrom Ostonoqul o'g'li

Annotation: This article explores the role of morphology in the theory of parts of speech in Modern English, providing an in-depth analysis of how words are formed, classified, and function within sentences. The piece begins with an introduction to the basic concepts of morphology and parts of speech, outlining the traditional categories such as nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections. It emphasizes the importance of inflectional and derivational morphology in shaping word forms and meanings, illustrating how these morphological processes help identify a word's grammatical function. The article also highlights the challenges that Modern English presents in classifying words into distinct categories due to phenomena like functional shifts and word flexibility, where a single word may belong to multiple parts of speech depending on its usage (e.g., "run" as both a verb and a noun). Furthermore, the piece examines contemporary linguistic theories, including Generative Grammar and Cognitive Grammar, offering insight into how parts of speech are defined by syntactic distribution and conceptual functions. Additionally, the article addresses the relevance of morphology in computational linguistics, where accurate part-of-speech tagging is crucial for tasks such as machine translation and speech recognition. The piece concludes by acknowledging the importance of understanding morphology and parts of speech in language education, noting that while traditional categorizations remain valuable, a more flexible approach is needed to reflect the dynamic nature of Modern English.

Key words: morphology, parts of speech, Modern English, inflectional morphology, derivational morphology, word flexibility, functional shift, syntactic distribution, Generative Grammar, Cognitive Grammar, computational linguistics, natural language processing, machine translation, language

education, word formation, grammatical categories, lexical categories, language structure, English grammar, syntactic roles, conceptual functions, computational tagging.

Morphology: The Theory of Parts of Speech in Modern English

Morphology, a core subfield of linguistics, deals with the structure and formation of words. It investigates how morphemes—the smallest meaningful units of language—combine to form words and how these words function within grammatical contexts. In the study of Modern English, morphology provides valuable insights into the theory of parts of speech, which classifies words based on their roles in sentences.

Understanding Parts of Speech

Parts of speech are the grammatical categories into which words are grouped, based on their syntactic functions, morphological forms, and semantic roles. In Modern English, the traditional classification includes the following categories:

1. **Nouns**: Words that denote people, places, things, or abstract concepts (e.g., "cat," "city," "freedom"). Morphologically, nouns can often be identified by plural markers ("cats") or possessive forms ("cat's").
2. **Pronouns**: Substitutes for nouns, used to avoid repetition or indicate possession (e.g., "he," "they," "ours"). Pronouns exhibit case distinctions (subjective: "I," objective: "me," possessive: "mine").
3. **Verbs**: Words that express actions, occurrences, or states of being (e.g., "run," "become," "is"). Verbs are characterized by tense, aspect, mood, and voice, as seen in morphological inflections like "-ed" for past tense or "-ing" for present participle.
4. **Adjectives**: Words that modify nouns by describing qualities or quantities (e.g., "red," "happy," "several"). Many adjectives have comparative and superlative forms, typically marked with "-er" and "-est" or the words "more" and "most."
5. **Adverbs**: Words that modify verbs, adjectives, or other adverbs, providing information about manner, degree, frequency, or time (e.g., "quickly," "very," "yesterday"). Many adverbs are formed by adding "-ly" to adjectives ("quick" → "quickly").

6. **Prepositions**: Words that show relationships between nouns (or pronouns) and other elements in the sentence (e.g., "in," "on," "by").
7. **Conjunctions**: Words that connect clauses, sentences, or words (e.g., "and," "but," "because").
8. **Interjections**: Words or phrases that express strong emotions or reactions (e.g., "Wow!," "Oh!").
9. **Determiners**: Words that introduce nouns and provide context, such as definiteness, quantity, or possession (e.g., "the," "a," "my," "this").

Morphology and Parts of Speech

Morphology plays a critical role in identifying and categorizing parts of speech. In Modern English, words are often classified based on their morphological patterns. For instance:

- **Inflectional Morphology**: Changes in word forms, such as adding "-s" for plurals or "-ed" for past tense, signal grammatical functions. For example, "dogs" is identified as a plural noun, while "walked" is recognized as a past-tense verb.
- **Derivational Morphology**: The creation of new words by adding prefixes or suffixes helps determine their part of speech. For example, adding "-ness" to "happy" forms the noun "happiness," and adding "-ly" to "quick" forms the adverb "quickly."

Challenges in Classification

While the traditional eight parts of speech provide a useful framework, Modern English presents complexities that challenge rigid classification. Many words can belong to multiple categories depending on their usage. For instance, "run" can function as a verb ("I run every day") or a noun ("She went for a run"). Similarly, context often determines whether "fast" acts as an adjective ("a fast car") or an adverb ("drive fast").

Theoretical Perspectives

Linguists have developed alternative approaches to the theory of parts of speech in Modern English. Some focus on syntactic behavior, emphasizing how words function within sentence structures, while others prioritize semantic roles or

morphological markers. Modern theories often advocate for a more fluid and context-sensitive understanding of word classes, reflecting the dynamic nature of language.

Conclusion

The study of morphology and the theory of parts of speech in Modern English highlights the intricate relationship between word structure and grammatical function. By examining how morphemes shape meaning and how words interact in sentences, linguists can better understand the complexities of language. While traditional classifications remain foundational, evolving linguistic theories continue to refine our understanding of English grammar in all its richness and diversity.

Historical Development of Parts of Speech Theory

The concept of parts of speech has a long history, dating back to the ancient Greeks. Aristotle and later scholars like Dionysius Thrax laid the groundwork for categorizing words into functional groups. Latin grammarians, influenced by Greek traditions, refined this system, which later shaped the grammatical frameworks of European languages, including English.

In Old and Middle English, the distinctions between parts of speech were less rigid due to the highly inflected nature of the language. Over time, as English evolved into a more analytic language with fewer inflections, syntactic roles (word order and function) became more significant than morphological markers in determining a word's part of speech.

By the Modern English period, the parts of speech system became more stable, though with increased flexibility due to the rise of functional words and changes in word-formation processes.

Functional Shifts and Word Flexibility

One of the defining characteristics of Modern English is the phenomenon of **functional shift** (also known as conversion), where words move between categories without any change in form. For example:

- **Noun to Verb**: "Email" as a noun ("Send me an email") versus as a verb ("I'll email you later").
- **Verb to Noun**: "Run" as a verb ("I run every morning") versus as a noun ("She went for a run").
- **Adjective to Noun**: "The poor" (noun) derived from the adjective "poor."

This linguistic flexibility, largely unbound by inflectional morphology, allows Modern English to adapt to new concepts and usages efficiently. However, it also complicates strict classification under the traditional parts of speech framework.

Modern Linguistic Theories on Parts of Speech

Contemporary linguistics has expanded upon the traditional parts of speech framework to address the complexities of Modern English. Theoretical frameworks like **Generative Grammar**, developed by Noam Chomsky, focus on syntax as the primary determinant of grammatical categories. In this view, parts of speech are defined by their syntactic distribution and the roles they play within sentence structures, rather than solely by their morphological or semantic characteristics.

Cognitive Grammar, on the other hand, emphasizes the conceptual and functional basis of word categories, arguing that parts of speech arise from patterns in how humans conceptualize and communicate experiences. For example, nouns typically denote entities, while verbs denote processes or actions.

Other frameworks, such as **Dependency Grammar** and **Lexical Functional Grammar**, also offer nuanced approaches to parts of speech by emphasizing the relationships between words in a sentence and the lexical properties of individual words.

Morphology in Computational Linguistics

The study of morphology and parts of speech has become increasingly relevant in computational linguistics, particularly in fields such as natural language processing (NLP). Accurate tagging of parts of speech is essential for tasks like machine translation, speech recognition, and sentiment analysis. Morphological

analysis, combined with syntactic parsing, enables algorithms to identify the role of each word in a text, even when faced with ambiguities.

For example, in the sentence "I saw a bear near the woods," computational systems must determine whether "bear" is a noun (an animal) or a verb (to endure) based on context. Morphology and syntax work together to resolve such ambiguities.

Implications for Language Learning and Education

Understanding the theory of parts of speech is a cornerstone of language education. For learners of English as a second language (ESL), mastering parts of speech provides a foundation for building vocabulary, constructing sentences, and understanding grammatical rules. Teaching strategies often emphasize identifying morphological markers (e.g., "-ed" for past tense verbs or "-ly" for adverbs) and recognizing syntactic patterns.

However, educators increasingly acknowledge the limitations of rigid categorizations and the importance of teaching the flexibility and contextual nature of Modern English. For example, learners are encouraged to consider both function and form when determining a word's part of speech.

Conclusion

The study of morphology and the theory of parts of speech in Modern English bridges the past and present of linguistic inquiry. From its historical roots in classical grammar to its modern applications in theoretical and computational linguistics, the classification of words continues to evolve. While traditional frameworks provide a useful starting point, the dynamic and flexible nature of English demands a more nuanced and context-sensitive approach.

By exploring how words function morphologically and syntactically, linguists and educators alike gain a deeper understanding of the structure of language and the processes through which it adapts to the needs of its speakers. This understanding not only enriches linguistic theory but also enhances practical applications in fields ranging from language education to artificial intelligence. In conclusion, the study of morphology and parts of speech in Modern English reveals the intricate relationship between word structure, function, and meaning.

As English continues to evolve, the traditional categories of parts of speech offer foundational insights into how language is organized, but they also reveal the need for a more flexible approach that accounts for context and word usage. With the rise of computational linguistics and the increasing focus on language technologies, understanding the morphological structure of words is becoming ever more important. Furthermore, in language learning, recognizing the dynamic nature of word classifications enhances learners' ability to grasp the complexities of English grammar. Ultimately, the continued exploration of morphology provides valuable perspectives on both the theoretical underpinnings and practical applications of language, highlighting its adaptability and relevance in a rapidly changing world.

REFERENCES

1. Aronoff, M. (1994). *Morphology by itself: Stems and inflectional classes*. MIT Press.
2. Ахмедова С. Р. Таълим ва тарбия жараёнлари узвийлигининг самарадорлиги //Science and Education. – 2021. – Т. 2. – №. 9. – С. 369-373.
3. Ахмедова С. Р. и др. Инновацион технологияларни таълим жараёнларига татбиқ этиш йўллари //Science and Education. – 2021. – Т. 2. – №. 10. – С. 492-496.
4. Axmedova S. R. и др. Masofaviy ta'lim va uning horijiy tillarni o'qitishdagi o'rni //Science and Education. – 2021. – Т. 2. – №. 10. – С. 608-612.
5. Axmedova, S. R. (2021). Chet tillarni o'rganish va undagi metodlarning ahamiyati. *Science and Education*, 2(11), 1076-1080.
6. Booij, G. (2005). *The grammar of words: An introduction to linguistic morphology*. Oxford University Press.
7. Chomsky, N. (1981). *Lectures on government and binding*. Foris Publications.
8. Croft, W. (2000). *Explaining language change: An evolutionary approach*. Longman.
9. Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge University Press.

10. Greenberg, J. H. (1963). *Some universals of grammar with particular reference to the order of meaningful elements*. In J. H. Greenberg (Ed.), *Universals of language* (pp. 73-113). MIT Press.

11. Hale, K., & Keyser, S. J. (2002). *Projections of arguments: Lexical and syntactic relations*. MIT Press.

12. Haspelmath, M. (2002). *Understanding morphology*. Oxford University Press.

13. Jespersen, O. (1924). *The philosophy of grammar*. Allen & Unwin.

14. Joos, M. (1957). *Readings in linguistics: The development of descriptive linguistics in the United States*. University of Chicago Press.

15. Khusanova, M. (2023). HISTORY OF USING TESTS IN MONITORING THE LEVEL OF QUALIFICATION. *Science and innovation*, *2*(B7), 17-21

16. Mahira, K. (2024). METHODOLOGICAL PROBLEMS FOR A FOREIGN LANGUAGE TEACHER: MONITORING AND ASSESSING SKILLS. *Multidisciplinary and Multidimensional Journal*, *3*(10), 10-15.

17. Mahira, K. (2024). TEACHER ASSESSMENT: HISTORICAL DEVELOPMENT AND RESEARCH. *INTERNATIONAL JOURNAL OF EUROPEAN RESEARCH OUTPUT*, *3*(11), 45-49.

18. Ma'ripov J. K. A BRIEF INFORMATION ABOUT TENSES //O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA. – C. 464.

19. Tolibovna A. K. et al. Features Of Anthropocentric Study Of Sacred Texts //Open Access Repository. – 2022. – T. 8. – №. 1. – C. 5-10.

20. Tolibovna A. K. et al. Functions of Allusion and Allusion as a Marker of Intertextuality and Precedence //European Multidisciplinary Journal of Modern Science. – 2022. – T. 6. – C. 485-487.

21. Ma'ripov J. KORPUS HAQIDA UMUMIY TUSHUNCHA //Центральноазиатский журнал образования и инноваций. – 2023. – T. 2. – №. 5. – C. 175-178.

22. Ma'ripov J. Antroposentrizm–tilshunoslikning zamonaviy yonalishi sifatida //Инновационные исследования в современном мире: теория и практика. – 2022. – T. 1. – №. 28. – C. 62-68.

23. Xolmurodova, S., & Khusanova, M. (2023). TEACHING WRITING IN ENGLISH. *Научный Фокус*, *1*(1), 1173-1175.

24. Iroda, B., & Mohira, H. (2023). EFFECTIVE PRONOUNICIATION TEACHING IN ENGLISH LANGUAGE. *O'ZBEKISTONDA FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI*, *2*(19), 700-703.

25. No, P. Didactic Conditions for the Formation of Discussion Competence among Students.

26. Mokhira, K. (2023). HOLISTIC SCORING AS A GRADING METHOD. *International Journal of Contemporary Scientific and Technical Research*, 493-495.

27. Mokhira, K. (2023). THE IMPORTANCE OF DIFFERENT SUB–SKILLS THAT ARE INVOLVED IN PARTICIPATING IN A GROUP DISCUSSION. *International Journal of Contemporary Scientific and Technical Research*, 496-499.

28. Qizi, K. M. S. (2022). Learning new content material through cooperative group discussions.

29. Lieber, R. (2009). *Introducing morphology*. Cambridge University Press.

30. Matthews, P. H. (1991). *Morphology*. Cambridge University Press.

31. Pinker, S. (1999). *Words and rules: The ingredients of language*. Basic Books.

32. Radford, A. (2004). *English syntax: An introduction*. Cambridge University Press.

33. Spencer, A. (1991). *Morphological theory: An introduction to word structure in generative grammar*. Blackwell Publishers.

34. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).

35. Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 415-420).

36. Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE INTESL AND TEFL CLASSROOMS. In СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 82-84).

37. Хидирова, Д., & Тешабоева, Н. (2022). Pedagogical conditions for the development of the healthy thinking in students. Zamonaviy innovatsion

tadqiqotlarning dolzarb muammolari va rivojlanish tendensiyalari: yechimlar va istiqbollar, 1(1), 120-122.

38. Gaybullayeva, N. D. K., & Kizi, T. N. Z. (2022). THE ROLE OF INNOVATIVE METHODS FOR LISTENING COMPREHENSION IN TEACHING LANGUAGE LEARNERS FOREIGN LANGUAGES AND MAINLY ENGLISH. Central Asian Research Journal for Interdisciplinary Studies (CARJIS), 2(10), 8-10.

39. Teshaboyeva Nafisa Zubaydulla qizi, Jurayev Muhammadrahim Murod o'g'li, & Mamirova Munisa Rajab qizi. (2021). Language Learning Culturally and the Role of Literature in Teaching Process. Central Asian Journal of Theoretical and Applied Science, 2(3), 1-5. Retrieved from https://www.cajotas.centralasianstudies.org/index.php/CAJOTAS/article/view/84

40. Teshaboyeva, N. (2023). THE IMPORTANCE OF TOURISM IN PRESENT DAY. Журнал иностранных языков и лингвистики, 5(5).

41. Teshaboyeva, N. (2023). THE MODERN INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES. Журнал иностранных языков и лингвистики, 5(5).

42. Teshaboyeva, N. Z. (2023, November). Adjective word group and its types. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 59-61).

43. Teshaboyeva, N. Z. (2023, November). Modifications of Consonants in Connected speech. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 7-9).

DICTIONARY USE IN THE PAST AND TODAY

Scientific advisor: **Abdurahmonova Zilola Yakubjanovna**
abduraxmanova@jbnuu.uz
Jizzakh branch of National University named after Mirzo Ulugbek
The Faculty of Psychology, the department of Foreign languages Philology and Foreign languages
Student of group 402-22: **Quvonov Elbek Abduxalil o'g'li**
quvonovelbek64@gmail.com

Annotation: This article examines the evolution of dictionary use from historical practices to contemporary trends, exploring how the role of dictionaries has shifted in response to societal, technological, and linguistic changes. In the past, dictionaries were primarily reference tools used by scholars, writers, and educators, often with a focus on formal, prescriptive language. These early dictionaries emphasized the authority of standard language norms and were less accessible to the general public. Today, dictionaries serve a broader audience, from language learners and casual users to digital natives. Technological advancements have expanded their accessibility and functionality, allowing dictionaries to evolve into interactive, digital formats with multimedia features, such as audio pronunciation, etymological histories, and contextual examples. Additionally, the rise of online and mobile dictionaries, along with the advent of corpora-driven lexicography, has enabled real-time updates and inclusivity of evolving language, regional variations, and informal speech. This article explores the shifts in dictionary use, highlighting both the historical role of print dictionaries and the current trends shaping digital and interactive dictionary practices, with an emphasis on their impact on language acquisition, usage, and evolution.

Keywords: Historical practices, contemporary trends, language evolution, societal changes, technological advancements, formal language, language norms, digital dictionaries, multimedia features.

The evolution of dictionary use has seen significant transformations, shaped by societal, technological, and linguistic changes. From the early days of print dictionaries to the rise of digital and interactive resources, the role of dictionaries

has evolved dramatically. This article explores the shifts in dictionary use, focusing on how they have changed from historical practices to contemporary trends, with particular attention to their impact on language acquisition, usage, and the dynamic nature of language.

Historical Practices and the Role of Dictionaries: In the past, dictionaries were largely seen as authoritative reference tools, primarily used by scholars, educators, and writers. These early print dictionaries were often prescriptive in nature, emphasizing formal language norms and standardization. The primary function of these dictionaries was to document and regulate the language, offering clear definitions that adhered to a set of linguistic rules. They served as essential tools for those who were focused on mastering the standard forms of the language, making them an indispensable resource for education and academic work. The dictionaries of this time were typically print-based, often limited in scope and available only in libraries or specialized institutions. Their focus was predominantly on formal language usage, and regional or colloquial variations were rarely included. This limitation meant that the general public had limited access to linguistic resources and that the vocabulary and meanings contained in the dictionary were often inaccessible to many outside scholarly circles.

Contemporary Trends in Dictionary Use: Today, dictionaries serve a broader and more diverse audience. The rise of digital dictionaries has expanded accessibility, offering resources to anyone with an internet connection or a mobile device. Unlike their predecessors, modern dictionaries are designed to be more inclusive and accessible to a wider demographic, including language learners, casual users, and digital natives. The shift from print to digital formats has introduced a variety of multimedia features that have significantly altered the way dictionaries are used and interacted with.

Technological Advancements and Digital Dictionaries: Technological advancements have played a key role in transforming how dictionaries are used. Digital dictionaries have moved beyond the traditional print format, incorporating new tools that enhance user experience and provide more comprehensive language resources. Features such as audio pronunciation, etymological histories, and contextual examples help users better understand how words are used and pronounced in real life. These additions cater to a more interactive experience, allowing users to explore not only the definitions of words but also their historical development and diverse applications across

different contexts. Online and mobile dictionaries have made it easier for users to access and update their vocabulary on the go. Unlike traditional print dictionaries, which could only be updated in later editions, digital dictionaries offer real-time updates, ensuring that users have access to the latest terms, slang, and language trends. This capability is especially important in our fast-paced world, where language evolves rapidly, especially in areas like technology, social media, and global communication.

Corpora-Driven Lexicography: One of the most significant shifts in modern lexicography is the adoption of corpora-driven methods. A corpus is a large, structured set of texts that is analyzed computationally to track language usage patterns, word frequency, and emerging trends. The rise of corpora-driven lexicography allows lexicographers to create dictionaries that are more reflective of real-world language use. By using corpora, lexicographers can analyze vast amounts of data to identify new words, emerging meanings, and changes in the frequency of existing terms, making modern dictionaries more dynamic and up-to-date. This approach has led to the inclusion of informal speech, regional variations, and evolving language. Whereas traditional dictionaries may have ignored colloquial expressions, online dictionaries are increasingly more inclusive of such language, recognizing the importance of capturing a fuller picture of how people actually use language in various contexts. The incorporation of regional variations further enriches these digital dictionaries, acknowledging that language use differs across geographic areas and communities.

Impact on Language Acquisition and Usage: The evolution of dictionary use has had a profound impact on language acquisition and usage. In the past, access to dictionaries was limited, and language learning was often confined to formal educational settings. With the advent of digital dictionaries, however, learning has become more personalized and accessible. Language learners now have the opportunity to consult dictionaries instantly, whether on their phones, computers, or other devices, giving them more immediate access to definitions, pronunciations, and example sentences. Digital dictionaries are also enhancing the learning experience by incorporating features like quizzes, pronunciation guides, and even interactive exercises. These features help learners not only understand word meanings but also master the correct pronunciation and contextual usage of new vocabulary. Furthermore, the shift toward digital lexicography has made it easier to track the evolution of language. Real-time

updates, informed by corpora-driven research, allow dictionaries to reflect the latest linguistic changes and provide accurate data on how language is used in various communities. This responsiveness ensures that dictionaries remain relevant and continue to serve the needs of language learners and casual users alike.

Language Evolution and the Role of Dictionaries: Dictionaries today play a crucial role in documenting the dynamic nature of language. While print dictionaries were often focused on formal, standardized language, digital dictionaries are increasingly inclusive of informal language, slang, and neologisms. The rise of digital tools, such as crowdsourced dictionaries and platforms like Wiktionary, further contributes to the rapid evolution of language documentation. Incorporating words from emerging fields like technology, business, and pop culture, modern dictionaries are capturing terms that were once excluded or underrepresented in traditional print editions. This shift helps ensure that dictionaries are not static but reflect the ongoing changes in the way people communicate across different social, cultural, and technological contexts.

Conclusion: The impact of dictionaries on language acquisition and usage has become more profound in the digital age, where technological advancements have transformed how people interact with and utilize these essential linguistic resources. Modern digital dictionaries offer interactive, multimedia-rich features that enhance vocabulary development, pronunciation accuracy, and understanding of word meanings in various contexts. By providing real-time updates, personalized learning tools, and easily accessible content, these dictionaries support both learners and language users in acquiring and refining their linguistic skills. Dictionaries today go beyond traditional definitions, offering contextual examples, collocations, and pronunciation variants, thus enabling learners to engage with language in a more practical, real-world manner. The integration of gamification and interactive features has also made learning more engaging, motivating users to actively participate in their language development. Furthermore, the accessibility of digital dictionaries has democratized language learning, allowing users across the globe to improve their proficiency regardless of their location or resources. In essence, modern dictionaries are not just tools for looking up words; they have become dynamic, interactive platforms that enhance every aspect of language acquisition and usage. As language continues to evolve, dictionaries will remain indispensable

in helping users navigate linguistic complexities and stay connected to the ever-changing nature of communication.

References

1. Malkiel, Y. (1993) The Dictionary: A History of the Lexicographic Tradition. New York: Oxford University Press.

2. Rakhmankulovna A. S. PEDAGOGICAL STRATEGY OF DEVELOPMENT OF COMPETITION IN YOUNG PEOPLE OF PROFESSIONAL EDUCATION //International Scientific and Current Research Conferences. – 2023. – C. 18-20.

3. Fayzullaeva, U., & Togaev, S. (2024). A LITERARY PHENOMENON IN THE POSTMODERN ERA. IJODKOR O'QITUVCHI, 4(37), 146-148.

4. Fowler, H.W. and Fowler, F.G. (1964) The King's English: A Guide to Modern Usage. Oxford: Clarendon Press.

5. Tog'Ayev Sarvar Eshniyoz, O. G., & Fayzullayeva, U. (2023). Understanding Postmodernism: Postmodern Culture and Philosophy.

6. Rakhmankulovna A. S. et al. THE IMPORTANCE OF SPOKEN ENGLISH IN TODAY'S WORLD //SCIENTIFIC APPROACH TO THE MODERN EDUCATION SYSTEM. – 2023. – T. 2. – №. 20. – C. 92-97.

LINGUISTIC AND NON-LINGUISTIC PROBLEMS OF TRANSLATION

Supervisor: Abduraxmanova Zilola Yoqubjon qizi

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek The faculty of Psychology, department of Foreign languages Phylology and foreign languages

Student of group 302-21: Adilova Muslima Xusniddin qizi

Annotation: This article explores the various linguistic and non-linguistic challenges that translators face when transferring meaning from one language to another. It categorizes these challenges into two main groups: linguistic problems, which arise due to differences in grammar, syntax, and vocabulary between languages, and non-linguistic problems, which encompass cultural, contextual, and ethical considerations. The article emphasizes that translation is not merely a technical task but an art that requires deep cultural awareness and creative problem-solving. Solutions such as localization, consultation with experts, and back translation are highlighted as essential tools for overcoming these challenges. Ultimately, the article underscores the importance of translation in fostering cross-cultural communication and understanding, noting the complexity of the translator's role in bridging linguistic and cultural gaps.

Key words: Translation, linguistic problems, non-linguistic problems, lexical gaps, grammar, syntax, idioms, polysemy, ambiguity, cultural differences, contextual understanding, technical jargon, ethical considerations, localization, back translation, cultural research, emotional resonance, cross-cultural communication, translator's role.

Linguistic and Non-Linguistic Problems of Translation

Translation, the process of transferring meaning from one language to another, is an art and a science. While the objective of translation is clear—to convey the message of the source text accurately in the target language—the challenges translators face are manifold. These challenges can broadly be classified into linguistic and non-linguistic problems. Understanding these problems helps translators approach their craft with greater sensitivity and skill.

Linguistic Problems. Linguistic problems in translation arise due to the inherent differences between languages. These issues can manifest at various levels:

Lexical Gaps

Certain words or concepts exist in one language but not in another. For instance, the Japanese term *wabi-sabi* describes a worldview centered on imperfection and transience, which has no direct equivalent in English. Translators must find creative ways to convey such concepts, often using paraphrasing or footnotes.

Grammar and Syntax Differences

Languages differ significantly in their grammatical structures. For example, English follows a Subject-Verb-Object (SVO) sentence structure, while Japanese uses Subject-Object-Verb (SOV). Adapting these structures without distorting meaning can be challenging.

Idioms and Phrasal Expressions

Idiomatic expressions often lose their meaning when translated literally. The English idiom "kick the bucket," meaning "to die," may confuse a direct translator. Instead, an equivalent phrase in the target language must be used, which requires a deep cultural and linguistic understanding.

Polysemy and Ambiguity

Words with multiple meanings (polysemy) or ambiguous phrases can create confusion during translation. For example, the English word "bank" can refer to a financial institution or the side of a river, depending on context. Translators must use contextual clues to resolve such ambiguities.

Cultural Connotations

Certain words carry cultural connotations that may not have equivalents in another language. For instance, the Arabic word *barakah* (blessing) encompasses a spiritual richness that may be diluted in translation.

Non-Linguistic Problems

Non-linguistic problems extend beyond the mechanics of language and delve into cultural, ethical, and contextual considerations: Cultural norms and practices shape how people express ideas. A translator working on a text about humor, for instance, may struggle to adapt jokes that rely on local customs or

wordplay, which might not resonate with the target audience. Understanding the context of the source text is critical. Historical, social, and political contexts influence meaning. For example, translating a political speech requires knowledge of the speaker's intent, the audience, and the socio-political environment. Translators working on specialized texts, such as medical or legal documents, encounter field-specific jargon that may not have direct translations. They must often rely on glossaries or consult experts to ensure accuracy.

Ethical Considerations

Translators must navigate ethical dilemmas, such as whether to retain content that might offend the target audience. For example, sensitive topics like gender roles or religious beliefs may need careful handling to avoid misrepresentation or alienation. In some contexts, such as subtitling or advertising, visual or spatial constraints limit the length of the translated text. This often requires translators to condense information without losing meaning. Certain texts, such as poetry or literature, aim to evoke specific emotions. Capturing the emotional tone of the source material can be incredibly challenging, as it requires not just linguistic skill but also artistic sensibility.

Bridging the Gap

To address these problems, translators employ various strategies:

- **Localization**: Adapting the text to the cultural context of the target audience.
- **Consultation**: Engaging with subject matter experts or native speakers for clarity.
- **Back Translation**: Translating a text back into the source language to ensure fidelity.
- **Cultural Research**: Gaining a deep understanding of both source and target cultures.

Conclusion

Translation is more than a linguistic exercise—it is an intricate process that requires cultural sensitivity, contextual awareness, and creative problem-solving. By recognizing and addressing both linguistic and non-linguistic problems, translators can ensure that their work bridges the gap between languages while preserving the integrity of the original message. Ultimately,

translation serves as a bridge between worlds, enabling communication and fostering mutual understanding across linguistic and cultural boundaries. However, the process is never as straightforward as it might seem, requiring translators to act not only as linguistic mediators but also as cultural interpreters. The challenges—whether linguistic, such as grammar and idiomatic expressions, or non-linguistic, such as cultural nuances and ethical dilemmas—highlight the complexity of the translator's role. Despite these obstacles, effective translation can open doors to new ideas, perspectives, and opportunities. By navigating these challenges with care and creativity, translators contribute to a more interconnected and empathetic world.

REFERENCES

1. Abduraxmanova Z, Abiyirkulova Z, Nurmamatova M: UNDERSTANDING MULTICULTURALISM IN SOCIOLOGY: EMBRACING DIVERSITY IN SOCIETY, 2022

2. Abduraxmanova, Z., & Mamurova, M. (2021). THEORETICAL APPROACH TO SPEECH DISFLUENCIES IN SIMULTANEOUS INTERPRETATION. In *МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ* (pp. 43-45).

3. Axmedova S. R. и др. Masofaviy ta'lim va uning horijiy tillarni o'qitishdagi o'rni //Science and Education. – 2021. – Т. 2. – №. 10. – С. 608-612.

4. Axmedova, S. R. (2021). Chet tillarni o'rganish va undagi metodlarning ahamiyati. *Science and Education*, 2(11), 1076-1080.

5. Baker, M. (1992). *In Other Words: A Coursebook on Translation*. Routledge.

6. Bassnett, S. (2002). *Translation Studies* (3rd ed.). Routledge.

7. Fayzullaeva, U., & Togaev, S. (2024). A LITERARY PHENOMENON IN THE POSTMODERN ERA. IJODKOR O'QITUVCHI, 4(37), 146-148.

8. Gentzler, E. (2001). *Contemporary Translation Theories* (2nd ed.). Multilingual Matters.

9. Newmark, P. (1988). *A textbook of translation*. Prentice Hall.

10. Nida, E. A. (1964). *Toward a science of translation: With special reference to principles and procedures involved in Bible translating*. Brill.

11. Venuti, L. (2012). *The translator's invisibility: A history of translation*. Routledge.

DICTIONARY STRUCTURE

Scientific advisor Abdurahmonova Zilola Yakubjanovna

abduraxmanova@jbnuu.uz

Jizzakh branch of National University named after Mirzo Ulugbek

The Faculty of Psychology, the department of Foreign languages Philology and Foreign languages

Student of group 402-22 Quvonov Elbek Abduxalil o'g'li

quvonovelbek64@gmail.com

Annotation: This article explores the intricate structure of dictionaries, examining their essential components and the principles that govern their organization. It begins by defining the fundamental types of dictionaries monolingual, bilingual, specialized, and historical highlighting their unique purposes and audiences. The discussion then delves into the core elements of dictionary entries, including headwords, definitions, phonetic transcriptions, usage examples, and grammatical information. Attention is given to the methodologies employed in selecting and arranging entries, with a focus on alphabetical order, thematic categorization, and frequency-based listings. The article also addresses the role of technology in modern dictionary-making, including digital formats and online databases, which have transformed accessibility and user interaction. Furthermore, the annotation emphasizes the importance of lexicographic principles such as accuracy, comprehensiveness, and user-friendliness in creating effective reference tools. By analyzing various dictionary structures, the article aims to provide insights into how these resources reflect linguistic diversity and evolve with language use. This exploration contributes to a deeper understanding of lexicography as both a science and an art, ultimately enhancing the appreciation of dictionaries as vital tools for communication and learning.

Keywords: Dictionary, Structure, monolingual, bilingual, specialized, historical, headwords, definitions, phonetic transcriptions, usage examples, grammatical information, methodologies.

The dictionary is a cornerstone of linguistic resources, offering insights into word meanings, usage, and grammatical information. As language evolves, so too do dictionaries, adapting to the needs of their users. This article aims to provide a detailed examination of the structure and types of dictionaries, the methodologies employed in their creation, and the role of technology in shaping modern lexicography.

Types of Dictionaries

Monolingual Dictionaries: These dictionaries provide definitions and information about words in a single language. They are essential for native speakers and learners alike, offering detailed explanations, phonetic transcriptions, usage examples, and grammatical information.

Bilingual Dictionaries: Designed for speakers of different languages, bilingual dictionaries facilitate translation and understanding between languages. They often include headwords in one language alongside their equivalents in another, catering to language learners and translators.

Specialized Dictionaries: These dictionaries focus on specific fields or subjects, such as medicine, law, or technology. They provide terminology and definitions relevant to particular disciplines, aiding professionals and students in their respective areas of study.

Structure of DictionariesThe structure of a dictionary is crucial for its usability. Typically organized in alphabetical order, dictionaries may also employ thematic categorization or frequency-based listings to enhance user experience.
Each entry usually includes:

Headword is the word or phrase that serves as the main entry in a dictionary or lexicon. It is typically presented in a distinctive typeface (often bold or italicized) and is used as a reference point for users seeking information about the meaning, pronunciation, usage, and grammatical properties of that word. Each headword may also include additional information such as part of speech, inflected forms, and definitions, often organized in alphabetical order to facilitate easy navigation. Headwords are essential for indexing and categorizing language, making them a fundamental element of dictionary entries.

Phonetic transcription refers to the systematic representation of the sounds of spoken language using a standardized set of symbols. This transcription aims to accurately depict how words are pronounced, transcending the ambiguity of traditional spelling. It serves as a crucial tool for lexicographers, enabling them to provide clear guidance on pronunciation for users of dictionaries.

Usage Examples: Sentences or phrases provided in a dictionary or lexicon to illustrate the meaning, grammatical behavior, and contextual application of a word or phrase. They help users understand not only the definition of a term but also how it fits into real-world communication.

Grammatical Information refers to the details provided in a dictionary or lexicon that describe the grammatical properties and behaviors of words. This information is essential for users to understand how to correctly use a word within sentences and to recognize its syntactic and morphological characteristics.

Methodologies in Lexicography refer to the systematic approaches and techniques employed in the creation, compilation, and analysis of dictionaries and lexical resources. These methodologies guide lexicographers in how they gather, organize, and present linguistic data, ensuring that the resulting dictionaries are accurate, comprehensive, and user-friendly.
Lexicographers employ various techniques to gather data, including:

Corpus Linguistics is the study and analysis of language as it is naturally used in real-world texts, utilizing large, structured collections of written or spoken material known as corpora. This approach allows lexicographers to gather empirical data on word usage, frequency, collocations, and grammatical patterns, providing a more accurate and comprehensive understanding of language.

Surveys and interviews refer to qualitative research methods used to gather information about language use, perceptions, and needs from a diverse range of speakers and writers. These methods can provide valuable insights that complement data obtained from corpus linguistics and other quantitative approaches.

Historical research in lexicography refers to the study and analysis of the development, evolution, and usage of words and phrases over time. This branch of research aims to trace the historical context of language, examining how meanings, forms, and usages of lexical items have changed throughout different periods and in various cultural settings.

These methodologies help produce dictionaries that reflect linguistic diversity and changing language dynamics.

The Impact of Technology: The advent of technology has transformed the landscape of dictionary publishing. Digital formats and online databases have made dictionaries more accessible than ever. Users can now access vast

resources through smartphones and computers, allowing for real-time updates and interactive features. This shift has not only enhanced user-friendliness but has also enabled lexicographers to incorporate user feedback into their work.

In summary, dictionaries are not only repositories of language but also dynamic tools that adapt to the evolving nature of communication. The diverse types of dictionaries—monolingual, bilingual, and specialized—each serve distinct purposes and audiences, reflecting the multifaceted needs of language users. The meticulous structure of dictionary entries ensures that users can easily access the information they require, while the methodologies employed by lexicographers guarantee the accuracy and relevance of the content. As technology continues to advance, the impact on lexicography is profound. Digital platforms have revolutionized how dictionaries are accessed and utilized, allowing for greater interactivity and real-time updates. This evolution underscores the importance of user engagement and feedback in the ongoing development of linguistic resources. Ultimately, the commitment to accuracy, comprehensiveness, and user-friendliness remains paramount in the creation of modern dictionaries. By prioritizing these principles, lexicographers can ensure that dictionaries will continue to serve as vital instruments for learning, understanding, and navigating the complexities of language in an increasingly interconnected world. As we look to the future, it is clear that dictionaries will remain essential allies in our pursuit of effective communication and linguistic mastery.

References

1. Hutton, J. (2006) The History of Dictionaries: A Survey from the Early 16th Century to the Present Day. London: Continuum.

2. Malkiel, Y. (1993) The Dictionary: A History of the Lexicographic Tradition. New York: Oxford University Press.

3. Rakhmankulovna A. S. PEDAGOGICAL STRATEGY OF DEVELOPMENT OF COMPETITION IN YOUNG PEOPLE OF PROFESSIONAL EDUCATION //International Scientific and Current Research Conferences. – 2023. – C. 18-20.

4. Fowler, H.W. and Fowler, F.G. (1964) The King's English: A Guide to Modern Usage. Oxford: Clarendon Press.

5. Bejoint, H. (2010) Modern Lexicography: An Introduction. Oxford: Oxford University Press.

6. Rakhmankulovna A. S. et al. THE IMPORTANCE OF SPOKEN ENGLISH IN TODAY'S WORLD //SCIENTIFIC APPROACH TO THE MODERN EDUCATION SYSTEM. – 2023. – Т. 2. – №. 20. – С. 92-97.

COMPILING DICTIONARIES

Scientific advisor **Abdurahmonova Zilola Yakubjanovna**
abduraxmanova@jbnuu.uz
Jizzakh branch of National University named after Mirzo Ulugbek
The Faculty of Psychology, the department of Foreign languages Philology and Foreign languages
Student of group 401-22 **Akramov Ibroxim Ahrorjon o'g'li**
akramovibrohimjon02@gmail.com

Annotation: The article "Compiling Dictionary" explores the theoretical and practical principles of dictionary compilation, emphasizing its significance in linguistic research and language preservation. It examines the stages of lexicographic work, including corpus creation, word selection, definition formulation, and the integration of semantic, phonetic, and grammatical information. The study highlights modern challenges in dictionary compilation, such as the incorporation of neologisms, dialectal variants, and the role of computational tools in automating lexicographic processes. By analyzing case studies of successful dictionaries, the article provides insights into maintaining accuracy, cultural relevance, and usability. This work contributes to the field of philology by offering methodologies for creating comprehensive and user-friendly lexicographic resources.

Keywords: Dictionary compilation, lexicography, linguistic research, corpus creation, word selection, semantic analysis, grammatical information, neologisms, dialectal variants, computational tools, philology.

The art and science of lexicography have evolved significantly, reflecting changes in linguistic theory, technology, and cultural dynamics. Dictionaries are indispensable tools for preserving language, supporting education, and facilitating communication. This article addresses the essential steps of dictionary compilation, emphasizing how lexicographers balance linguistic accuracy, cultural relevance, and user accessibility.

Corpus Creation: A corpus serves as the backbone of dictionary compilation. It is a structured collection of texts (written, spoken, or both) that represent the

language's usage across different contexts. The creation of a corpus involves several key stepsю Lexicographers must determine the purpose of the dictionary (e.g., general, specialized, or learner-focused) and select materials that align with this goal. A diverse range of texts is necessary to capture the variety in language usage. These may include literary works, newspapers, academic papers, social media content, and transcripts of spoken conversations. A corpus should include samples from various genres, registers, and regions to reflect the full spectrum of the language. For example, formal and informal contexts, regional dialects, and technical jargon must be considered.

Semantic Analysis is a critical component of dictionary compilation, as it focuses on accurately defining the meanings of words and their usage. This process involves several important steps and considerations. Identifying Polysemy and Homonymy: Polysemy: Many words have multiple related meanings (e.g., "run" as in "a person runs" vs. "a machine runs"). Lexicographers must distinguish and document these meanings clearly. Homonymy: Words that are spelled or pronounced the same but have unrelated meanings (e.g., "bank" as a financial institution vs. "bank" of a river) are treated separately in dictionaries.

Grammatical Information: Including grammatical information in a dictionary ensures that users can not only understand a word's meaning but also use it correctly. Key aspects of grammatical information include. Part of Speech: Each word is labeled with its grammatical category (e.g., noun, verb, adjective). For example, "run" can function as both a noun ("a quick run") and a verb ("to run fast"). Inflectional Forms: Regular and irregular forms of words are documented, such as plurals for nouns (e.g., "child" → "children") and verb conjugations (e.g., "go" → "went"). Syntactic Patterns: Dictionaries often indicate how a word fits into a sentence.

Neologisms are newly coined words or expressions that reflect changes in culture, technology, and social dynamics. Including neologisms in a dictionary ensures that it remains up-to-date and relevant. Neologisms often arise from technological advancements (e.g., "selfie"), social trends (e.g., "cancel culture"), or linguistic borrowings (e.g., "emoji" from Japanese).

Dialectal Variants refer to words, phrases, or pronunciations specific to particular regions, ethnic groups, or social classes. Including these in a dictionary enriches its representation of the language and highlights its diversity. Regional Variants: Words used predominantly in specific geographical areas (e.g., "y'all" in the southern United States, "bairn" in Scotland). Social Dialects (Sociolects):

Words associated with particular social groups or professions (e.g., "legalese" in law, "jargon" in technology). Ethnic Dialects: Variants influenced by the cultural or linguistic heritage of an ethnic group (e.g., African American Vernacular English). Phonetic Variants: Differences in pronunciation that lead to distinct spellings (e.g., "color" in American English vs. "colour" in British English). Lexical Borrowings: Dialects often incorporate words from other languages due to historical or cultural influences (e.g., Cajun English with French-origin terms).

The Role of Computational Tools: Technological advancements have revolutionized lexicography. Computational tools assist in corpus analysis, automate word frequency calculations, and even generate draft definitions. These tools streamline the compilation process, allowing lexicographers to focus on fine-tuning and verifying entries. Machine learning and natural language processing further enhance the ability to handle large datasets and identify patterns.

Conclusion: Dictionary compilation is a dynamic and multifaceted endeavor that requires a balance between linguistic precision, cultural representation, and practical usability. The inclusion of neologisms and dialectal variants highlights the evolving and diverse nature of language, ensuring that dictionaries remain relevant in an ever-changing world. Through careful corpus creation and word selection, lexicographers provide a foundation for accurate and representative lexical entries. Semantic analysis and grammatical information further enhance the utility of dictionaries by offering clarity and guidance for language use. Modern challenges, such as the rapid emergence of new words and the variability of dialects, underscore the importance of leveraging computational tools and extensive corpora to support lexicographic work. By addressing these complexities thoughtfully, lexicographers contribute to the preservation, understanding, and accessibility of language. Ultimately, dictionaries serve as vital resources for education, communication, and cultural exchange, bridging the gap between linguistic tradition and contemporary usage.

References

1. Hutton, J. (2006) The History of Dictionaries: A Survey from the Early 16th Century to the Present Day. London: Continuum.

2. Malkiel, Y. (1993) The Dictionary: A History of the Lexicographic Tradition. New York: Oxford University Press.

3. Rakhmankulovna A. S. PEDAGOGICAL STRATEGY OF DEVELOPMENT OF COMPETITION IN YOUNG PEOPLE OF PROFESSIONAL EDUCATION //International Scientific and Current Research Conferences. – 2023. – C. 18-20.

4. Fowler, H.W. and Fowler, F.G. (1964) The King's English: A Guide to Modern Usage. Oxford: Clarendon Press.

5. Bejoint, H. (2010) Modern Lexicography: An Introduction. Oxford: Oxford University Press.

6. Rakhmankulovna A. S. et al. THE IMPORTANCE OF SPOKEN ENGLISH IN TODAY'S WORLD //SCIENTIFIC APPROACH TO THE MODERN EDUCATION SYSTEM. – 2023. – T. 2. – №. 20. – C. 92-97.

PROBLEMS OF ENGLISH LEXICOGRAPHY

Scientific advisor **Abdurahmonova Zilola Yakubjanovna**
abduraxmanova@jbnuu.uz
Jizzakh branch of National University named after Mirzo Ulugbek
The Faculty of Psychology, the department of Foreign languages Philology and Foreign languages
Student of group 401-22 **Akramov Ibroxim Ahrorjon o'g'li**
akramovibrohimjon02@gmail.com

Annotation: The article "Problems of English Lexicography" examines the key challenges faced by lexicographers in the compilation and development of English dictionaries. It explores issues such as the dynamic nature of the English language, including the integration of neologisms, loanwords, and slang. The article addresses the difficulties of representing regional and global varieties of English, such as British, American, and World English, while maintaining standardization. It also highlights the complexities of semantic ambiguity, polysemy, and idiomatic expressions in definition formulation. Furthermore, the role of technological advancements, including computational tools and digital corpora, is discussed in relation to improving the efficiency and accuracy of lexicographic work. The study provides insights into balancing linguistic precision, cultural sensitivity, and user accessibility in modern English lexicography.

Keywords: English lexicography, dictionary compilation, neologisms, semantic ambiguity, polysemy, idiomatic expressions, loanwords, regional English, computational tools, linguistic diversity.

English is one of the most widely spoken languages globally, with significant regional and cultural variations. This diversity poses unique challenges for lexicographers tasked with creating dictionaries that are both accurate and accessible. English lexicography must also keep pace with the language's rapid evolution, driven by technological advancements, globalization, and cultural shifts. This article explores the main problems faced in English lexicography,

focusing on neologisms, semantic ambiguity, idiomatic expressions, loanwords, regional varieties, and the use of computational tools.

Dynamic Nature of English (Neologisms and Loanwords): English is renowned for its adaptability and dynamism, evolving continuously to meet the demands of its speakers. Two key elements driving this evolution are neologisms newly coined words or expressions and loanwords, which are borrowed from other languages. These linguistic phenomena contribute to the enrichment and global spread of English, but they also pose significant challenges for lexicographers. Neologisms are new words or phrases that emerge due to cultural, technological, and societal changes. These terms often reflect contemporary realities and fill lexical gaps in the language. Examples include "cryptocurrency," "metaverse," and "influencer."

Semantic Ambiguity and Polysemy in Lexicography: Semantic Ambiguity and Polysemy are two interrelated phenomena that present significant challenges in lexicography. Both involve the complexity of meaning in language, but they differ in the nature of how a word's meaning can vary depending on context. Properly addressing these issues is crucial for lexicographers to ensure accurate, precise, and user-friendly dictionary entries. Polysemy refers to the phenomenon where a single word has multiple related meanings.

Disambiguation: Lexicographers must ensure that the different meanings of polysemous words are clearly distinguished in dictionary entries. This requires careful analysis of how the meanings are related and how they might appear in different contexts. Polysemous words can take on different meanings in different contexts, and some meanings may be more common in certain registers or fields. For example, the word "date" can refer to the fruit, the time of an event, or a romantic meeting. Deciding which meanings to prioritize can be difficult. Polysemous meanings can overlap, leading to challenges in defining them in a way that is precise but not overly technical. For example, the word "right" can mean morally correct, a legal entitlement, or a direction, but these meanings are closely connected. Lexicographers need to define each meaning while acknowledging its relationship to others.

Semantic Ambiguity: Semantic ambiguity refers to a situation in which a word or phrase has multiple meanings, but these meanings may not be related. The ambiguity arises when a word or phrase can be interpreted in more than one way, often due to the context in which it is used. This is not a case of a word having different senses (as in polysemy) but rather the possibility of multiple

interpretations. Ambiguity often requires lexicographers to supply context-driven definitions or usage examples. In many cases, a word might have different meanings depending on whether it is used in a literal or figurative sense, or whether it belongs to a specific domain (e.g., legal, medical, everyday speech). Lexicographers must consider the variety of potential interpretations that users might encounter, ensuring that dictionary entries clarify how words function in various contexts.

Idiomatic Expressions and Figurative Language in Lexicography: Idiomatic expressions and figurative language play an essential role in the richness and flexibility of any language, including English. These linguistic features present unique challenges to lexicographers, as they often deviate from the literal meanings of the words involved. Understanding and documenting idiomatic expressions and figurative language in dictionaries requires careful consideration of cultural context, usage frequency, and clarity of explanation. An idiomatic expression is a phrase whose meaning cannot be deduced directly from the meanings of the individual words that make it up. These expressions are often deeply rooted in the culture and history of a language community. For example, "kick the bucket" means "to die," but its literal interpretation does not provide any clue about this meaning. he primary challenge with idiomatic expressions is that their meanings do not correspond directly to the meanings of the individual words within the expression. Lexicographers must provide definitions that capture the figurative meaning, often requiring cultural or contextual explanations. For example, "barking up the wrong tree" doesn't relate to dogs or trees but means "to pursue a mistaken course of action."

Figurative language refers to the use of non-literal expressions to convey meaning in a more vivid, creative, or impactful way. While idiomatic expressions are a subset of figurative language, the broader category includes metaphors, similes, personification, hyperbole, and other figures of speech that enhance communication.

Regional and Global Varieties of English in Lexicography: English, as a global language, exhibits considerable diversity in its usage across different regions and cultures. These variations, known as regional varieties and global varieties, contribute to the language's richness but also pose unique challenges for lexicographers. Understanding how regional and global varieties of English differ in vocabulary, grammar, pronunciation, and usage is essential for accurately documenting the language in dictionaries.

Digital Corpora in Lexicography: A digital corpus is a large, structured collection of texts that can be analyzed computationally. Digital corpora are essential for modern lexicography because they provide vast amounts of real-world language data, enabling lexicographers to track language change, study word frequency, and observe patterns in language use over time. These corpora are designed to represent the language as a whole and contain texts from a variety of genres, including newspapers, fiction, academic papers, and spoken language. General corpora are useful for identifying broad linguistic trends and documenting word usage across different contexts.

In conclusion, the process of creating a dictionary requires a careful balance of precision, sensitivity, and accessibility to ensure that it meets the needs of its diverse user base. Precision ensures that words and their meanings are accurately represented, while sensitivity acknowledges the evolving nature of language and the need for cultural awareness in defining terms. Accessibility ensures that these definitions are clear and understandable to all users, from language learners to experts. Achieving this balance is an ongoing challenge, requiring lexicographers to stay attuned to linguistic shifts, social changes, and technological advancements. By continuously refining dictionary entries with these principles in mind, lexicographers contribute to a more inclusive, accurate, and user-friendly resource that reflects the richness and dynamism of the language. Ultimately, this balance ensures that dictionaries not only preserve the essence of language but also remain relevant and accessible in an ever-changing world.

References

1. Malkiel, Y. (1993) The Dictionary: A History of the Lexicographic Tradition. New York: Oxford University Press.

2. Rakhmankulovna A. S. PEDAGOGICAL STRATEGY OF DEVELOPMENT OF COMPETITION IN YOUNG PEOPLE OF PROFESSIONAL EDUCATION //International Scientific and Current Research Conferences. – 2023. – C. 18-20.

3. Fayzullaeva, U., & Togaev, S. (2024). A LITERARY PHENOMENON IN THE POSTMODERN ERA. IJODKOR O'QITUVCHI, 4(37), 146-148.

4. Fowler, H.W. and Fowler, F.G. (1964) The King's English: A Guide to Modern Usage. Oxford: Clarendon Press.

5. Tog'Ayev Sarvar Eshniyoz, O. G., & Fayzullayeva, U. (2023). Understanding Postmodernism: Postmodern Culture and Philosophy.

6. Rakhmankulovna A. S. et al. THE IMPORTANCE OF SPOKEN ENGLISH IN TODAY'S WORLD //SCIENTIFIC APPROACH TO THE MODERN EDUCATION SYSTEM. – 2023. – T. 2. – №. 20. – C. 92-97.

EXPLORING CHARACTER VOICE THROUGH DIALOGUE.

Scientific advisor: Ma'ripov Jalolxon Kamoliddin o'g'li
Jizzakh branch of the National
University of Uzbekistan named after Mirzo Ulugbek
The Faculty of Psychology, the department of Foreign
languages Philology and foreign languages
Student of group 301-21: Ahmedova Sohiba Sherali qizi

Annotation: This article analyzes the contribution of dialogue to character voice development in creative writing. It deals with the aspects of writing one's effective speech including avoiding stereotypes and tone deaf voices. Stressing the importance of individualism, subtext, and cultural contextualization, the article offers practical tools to authors who wish their characters to be interesting and believable.

Key words: Character voice, dialogue, creative writing, storytelling, character development, subtext, authenticity, regional dialects, cultural influences, narrative techniques, writing tips.

Introduction: Dialogue is inarguably one of the most essential elements of creative writing since it is probably the more engaging way of showcasing character features coupled with their emotions and motivations. It is through dialogue that the readers get to "listen" to the characters and in so doing see the characters. By creating unique and believable characters' speech patterns, the verisimilitude of the story is intensified and the audience more entertained. This article discusses the importance of not only the voice of the character when speaking but focusing on his/her speech patterns, offers techniques for the creation of interesting speech patterns, and explain mistakes which should be evaded.

Character voice is the customized mode of communication adopted by a character in a game or screen including the commonly used words and tone as well as the rhythmic aspects of speech.' More specifically a Character voice is determined by:

Personality: A confident character is likely to be direct and assertive and an introverted one might be interacting in a rather unsure manner.

Background: A character tends to select specific words and phrases depending on their culture or class or location or region where they belong.

Emotional State: When a character is angry, happy or nervous that can be translated into speech in a reasonable manner.

In terms of furthering a story or boosting its plot, Interactions between characters can be more than just what is said or done by them. Through dialogue writers enhance the story by:

Establishing or instigating relationships and conflicts among the characters.

Creating sub- texts that enable the reader to follow meaning that was not explicitly stated in the text.

Ways to Write in such a Way That Each Character has their Own V.oices Dialogue drafting is the last stage in writing and a much later phase in the story writing process. Consider the following questions when you write your dialogue:

Backstory: What are their past experiences that affect the way they speak? Motivations: How do their aims affect their way of speech?

Personality: What is the general etiquette of their speech? Do they engage in formality, humour, sarcasm, or are they more quiet?

Each character should ideally sound different as each should possess a different voice. To achieve that, make sure that you include:

Characters do not often say exactly what they want to say. Dialogue is almost never straightforward. Often, there is something that goes unsaid or hidden. For example: Instead of "I'm upset that you didn't bother wishing me on my birthday", a character might say "No, it's alright. I didn't want any festivities Or though it's my birthday."

While writing, realism is important especially in the conversation, yet it is important for the piece. It would help if you did not try to reproduce real conversations, which consist of too much light banter or are too disjointed. Instead, focus on the intention and aim.

The language of the character should be suitable for their class but don't go too far as to be stereotypical. Appropriate voices come from proper research and being considerate.

Dialogue existing for exposition can seem a little like a push. Mix exposition in lightly into dialogue scenes that serve another purpose.

When all of your characters use the same tone, vocabulary, or phrasing, they become homogeneous and similar to each other. To individualize voices, match their speech patterns to their personality traits.

As characters evolve throughout the story, so should their voices. For instance, a timid character might become more assertive over time, reflected in their speech.

Example 1: Personality Through Tone

"Don't worry about it. I've handled worse situations before breakfast."

This line reveals confidence and perhaps a touch of arrogance, depending on the context.

Example 2: Subtext and Emotion

"Sure, bring her along. The more, the merrier."

The character's words are mannered, but the tone may imply some hidden resentment or jealousy, which enriches the interaction.

Example 3: Regional Influence

"I reckon we'll get there 'fore sundown if we keep up this pace."

The use of "reckon" and the informal structure suggest a Southern or rural background, adding to the authenticity of the character's voice.

Dialogue existing for exposition can seem a little like a push. Mix exposition in lightly into dialogue scenes that serve another purpose.

When all of your characters use the same tone, vocabulary, or phrasing, they become homogeneous and similar to each other. To individualize voices, match their speech patterns to their personality traits.

As characters evolve throughout the story, so should their voices. For instance, a timid character might become more assertive over time, reflected in their speech.

Examples of Effective Dialogue

Example 1: Personality Through Tone

"Don't worry about it. I've handled worse situations before breakfast."

This line reveals confidence and perhaps a touch of arrogance, depending on the context.

Example 2: Subtext and Emotion

"Sure, bring her along. The more, the merrier."

The character's words are mannered, but the tone may imply some hidden resentment or jealousy, which enriches the interaction.

Example 3: Regional Influence

"I reckon we'll get there 'fore sundown if we keep up this pace."

The use of "reckon" and the informal structure suggest a Southern or rural background, adding to the authenticity of the character's voice.

Conclusion

Dialogue is a major tool in the development of a character. Writers, in creating unique voices reflective of their individuality and background, make the readers' involvement much stronger and their storytelling more perfect. Subtext, choice of words, and influence of culture are thoughtfully used to ensure authenticity and avoid stereotypes. And this art of creating resonant dialogue, which propels your story forward, is mastered with practice.

REFERENCES

Ma'ripov J. K. A BRIEF INFORMATION ABOUT TENSES //O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA. – C. 464.

1. Tolibovna A. K. et al. Features Of Anthropocentric Study Of Sacred Texts //Open Access Repository. – 2022. – T. 8. – №. 1. – C. 5-10.

2. Tolibovna A. K. et al. Functions of Allusion and Allusion as a Marker of Intertextuality and Precedence //European Multidisciplinary Journal of Modern Science. – 2022. – T. 6. – C. 485-487.

3. Ma'ripov J. KORPUS HAQIDA UMUMIY TUSHUNCHA //Центральноазиатский журнал образования и инноваций. – 2023. – T. 2. – №. 5. – C. 175-178.

4. Ma'ripov J. Antroposentrizm–tilshunoslikning zamonaviy yonalishi sifatida //Инновационные исследования в современном мире: теория и практика. – 2022. – T. 1. – №. 28. – C. 62-68.

5. Solnyshkina M. I. et al. IMPORTANCE OF SETTING GOALS. SMART GOALS //Новости образования: исследование в XXI веке. – 2023. – T. 1. – №. 11. – C. 318-320.

6. LEARNER I. Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek, The faculty of psychology, The teacher at the department of Foreign languages.

7. Маърипов Д. Psychological value of the novels by agatha christie //Информатика и инженерные технологии. – 2023. – T. 1. – №. 2. – C. 630-632.

8. Khusanova, M. (2023). HISTORY OF USING TESTS IN MONITORING THE LEVEL OF QUALIFICATION. Science and innovation, 2(B7), 17-21

9. Mahira, K. (2024). METHODOLOGICAL PROBLEMS FOR A FOREIGN LANGUAGE TEACHER: MONITORING AND

ASSESSING SKILLS. Multidisciplinary and Multidimensional Journal, 3(10), 10-15.

10. Mahira, K. (2024). TEACHER ASSESSMENT: HISTORICAL DEVELOPMENT AND RESEARCH. INTERNATIONAL JOURNAL OF EUROPEAN RESEARCH OUTPUT, 3(11), 45-49.

11. Xolmurodova, S., & Khusanova, M. (2023). TEACHING WRITING IN ENGLISH. Научный Фокус, 1(1), 1173-1175.

12. Iroda, B., & Mohira, H. (2023). EFFECTIVE PRONOUNICIATION TEACHING IN ENGLISH LANGUAGE. O'ZBEKISTONDA FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI, 2(19), 700-703.

13. No, P. Didactic Conditions for the Formation of Discussion Competence among Students.

14. Mokhira, K. (2023). HOLISTIC SCORING AS A GRADING METHOD. International Journal of Contemporary Scientific and Technical Research, 493-495.

15. Ахмедова С. Р. Таълим ва тарбия жараёнлари узвийлигининг самарадорлиги //Science and Education. – 2021. – Т. 2. – №. 9. – С. 369-373.

16. Ахмедова С. Р. и др. Инновацион технологияларни таълим жараёнларига татбиқ этиш йўллари //Science and Education. – 2021. – Т. 2. – №. 10. – С. 492-496.

17. Axmedova S. R. и др. Masofaviy ta'lim va uning horijiy tillarni o'qitishdagi o'rni //Science and Education. – 2021. – Т. 2. – №. 10. – С. 608-612.

CRITERIA FOR ASSESSING THE CREDIBILITY OF ACADEMIC SOURCES.

Scientific advisor: Husanova Mohira Sherali qizi
Jizzakh branch of the National
University of Uzbekistan named after Mirzo Ulugbek
The Faculty of Psychology, the department of Foreign
languages Philology and foreign languages
Student of group 301-21: Ahmedova Sohiba Sherali qizi

Annotation: In this article, the key elements that ought to be considered in evaluating the credibility of academic authorities are discussed. It offers a systematic approach to the assessment of sources which consists of the evaluation of authors' qualifications, the place of publication, whether it was peer-reviewed, the number of times it has been cited, and its impartiality. The article is practically useful for scholars, teachers, and learners who wish to improve their academic performance in terms of trustworthiness and accuracy of the content.

Key words: Academic credibility, source evaluation, scholarly sources, author credentials, peer review, objectivity, citation frequency, publication venue, research quality, academic publishing, reliability, academic integrity.

Author Credentials: Most, if not all, people believe that a source of reference reveals the credibility of the author. It is either an advanced degree or knowledge that is an author's requirement in order to recognize them as a reliable academic author. It is worthwhile to take into consideration the following author qualifications when evaluating the credentials of the author:

Education: Should the author be opposed to degree courses taken in specific fields of study? For instance, a piece explaining astrophysics which has been penned down by someone with a PhD in physics is more constructive than a piece written by a journalist who has no formal training in any scientific or technical discipline.

Research institutions: An author's research institution and exact Department in the relevant field which supports and broadens the specific author's work would be sufficient.

Publications: Does the author write only about topics that are close to the author's core competencies as a rule?

Contact details: Listing one's email address enhances one's credibility, as would listing one's place of work or the institution to which one is associated.

Publication Venue: When using any source, the publication venue is important as it helps define whether the information used is credible or not. Many of the academic sources are published by certain reputable journals, University presses, and Conference proceedings. These establishments maintain a professional code of practice with regards to editorial work and even peer review. The following things should be looked into:

Journals that require peer review: All articles featured in peer reviewed journals are subjected to reviewing by experts in that area who teachers, researchers and professionals.

Citation Frequency: Citation frequency constitutes one of the general measures of a source's reputation or validity. Such articles are often considered as standard by many in the field. In order to know the citation counts:
Regularly check academic databases such as Google Scholar, Scopus, Web of Science, etc.

Seek citation indices. These indices are created by scholars whose articles or authors have been frequently cited by others, thereby indicating their popularity.
Nevertheless, citation frequency has to be treated with other parameters. This is because, some influential works in new specialist areas are likely to have few citations, if any at all.

Recency and Relevance: With the development of medical, technical, and ecological studies, such factors as the accuracy and the currency of the material prima facie seem to be very important. See Examples: The date of publication: The publication date of the source must be related to the subject of the investigation. For instance, in discussions of AI's evolution, it might be hard to locate papers published in the early 2000s which touch on cutting edge developments in machine learning.

Relevance: the source should be pertinent to the research problem or contribute to it in a substantive way. A source should not be used even though it is credible, if its content is peripheral to the research in question.

Objectivity and Bias: Legitimate sources attempt to inform rather than convince. They make conclusions based on evidence, with no personal or institutional bias. Indicators of objectivity include:

Argument balance: "The author has researched multiple viewpoints and does not present selected pieces of evidence in an attempt to prove an argument that has already been decided upon."

Use of data: "Claims are backed up with documented data and references."

Tone: "The writing lacks emotionally loaded or subjective language.".

Be wary of sources coming from organizations that have a vested interest, as the data may be interpreted in a biased manner.

Accuracy and Consistency: A good academic source has logical consistency and correlates with the generally accepted knowledge within the subject area. To check for accuracy, one should question:

Does the source have clear, verifiable references for its claims?

Is the methodology transparent and replicable?

Does the information correlate with the findings of other reputable sources?

If a source contradicts widely accepted research without substantial evidence, its credibility should be questioned.

Purpose and Intended Audience:Understanding the purpose of a source and its intended audience can help gauge its reliability. Academic sources are typically aimed at scholars, researchers, and students, and their primary purpose is to contribute to knowledge rather than entertain or persuade. Consider:

Purpose: Is the source intended to inform, educate, or add to the scholarly debate?

Audience: Is the content directed toward a sophisticated scholarly audience or to a more general audience?

Sources intended for general readership, such as popular science magazines or blog entries, can economize complex ideas or distort them.

Publisher Reputation: Added to this is the reputation of the publisher. Reputable academic publishers have strict editorial and reviewing standards. Those with questionable practices, including predatory journals, are to be avoided. Check a publisher's reputation by consulting: Databases such as the Directory of Open Access Journals. Academic institutions' or library databases vetted journals and publishers.

Cross-Referencing and Verification: Credible works generally use other credible works as references; one can thus trace the origin of certain data or the verification of an assertion. If a source does not have citations or uses questionable references, then its reliability is suspect.

Conclusion

Assessing the credibility of academic sources is a fundamental skill for researchers and students. By applying criteria such as evaluating author credentials, peer review, publication venue, and objectivity, individuals can ensure their work is based on reliable and trustworthy information. In a digital age where misinformation can proliferate, critical evaluation of sources not only enhances the quality of academic work but also upholds the principles of scholarly integrity and ethical research practices.

REFERENCES

1. Badke, W. (2021). Research Strategies: Finding Your Way Through the Information Fog (6th ed.). iUniverse.

2. Booth, W. C., Colomb, G. G., & Williams, J. M. (2016). The Craft of Research (4th ed.). University of Chicago Press.

3. Harris, R. (2017). Evaluating Internet Sources. VirtualSalt. Retrieved from https://www.virtualsalt.com/evalu8it.htm

4. Rumsey, S. (2008). How to Find Information: A Guide for Researchers. Open University Press.

5. Khusanova, M. (2023). HISTORY OF USING TESTS IN MONITORING THE LEVEL OF QUALIFICATION. Science and innovation, 2(B7), 17-21

6. Mahira, K. (2024). METHODOLOGICAL PROBLEMS FOR A FOREIGN LANGUAGE TEACHER: MONITORING AND ASSESSING SKILLS. Multidisciplinary and Multidimensional Journal, 3(10), 10-15.

7. Mahira, K. (2024). TEACHER ASSESSMENT: HISTORICAL DEVELOPMENT AND RESEARCH. INTERNATIONAL JOURNAL OF EUROPEAN RESEARCH OUTPUT, 3(11), 45-49.

8. Xolmurodova, S., & Khusanova, M. (2023). TEACHING WRITING IN ENGLISH. Научный Фокус, 1(1), 1173-1175.

9. Iroda, B., & Mohira, H. (2023). EFFECTIVE PRONOUNICIATION TEACHING IN ENGLISH LANGUAGE. O'ZBEKISTONDA FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI, 2(19), 700-703.

10. No, P. Didactic Conditions for the Formation of Discussion Competence among Students.

11. Mokhira, K. (2023). HOLISTIC SCORING AS A GRADING METHOD. International Journal of Contemporary Scientific and Technical Research, 493-495.

12. Mokhira, K. (2023). THE IMPORTANCE OF DIFFERENT SUB–SKILLS THAT ARE INVOLVED IN PARTICIPATING IN A GROUP DISCUSSION. International Journal of Contemporary Scientific and Technical Research, 496-499.

13. Qizi, K. M. S. (2022). Learning new content material through cooperative group discussions.

14. Ma'ripov J. K. A BRIEF INFORMATION ABOUT TENSES //O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA. – C. 464.

15. Tolibovna A. K. et al. Features Of Anthropocentric Study Of Sacred Texts //Open Access Repository. – 2022. – T. 8. – №. 1. – C. 5-10.

16. Tolibovna A. K. et al. Functions of Allusion and Allusion as a Marker of Intertextuality and Precedence //European Multidisciplinary Journal of Modern Science. – 2022. – T. 6. – C. 485-487.

17. Ахмедова С. Р. Таълим ва тарбия жараёнлари узвийлигининг самарадорлиги //Science and Education. – 2021. – T. 2. – №. 9. – C. 369-373.

18. Ахмедова С. Р. и др. Инновацион технологияларни таълим жараёнларига татбиқ этиш йўллари //Science and Education. – 2021. – T. 2. – №. 10. – C. 492-496.

19. Axmedova S. R. и др. Masofaviy ta'lim va uning horijiy tillarni o'qitishdagi o'rni //Science and Education. – 2021. – T. 2. – №. 10. – C. 608-612.

20. Axmedova, S. R. (2021). Chet tillarni o'rganish va undagi metodlarning ahamiyati. Science and Education, 2(11), 1076-1080.

VIEWING SOCIAL ISSUES THROUGH CONTEMPORARY FILMS AND BOOKS.

Scientific advisor: Sindorov Lutfulla Kuralovich

Jizzakh branch of the National
University of Uzbekistan named after Mirzo Ulugbek
The Faculty of Psychology, the department of Foreign
languages Philology and foreign languages
Student of group 302-21: Rustamova Zohida Zafar qizi

Annotation: This article explores the significant role contemporary films and books play in addressing and reflecting upon social issues. It highlights how storytelling, through diverse characters and narratives, provides a platform for examining issues such as racism, gender inequality, mental health, and economic disparity. By humanizing complex social problems, these works foster empathy and spark crucial conversations, bridging the gap between awareness and action. The article also discusses the rise of marginalized voices in literature and film, emphasizing the importance of authentic representation while acknowledging the challenges of commercial interests and stereotypes. Ultimately, it argues that contemporary media serves not only as a mirror to society but also as a tool for social change, inspiring a deeper understanding of the world and motivating a more compassionate, informed approach to addressing the issues we face.

Key words: Social issues, contemporary films, contemporary books, storytelling, racism, gender inequality, mental health, economic disparity, empathy, marginalized voices, representation, cultural narratives, social change, authentic representation, awareness, action, social commentary, diversity, inequality, entertainment, social justice.

Viewing Social Issues Through Contemporary Films and Books

In a world increasingly defined by its complexities and interconnectedness, the role of art as a mirror to society has never been more significant. Contemporary films and books have emerged as powerful mediums for exploring and

understanding social issues, shedding light on both personal and collective experiences. Through their narratives, characters, and themes, they offer audiences a way to engage with challenging topics, fostering empathy, awareness, and, often, a call to action.

The Power of Storytelling

Stories have always been central to human culture, serving as tools for education, reflection, and entertainment. In contemporary films and books, storytelling has evolved to address urgent social issues such as racism, gender inequality, climate change, mental health, and more. These works go beyond mere depiction; they offer nuanced perspectives that challenge stereotypes, question societal norms, and encourage critical thinking.

For instance, books like Angie Thomas's *The Hate U Give* explore systemic racism and police brutality through the eyes of a young Black girl. By anchoring the narrative in personal experience, the book invites readers to confront the realities of racial inequality in a deeply intimate and relatable way. Similarly, films like *Parasite* by Bong Joon-ho delve into the stark economic disparities of modern society, using dark humor and suspense to highlight the struggles of marginalized communities.

Bridging the Gap Between Awareness and Action

One of the unique strengths of films and books is their ability to humanize abstract issues. Statistics about homelessness, for example, might evoke sympathy, but a story like *Nomadland*, which follows the lives of itinerant workers in post-recession America, can elicit a deeper emotional connection. By presenting relatable characters and scenarios, these works make it easier for audiences to empathize and recognize the broader implications of these issues in their own lives.

Books and films also serve as entry points for conversations. A movie night or book club discussion can lead to deeper engagement with topics that might otherwise be uncomfortable or taboo. For example, *Becoming*, Michelle Obama's memoir, not only chronicles her life journey but also touches on themes of racial identity, gender expectations, and the power of education. Such works

encourage readers to reflect on their values and biases, sparking meaningful dialogue.

Amplifying Marginalized Voices

Contemporary media has also become a platform for amplifying voices from marginalized communities. Authors and filmmakers from diverse backgrounds are increasingly telling stories that reflect their unique experiences, challenging dominant narratives and expanding the cultural lens through which we view social issues.

Ava DuVernay's documentary *13th* and Roxane Gay's essays in *Bad Feminist* are examples of works that confront systemic injustice and societal double standards head-on. They do so while giving a voice to those who have historically been silenced or overlooked. The rise of independent publishers and streaming platforms has further democratized the creation and distribution of such content, ensuring that a wider variety of stories reaches global audiences.

The Challenges of Representation

While contemporary films and books have made significant strides in addressing social issues, challenges remain. Representation is a double-edged sword; while it can empower and educate, it can also perpetuate stereotypes if not handled thoughtfully. For instance, some critics argue that certain portrayals of poverty or trauma risk becoming exploitative, reducing complex issues to oversimplified tropes.

Moreover, the commercial nature of the entertainment industry can sometimes hinder authenticity. Stories that are deemed too controversial or unmarketable may struggle to find mainstream support, limiting the diversity of perspectives available to audiences.

The Future of Social Commentary Through Art

Despite these challenges, the future looks promising. As society becomes more aware of the importance of diversity and representation, there is growing support for works that tackle social issues with authenticity and depth. The success of

films like *Everything Everywhere All At Once* and books like *Girl, Woman, Other* by Bernardine Evaristo indicates a hunger for stories that resonate across cultural and social boundaries.

In an age of rapid technological and social change, films and books will continue to play a vital role in shaping public discourse. They serve not just as reflections of society but as catalysts for change, inspiring individuals to see the world—and their role within it—through a more compassionate and informed lens.

By viewing social issues through the narratives offered by contemporary films and books, audiences can gain a deeper understanding of the challenges we face and the shared humanity that connects us all.

Conclusion

Contemporary films and books are more than just entertainment; they are powerful tools for examining the pressing social issues of our time. By weaving complex themes into compelling stories, they challenge audiences to confront uncomfortable truths, question societal norms, and empathize with diverse perspectives. Whether amplifying marginalized voices, sparking conversations, or inspiring action, these works serve as a bridge between awareness and understanding.

As society continues to evolve, the role of art as a mirror and catalyst for change remains vital. Through thoughtful representation and authentic storytelling, films and books have the potential not only to reflect the world as it is but also to imagine and inspire the world as it could be. By engaging with these narratives, we deepen our awareness and strengthen our collective commitment to building a more just and equitable future.

REFERENCES

1. Abduraxmanova Z, Abiyirkulova Z, Nurmamatova M: UNDERSTANDING MULTICULTURALISM IN SOCIOLOGY: EMBRACING DIVERSITY IN SOCIETY, 2022

2. Abduraxmanova, Z., & Mamurova, M. (2021). THEORETICAL APPROACH TO SPEECH DISFLUENCIES IN SIMULTANEOUS INTERPRETATION. In *МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ* (pp. 43-45).

3. Axmedova S. R. и др. Masofaviy ta'lim va uning horijiy tillarni o'qitishdagi o'rni //Science and Education. – 2021. – T. 2. – №. 10. – C. 608-612.

4. Axmedova, S. R. (2021). Chet tillarni o'rganish va undagi metodlarning ahamiyati. *Science and Education*, *2*(11), 1076-1080.

5. DuVernay, A. (2016). *13th* [Film]. Netflix.

6. Evaristo, B. (2019). *Girl, Woman, Other*. Penguin Books.

7. Gay, R. (2014). *Bad Feminist*. Harper Perennial.

8. Joon-ho, B. (2019). *Parasite* [Film]. CJ Entertainment.

9. King, S. (2017). *The Institute*. Scribner.

10. Lee, H. (1960). *To Kill a Mockingbird*. J.B. Lippincott & Co.

11. Moore, C. (2018). *The Grownup*. HarperCollins.

12. Rowling, J.K. (1997). *Harry Potter and the Sorcerer's Stone*. Scholastic Press.

13. Thomas, A. (2017). *The Hate U Give*. Balzer + Bray.

14. Zadie, S. (2005). *On Beauty*. Penguin Press.

STUDENTS' INDEPENDENT THINKING: METHODOLOGICAL APPROACHES TO DEVELOPMENT

Scientific advisor: Ahmedova Sevara Rahmonqulovna

Jizzakh branch of the National
University of Uzbekistan named after Mirzo Ulugbek
The Faculty of Psychology, the department of Foreign
languages Philology and foreign languages
Student of group 302-21: Rustamova Zohida Zafar qizi

Annotation: This article explores the concept of fostering independent thinking among students through various methodological approaches. It highlights the importance of developing critical analysis, self-reflection, and problem-solving skills in an educational context. The piece discusses strategies such as inquiry-based learning, Socratic dialogue, reflective practices, collaborative learning, and the integration of autonomy and technology in teaching. It also examines challenges such as the limitations of traditional education systems and the need for gradual scaffolding to support students' transition toward self-directed learning. Concluding sections emphasize the transformative role of independent thinking in preparing students to become adaptable, creative, and responsible individuals capable of addressing the complexities of modern life. This article serves as a valuable resource for educators, policymakers, and stakeholders aiming to enhance teaching practices and empower learners.

Key words: Independent thinking, critical thinking, methodological approaches, inquiry-based learning, reflective practices, Socratic method, collaborative learning, autonomy in education, student development, lifelong learning, critical analysis, problem-solving, educational strategies, innovative teaching, self-directed learning.

In today's rapidly evolving world, the ability to think independently has emerged as a crucial skill for students. Independent thinking empowers learners to analyze information critically, make informed decisions, and innovate solutions to

complex problems. Developing this skill, however, requires deliberate methodological approaches within educational systems. This article explores effective strategies to foster independent thinking in students, emphasizing the importance of creating an environment that nurtures curiosity, critical analysis, and self-reflection.

The Importance of Independent Thinking

Independent thinking is not just about forming personal opinions; it is about reasoning logically, evaluating evidence, and synthesizing diverse perspectives. It enables students to navigate a world saturated with information and equips them with the confidence to challenge established norms and develop original ideas. Moreover, fostering independent thinking prepares students for lifelong learning, a key requirement in an era where knowledge is continually expanding.

Methodological Approaches to Developing Independent Thinking

Encouraging Open-Ended Questions

Open-ended questions stimulate critical thinking and encourage students to explore multiple viewpoints. Teachers can incorporate such questions in classroom discussions, assignments, and assessments to push students beyond rote memorization and engage them in deep analysis. For example, rather than asking students to summarize a text, they can be tasked with evaluating the author's arguments or proposing alternative interpretations.

Promoting Inquiry-Based Learning

Inquiry-based learning shifts the focus from passive reception of knowledge to active exploration. Students are encouraged to ask questions, investigate topics of interest, and draw their own conclusions. This approach fosters intellectual curiosity and allows students to develop research skills essential for independent thought. Projects, case studies, and problem-solving activities are effective tools in this context.

Integrating Reflective Practices

Reflection encourages students to examine their own thought processes, biases, and learning strategies. Journals, self-assessments, and peer feedback sessions can help students develop metacognitive skills, enabling them to think about how they think. This practice not only enhances independent thinking but also promotes self-awareness and growth.

Using Socratic Methods

The Socratic method, characterized by guided dialogue and critical questioning, is a powerful tool for developing independent thought. By engaging students in discussions where they must justify their ideas, consider counterarguments, and refine their perspectives, this approach fosters analytical skills and intellectual rigor.

Incorporating Collaborative Learning

Group work and peer discussions expose students to diverse perspectives and encourage them to articulate and defend their viewpoints. Collaborative learning environments foster a sense of intellectual community while also sharpening students' reasoning and communication skills.

Encouraging Autonomy in Learning

Giving students the freedom to choose topics, projects, or methods of learning cultivates a sense of ownership and responsibility. Autonomy motivates students to take initiative and explore their interests, leading to deeper engagement and independent thought.

Integrating Technology Thoughtfully

Digital tools and platforms can be leveraged to enhance critical thinking. Interactive simulations, online forums, and access to diverse resources provide students with opportunities to explore and analyze information independently. However, educators must guide students to evaluate digital content critically to avoid misinformation.

Challenges in Fostering Independent Thinking

Developing independent thinking is not without its challenges. Traditional education systems often prioritize standardized testing and rote learning, which can stifle creativity and critical analysis. Additionally, some students may struggle with the transition from structured guidance to self-directed learning. Educators must strike a balance between providing support and fostering independence, gradually scaffolding students' abilities to think critically and autonomously.

Conclusion

Fostering independent thinking in students is essential for their personal and professional success. By implementing thoughtful methodological approaches—such as promoting inquiry, reflection, and collaboration—educators can nurture a generation of critical thinkers equipped to face the challenges of the 21st century. Emphasizing the development of this skill not only benefits individuals but also contributes to a more innovative and informed society. As education continues to evolve, the focus must remain on empowering students to become independent, lifelong learners who can navigate complexity with confidence and creativity. Ultimately, the cultivation of independent thinking is not merely an academic endeavor but a transformative process that shapes students into informed and responsible global citizens. It prepares them to adapt to change, challenge societal norms constructively, and contribute meaningfully to their communities. By embedding independent thinking into the core of educational methodologies, educators create a foundation for innovation, resilience, and self-directed growth. The effort to foster this skill is an investment in a future defined by critical problem-solvers and creative leaders capable of addressing the complex issues of an interconnected world.

REFERENCES

1. Abduraxmanova Z, Abiyirkulova Z, Nurmamatova M: UNDERSTANDING MULTICULTURALISM IN SOCIOLOGY: EMBRACING DIVERSITY IN SOCIETY, 2022

2. Abduraxmanova, Z., & Mamurova, M. (2021). THEORETICAL APPROACH TO SPEECH DISFLUENCIES IN SIMULTANEOUS INTERPRETATION. In *МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ* (pp. 43-45).

3. Axmedova S. R. и др. Masofaviy ta'lim va uning horijiy tillarni o'qitishdagi o'rni //Science and Education. – 2021. – T. 2. – №. 10. – C. 608-612.

4. Axmedova, S. R. (2021). Chet tillarni o'rganish va undagi metodlarning ahamiyati. *Science and Education*, *2*(11), 1076-1080.

5. Dewey, J. (1916). Democracy and Education: An Introduction to the Philosophy of Education. Macmillan.

6. Freire, P. (1970). Pedagogy of the Oppressed. Bloomsbury Academic.

7. Brookfield, S. D. (2012). Teaching for Critical Thinking: Tools and Techniques to Help Students Question Their Assumptions. Jossey-Bass.

8. Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Harvard University Press.

9. Kuhn, D. (1999). A Developmental Model of Critical Thinking. Educational Researcher, 28(2), 16-26.

10. Lipman, M. (2003). Thinking in Education. Cambridge University Press.

11. Mezirow, J. (1991). Transformative Dimensions of Adult Learning. Jossey-Bass.

12. Rahmonqulovna A. S. et al. THE IMPORTANCE OF GERMAN IN THE GLOBAL LANDSCAPE //Yangi O'zbekistonda Tabiiy va Ijtimoiy-gumanitar fanlar respublika ilmiy amaliy konferensiyasi. – 2023. – T. 1. – №. 8. – C. 562-566.

13. Raxmonqulovna A. S. et al. The Impact of English on the German Language: A Linguistic Evolution //Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari. – 2023. – T. 2. – №. 2. – C. 459-463.

14. Raxmonqulovna A. S. et al. The Impact of English on the German Language: A Linguistic Evolution //Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari. – 2023. – T. 2. – №. 2. – C. 459-463.

15. Raxmanqulovna A. S., Afruza A. Teacher's Ethics, Skills, and Duties in the Lesson //Yangi O'zbekistonda Tabiiy va Ijtimoiy-gumanitar fanlar

respublika ilmiy amaliy konferensiyasi. – 2023. – T. 1. – №. 8. – C. 550-555.

16. Raxmanqulovna A. S., Afruza A. Language and Speech: Relationship of Language //Yangi O'zbekistonda Tabiiy va Ijtimoiy-gumanitar fanlar respublika ilmiy amaliy konferensiyasi. – 2023. – T. 1. – №. 8. – C. 556-561.

17. Raxmonqulovna A. S. et al. Perfecting speaking skill in german language //" Conference on Universal Science Research 2023". – 2023. – T. 1. – №. 12. – C. 289-293.

18. Rakhmankulovna A. S. et al. OPPORTUNITIES THAT GERMANY CAN GIVE //ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ. – 2023. – T. 35. – №. 4. – C. 59-61.

19. Rahmonkulovna A. S. et al. FACHLICHE KOMPETENZEN VON DAF-LEHRENDEN I //TADQIQOTLAR. – 2023. – T. 28. – №. 2. – C. 90-95.

20. Rakhmankulovna A. S. et al. THE IMPORTANCE OF EMOTIONS IN CULTURAL CONSTRUCTIONS //SUSTAINABILITY OF EDUCATION, SOCIO-ECONOMIC SCIENCE THEORY. – 2023. – T. 2. – №. 13. – C. 128-133.

21. Rakhmankulovna A. S. et al. THE IMPORTANCE OF SPOKEN ENGLISH IN TODAY'S WORLD //SCIENTIFIC APPROACH TO THE MODERN EDUCATION SYSTEM. – 2023. – T. 2. – №. 20. – C. 92-97.

FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQARISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI

ХИЗМАТЛАР СОҲАСИДА ИНСОН КАПИТАЛИДАН ФОЙДАЛАНИШНИНГ НАЗАРИЙ ЁНДАШУВЛАРИ

Абдикеримов А. – ОХУ, магистр талабаси

Аннотация. Мақолада инсон капиталидан фойдаланишнинг назарий ёндашувлари келтирилган. Бунда иқтисодчи олимларнинг фикр ва шарҳлари ўрганилган. Инсон капиталини шакллантириш ва ривожлантириш шароитлари ёритилган.

Калит сўзлар: инсон капитали, инвестиция, интеллект, умумий инсон капитали, махсус инсон капитали.

Кириш. Бизга маълумки, ҳар қандай иқтисодий фаолиятнинг ижобий натижа беришида инновацион жараён муҳим аҳамият касб этади. Инновацион жараёнда эса инсоннинг билими, ақл-заковати, унинг ижодий қобилиятлари, креативлиги, мураккаб муаммоларнинг ноанъанавий эчимларини топа олиш қобилияти алоҳида рол ўйнайди. Шу билан бирга, илмий, техник, иқтисодий ва ижтимоий муаммоларни ҳал қилиш учун кенг билим, яхши ишлайдиган ахборот тизими ва новаторларнинг ижодий ўзаро алоқалари талаб этилади. Чунки инсон қобилиятлари (инсон капитали) ҳар қандай корхонанинг асосий капитали ҳисобланади.

Асосий қисм. Жаҳон амалиётини ўрганиш жараёни шуни кўрсатадики, инсон капитали масалалари илмий, амалий ва ўқув адабиётларида кенг муҳокама қилинади. Инсон капитали - бу мураккаб, хилма-хил ва ўзгарувчан ҳодиса. Инсон капитали тадқиқотчилари унинг моҳияти ва мазмунини аниқлашда унинг ёндашувларидаги фарқни белгилайдиган турли жиҳатларига эътибор беришади.

Инсон капитали тушунчаси ҳам иқтисодий ҳам гуманитар категория сифатида XX асрнинг 60-йилларидан эътиборан муомалага киритилган ва бу тушунча дастлаб иқтисодий муносабатлар ҳамда ишлаб чиқариш жараёнларнинг марказида турувчи инсон омилини ифодалай бошлаган. Ўша даврларда бошланган замонавий илмий-техника инқилоби, ахборот технологияларнинг кенг ёйилиши, жаҳондаги иқтисодий вазият ва моделларнинг ўзгариши каби ҳолатлар инсон капитали тушунчасининг маъноларини ўзгартирди ва кенгайтирди.

FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQARISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI

Жамият турмуши ва иқтисодиётда инсон омилининг (Human Factor) ва умуман инсон капитали (Human Capital) тушунчасининг оммалашуви етакчи ривожланган давлатларда бу борадаги тадқиқотларнинг авж олишига олиб келди. Америкалик икки иқтисодчи олим - Теодор Шульц ("Investment in Human Capital" 1979 й.) ва Гэри Беккер инсон капитали назариясининг асосларини ишлаб чиқдилар ва бу тадқиқотлари учун халқаро Нобель мукофотига сазовор бўлдилар.

Бу олимларнинг инсон капитали тушунчасига берган таърифларини қисқача қуйидагича умумлаштириш мумкин: "инсон капитали – шахснинг ўзи ва умуман жамиятнинг кўп сонли эҳтиёжларини қоплашга хизмат қиладиган билими, қобилияти ва кўникмалари йиғиндисидир". Инсон капитали назарияси асосчиларининг бу қисқача таърифи вақт ўтиши билан инсоният турмушида юзага келган ўзгаришлар туфайли кенгайиб ва мукаммаллашиб бормоқда. Бугунги кунда инсон капитали ҳақидаги назария иқтисод фанининг мустақил тармоғига айланди.

Иқтисод фанидаги инсон капитали тўғрисидаги энг мукаммал ва тадқиқотчилар томонидан тан олинган таърифлардан бири қуйидагича: "Инсон капитали иқтисодиёт ва жамият тараққиётининг тўхтовсиз ривожланувчи ва мураккаб омили бўлиб, у ўзида инсон омилининг ишлаб чиқариш омили сифатида самарали ва оқилона амалда бўлишини таъминловчи меҳнат ресурсларини, билимларни, ақлий ва жисмоний меҳнат унсурларини, яшаш шарт-шароитларини, интеллектуал фаолиятни жамлайди... Қисқачаси, инсон капитали – бу профессионализм, интеллект, билимлар, сифатли ва юксак самарали меҳнат ва юксак турмуш даражаси ҳисобланади.

Дастлабки пайтда инсон капитали деганда одамларнинг меҳнатга бўлган қобилияти – таълим ва касб кўникмаларига инвестициялар жамланмаси тушунилган. Кейинчалик инсон капитали тушунчаси жиддий равишда кенгайди. Жаҳон банки экспертлари томонидан амалга оширилган энг сўнгги ҳисоб-китобларда инсон капиталига истеъмол харажатлари – оилаларнинг овқатланиши, кийим-кечак, турар жой, таълим, соғлиқни сақлаш, маданиятга ва ҳоказоларга сарфлар, шунингдек давлатнинг бу мақсадлар учун харажатлари киритилган.

Юқорида қайд этилганлар умумлаштириб, "инсон капиталини тор ва кенг маъноларда тарифлаш мумкин. Инсон капитали тор маънода – бу

инсоннинг интеллекти, соғлиғи, билими, сифатли ва унумли меҳнати ҳамда унинг турмуш сифати ҳисобланади.

Кенг маънодаги инсон капитали – бу иқтисодий ривожланишнинг интенсив ишлаб чиқариш омили, жамият ва оилани ривожлантириш, меҳнат ресурсларининг билимли қисми, интеллектуал ва бошқарув меҳнати, яшаш ва иш жойи муҳитидир. Улар инсон капиталини ривожлантиришнинг ишлаб чиқариш омили сифатида самарали ва оқилона амал этишини таъминлаши керак"[1].

Инсон капитали назариясига мувофиқ одамлар ўзларига инвестиция киритиб, имкониятларини кенгайтиришлари, давлат эса инсон капиталини бойитиш учун маблағ сарфлаб, миллий даромадни кўпайтириши мумкин. Бундай инвестицияларнинг самарадорлиги сарф қилинган маблағларнинг меҳнат унумдорлиги ортиши ва иш хақи кўпайиши орқали қопланишида ўз ифодасини топади.

Инсон капитали концепциясига тўлиқроқ аниқлик киритиш учун жисмоний ва инсон капитали ўртасидаги фарқни ажратиш талаб этилади. Капиталнинг бу икки тури муайян даражада, айниқса келажакда фойда олиш учун бугун маблағ сарфлаш масаласида ўзаро ўхшашдир. Шу билан бирга инсон капитали ўзига хос ноёб белгиларга эгадир. Жисмоний капиталдан фарқли равишда инсон капитали бевосита одамнинг ўзи билан боғлиқдир. Эркин жамиятда инсон капиталининг эгаси фақат шу инсоннинг ўзи бўлиши мумкин.

Капиталнинг бу шакли ҳам, масалан унинг эгаси бетоб бўлса қадрсизланиши, вафот этса бутунлай йўқотилиши мумкин. Мазкур ҳолат инсон капиталига инвестиция киритиш жисмоний капиталга инвестиция киритишга қараганда кўпроқ таваккалчиликни талаб этишидан далолат беради.

Инсон капиталини бошқаларга бера олмаслик ҳам унинг эгасига боғлиқлигини кўрсатади. Инсон ўз эътиқоди, мойиллиги, ҳаётий қадриятлардан келиб чиққан холда ўз капиталидан турли самарадорлик билан фойдаланиши мумкин. Амалиётда аҳолида мавжуд бўлган инсон капитали заҳираси билан унинг меҳнат бозорида фойдаланилаётгани

---

[1] Абдураҳманов Қ. Меҳнат иқтисодиёти: Назария ва амалиёт. Дарслик. Т.: Ўзбекистон Фанлар академияси "Fan" нашриёти давлат корхонаси. 2019 й., 200 бет

ўртасида катта тафовут бўлиши мумкин. Жамланма ишлаб чиқариш таркибида алоҳида инсон капитали категориясини ажратиб кўрсатиш уни аниқроқ таркибий таҳлил қилиш имконини беради. (1-чизма).

Миллий иқтисодиёт

Инсоннинг ижтимоий-иқтисодий эҳтиёжлари учун зарур шарт-шароитлар

Моддий:
- табиий неъматлар;
- даромад;
- озиқ-овқат;
- меҳнат шароитлари;
- турар жой;
- атроф муҳит;
- хизматлар;

Маънавий:
- соғлиқни сақлаш;
- таълим;
- ахборот ресурслари;
- маданий дам олиш;
- жисмоний тарбия ва спорт;
- урф-одатлар;
- миллий қадриятлар

Шахсни шакллантириш ва ҳар тарафлама ривожлантириш

Инсон капиталини шакллантириш ва ривожлантириш

Америкалик иқтисодчи Н. Бен-Поратнинг таснифлашига кўра, инсон капитали қуйидаги таркибий қисмлардан иборат:

❖ инсон капиталини яратишда иштирок этаётган одамларнинг сифат хусусиятлари ва қобилияти;

❖ бозорда таклиф этилаётган ҳамда бошқа ашёвлар ишлаб чиқариш ва хизмат кўрсатишга киритилган капитал қисми.

Г. Беккер томонидан, шунингдек "махсус инсон капитали" тушунчаси ҳам муомалага киритилган. Бу категория "умумий инсон капиталидан" фарқли равишда махсус тайёргалик натижасида эгалланган ҳамда фақат ўзининг корхонаси учун ишлаб чиқаришда манфаат келтирадиган билимлар ва кўникмалар жамланмасидир.

С. Фишер: "Инсон капитали инсонда мужассамлашган даромад келтириш қобилияти мезонидир. Инсон капитали туғма қобилият ва истеъдод, шунингдек олинган таълим ва малакадан иборат" деб кўрсатган.

Хулоса. Инсон капитали таркибини кенгроқ таҳлил этиш учун функциявий ёндашув принципини ҳисобга олиш лозим. Функциявий ёндошувнинг методологик принципи ҳодисани фақат унинг ички таркиби бўйича эмас, балки унинг функциявий мақсади, пировард фойдаланиш мақсади нуқтаи назаридан кўриб чиқишни талаб этади.

Адабиётлар

1. Ben-Porath. The Production of Human Capital and the Life Cycle of Earnings. – N.Y.; -L, 1970.- P.49.

2. Фишер С.,Дорнбуш Р., Шмалензи Р. Экономическая теория. — М., Юнити, 2002. - С. 21.

3. Абдураҳманов Қ. Меҳнат иқтисодиёти: Назария ва амалиёт. Дарслик. Т.: Ўзбекистон Фанлар академияси "Fan" нашриёти давлат корхонаси. 2019 й., 200 бет.

4. Jumayeva, Z. (2024). THE NEED FOR AN INNOVATIVE APPROACH IN MANAGING ORGANIZATIONS. *Modern Science and Research*, *3*(1), 557-562.

5. Qayumovna, J. Z., Ne'matovna, R. N., & Azizovna, P. A. FAVORABLE INVESTMENT CLIMATE FORMATION ISSUES FOR ATTRACTING ACTIVE INVESTMETNS. *GWALIOR MANAGEMENT ACADEMY*, 29.

6. Жумаева, З. К. (2023). Потенциал инвестиционной стратегии развития региона. *Gospodarka i Innowacje.*, *41*, 333-337.

7. Жумаева, З. К. (2016). Эффективность стратегического управления предприятием. *Наука и образование сегодня*, (2 (3)), 60-62.

8. Жумаева, З. К. (2024). Необходимость инновационного подхода в управлении организациями.

9. Jumaeva, Z. K., & Gafurov, E. O. (2022). Fiscal policy in ensuring the economic security of the state. In *Экономическая безопасность социально-экономических систем: вызовы и возможности* (pp. 358-361).

10. Jumayeva, Z. K., & Mamadjonov, G. N. (2024). Ways to Strengthen Financial Control in the Utilization of State Budget Funds. *EUROPEAN JOURNAL OF BUSINESS STARTUPS AND OPEN SOCIETY*, *4*(1), 61-64.

11. Ruzmetov, B., Jumaeva, Z. K., & Xudayarova, M. (2021). International experience in attracting foreign direct investment. *International Journal on Economics, Finance and Sustainable Development*, *3*(4), 38-43.

12. ЖУМАЕВА, З. СТРАТЕГИЧЕСКИЕ НАПРАВЛЕНИЯ ФОРМИРОВАНИЯ ТОЧЕК ПРОИЗВОДСТВЕННОГО РОСТА В БУХАРСКОЙ ОБЛАСТИ. *ЭКОНОМИКА*, *4*, 455-458.

TA'LIM XIZMATLARI MARKETINGINI ISHLAB CHIQISHGA NAZARIY YONDASHUVLAR

Мухаммадов Акбар-Осиё Халқаро Университети магистрант

Annotatsiya. Maqolada ta'lim xizmatlari marketingini ishlab chiqishning nazariy yondashuvlari keltirilgan. Bunda iqtisodchi olimlarning fikr va sharhlari o'rganilgan. Ta'lim xizmatlari marketingini shakllantirish va rivojlantirish sharoitlari yoritilgan.

Kalit so'zlar: marketing, bozor, ta'lim xizmatlari, tijorat marketingi, notijorat marketingi.

Kirish. Ta'lim xizmatlari deganda inson faoliyatining muayyan bilimlar yig'indisini olish natijasida qo'lga kiritilgan foydali samarani, shaxsiy va ijtimoiy ehtiyojlarni qondiruvchi, bozor va nobozor munosabatlarni mujassamlovchi aralash ne'matni tasavvur etamiz.

Ta'lim xizmatlarini tadqiq qilishda klassik yondashuvni qo'llash uning quyidagi xususiyatlarini aniqlash imkonini beradi:

- his etmaslik;
- manbadan ajralmaslik;
- nomuntazamlik (geterogenlik);
- saqlanib qolmaslik;
- mulk huquqini yo'qligi.

Asosiy qism. Dunyo miqyosida ta'lim xizmatlariga nisbatan o'ziga hos qarashlar va ta'riflar mavjud.

Misol ta'riqasida YUNESKO tashkil etilganining 75 yilligiga bagishlangan ko'rgazmada aynan ta'lim sohasiga alohida to'xtalgan, ta'limga oid quyidagi ta'riflar keltirib o'tilgan. Ta'lim olish bu shaxsning qobiliyati xulq-atvorining takomillashishi jarayoni va natijasidir, ta'lim olish orqali u individual o'sadi va ijtimoiy yetuklikka erishadi[1].

Eslatib o'tishimiz joizki YUNESKO har bitta konferensiyalarida ta'limga ayniqsa rivojlanish darasi ancha orqada bo'lgan mamlakatlar aholisi ta'limiga va ayniqsa ayollar ta'limiga alohida to'xtalib o'tadi.

---

[1] Выставка «ЮНЕСКО: образование для всех». (2022). Retrieved 24 March 2022, from https://www.rsl.ru/ru/events/afisha/vistavki/yunesko-obrazovanie-dlya-vsex

FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQARISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI

Yer yuzida marketingning 1000 dan ortiq ta'rifi mavjud. Mazkur ta'riflarning quyidagi tahriridan foydalanish maqbul: «Ta'lim xizmatlari marketingi boshqaruv jarayoni bo'lib, u iste'molchilarning ehtiyojlarini bashorat qilish va qanoatlantirishni o'z ichiga oladi hamda ta'lim muassasasining barqaror rivojlanishini ta'minlaydigan darajada foyda olinishiga erishiladigan tarzda rivojlantirishni ko'zda tutadi». Ushbu ta'rif marketing o'z ichiga qanday jarayonlarni olishini va qanday maqsadlarga intilishini tushunib olish imkonini beradi.

Ta'lim sohasida marketing muammolari, ta'lim xizmatlarining rivojlanish tendensiyalari, uning raqobatbardoshligini aniqlash, baholash bilan bog'liq masalalar A.P. Pankruxin, I.V. Zaxarova[2], S.A. Mamontov, V.N. Nujdin, A.I. Subetgo, O.V. Saginova[3], A.A. Chensov[4] kabi xorijlik olimlar tomonidan keng o'rganilgan.

Bundan tashqari T.I.Avdeeva , A.D.Kuliklar zamonaviy jamiyatda oliy ta'lim o'rniga o'ziga hos qarashni keltirib o'tgan unga ko'ra ta'lim xizmati davlatning ajralmas iqtisoiy bo'lagidir, shu sababli davlat har bir yoshda yoki ish jarayonida shaxslardan ma'lum bir ilmiy darajani talab qiladi. Bu ham iqtisodchilar qarashlaridan bir lavha, bu o'z navbatida shuni anglatadiki, aholi bolaligidan jamiyatda o'z o'rnini topish uchun ham ta'limga muhtojdir. O'zining ijtimoiy-iqtisodiy mohiyatiga ko'ra ta'lim davlat tovari bo'lib, fan, madaniyat va sog'liqni saqlash bilan bir qatorda xalq xo'jaligining aralash sektoriga kiradi.

Bundan tashqari ta'lim va ta'lim xizmatlarini takomillashtirishda marketingni o'rniga asoslangan ilmiy izlanishlar sifatida quyidagilarni keltirib o'tishimiz mumkin, Natalya Kallenskaya , Ilshad Gafurov va Aida Novenkovalar birgalikda "Marketing of Educational Services: Research on Service Providers Satisfaction" nomli ilmiy ish qilishgan. Magdalena Platis va Eleonora Gabriella Baban. Steven P.SChnaars. Ken Franzen 2018 yilda "Ta'lim sektorlari uchun muvaffaqqiyatli marketingning beshta kaliti" nomli maqola nashr etgan. Pankruxin. A.P "Marketing obrazovatelnix uslug v vыsshem i dopolnitelnom obrazovanii". Porter M.E "Competitive strategy" nomli kitobi

---

[2] Захарова И.В. Маркетинг образовательных услуг. / И.В. Захарова. – Ульяновск: УлГТУ, 2008.

[3] Сагинова О.В. Управление процессами глобализации образования в высшей школе России (теория, методология, практика). Автореферат диссертации на соискание ученой степени доктора экономических наук.

– М., 2006.

[4] Ченцов А.А. Инновационные стратегии на рынке образовательных услуг. Автореферат диссертации на соискание ученой степени канд. эконом, наук. – М., 1998.

rqali raqobat muhiti, raqobatchilar va raqobatlashish haqida chuqur va sinalgan ma'lumotlar olish mumkin.

Ta'lim xizmati jamiyatdagi ijtimoiy-iqtisodiy jarayonlarga ijobiy ta'sir ko'rsatadi: mamlakat mehnat resurslaridan foydalanishning umumiy samaradorligini oshirishga, ularning raqobatbardoshligini oshirishga yordam beradi. Hozirgi vaqtda ta'lim xizmatlarining mohiyatini muhokama qilish to'xtamaydi.

BMTning YuNESKO tashkiloti "ta'lim" atamasiga o'zida ta'limga bo'lgan ehtiyojni qondirish maqsadlarida amalga oshiriladigan, aniq maqsadga yo'naltirilgan va muntazam faoliyatning barcha turlari ma'nosini ifoda etadi degan ta'rif beradi.

Raqobat va raqobatbardoshlik muammolari xorij va MDH mamlakatlari olimlaridan P. Druker, F. Kotler, J.J. Lamben, M. Meskon, M. Porter, M. Tresi, E. Chemberlen, Y. Shumpeter, Li Yakokko, G.L. Azoev, G.L. Bagiev, Ye.P. Golubkov, R.A. Fatxutdinov, A.Yu. Yudanovlar tomonidan chuqur o'rganilgan va ularning ilmiy asarlarida batafsil yoritib berilgan.

Bu mualliflar raqobatning mazmun-mohiyati va turli bozorlarda amal qilish mexanizmi, korxonalar raqobatbardoshligining shakllanishi va uni baholash kabi masalalarga katta e'tibor qaratishgan.

O'zbekistonda oliy ta'lim tizimini, jumladan, oliy ta'lim tizimini modernizatsiya qilish, fan, ta'lim va ishlab chiqarishning integratsiyasi muammolari, oliy ta'lim sifatini tubdan yaxshilash, unga marketing tizimini joriy etish masalalari S.S. Gulomov, B.Yu. Xodiev, N.X. Jumaev, A.Sh. Bekmurodov, M.R. Boltaboev, A.A. Djumanov, G.N. Axunova, D.X.Nabiev, 3. Adilova va boshqalar tomonidan chuqur o'rganilgan.

G.N. Axunova tomonidan ta'lim xizmatlari samaradorligini oshirish, ta'lim tizimi qonuniyatlarini tadqiq etish, barkamol avlodni tarbiyalash hamda ta'lim xizmatlari bozori marketingi muammolari o'rganilgan.

D.X. Nabiev tomonidan olib borilgan ilmiy-tadqiqot ishida globallashuv va modernizatsiyalash sharoitida ta'lim tizimida marketingni boshqarish xususiyatlari va qonuniyatlari, marketing strategiyalarini ishlab chiqishning ilmiy asoslari taklif etilgan, ta'lim muassasalarida marketing tizimini takomillashtirish bo'yicha tavsiyalar berilgan.

Z. Adilovaning ilmiy ishida esa mamlakat iqtisodiyotini erkinlashtirish sharoitida iqtisodiyot yo'nalishidagi kadrlarni tayyorlashni boshqarish, A.Ochilovning ilmiy tadqiqot ishida yuqori malakali kadrlar tayyorlashni

FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQARISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI

boshqarish samaradorligini oshirish, T.Teshaboevning oliy ta'lim tizimida innovatsion faoliyatni axborot texnologiyalari asosida boshqarishni takomillashtirish, G.Sagdullaevaning ilmiy ishida oliy ta'lim xizmatlari bozorini rivojlantirishning marketing strategiyasi masalalari o'rganilgan.

Mazkur muammoga bag'ishlangan tadqiqotlar sonining ko'pligi va yetarlicha tajriba to'planganligiga qaramasdan ta'lim sohasida, xususan, oliy ta'lim raqobatbardoshligini oshirishning marketing strategiyalarini ishlab chiqish kabi masalalar ilmiy jihatdan yetarli darajada tadqiq etilmagan. Aynan shu jihatlar ushbu mavzuning tanlanishiga asos bo'ldi va bugungi kunda mavzuning dolzarbligidan dalolat beradi.

F.Kotler va K.F.A.Foks bergan ta'rifga ko'ra, ta'lim xizmatlari marketingi deyilganda "oliy o'quv yurtlari (OO'Yu)ning intilishlarini ruyobga chiqarish maqsadida maqsadli bozorlarda qadriyatlarni ixtiyoriy ravishda ayirboshlashni yuzaga chiqarishni puxta o'ylab ishlab chiqilgan dasturlarni o'rganish, rejalashtirish, amalga oshirish va nazorat qilish"[5]tushuniladi. OO'Yu uchun bu - o'zaro manfaatli aloqalarni uyg'unlashtirish maqsadida ta'lim muassasalari bilan iste'molchilar o'rtasida ayirboshlash munosabatlarini urnatish yuli bilan ta'lim dasturlarini ishlab chiqish, amalga oshirish va baholashdir.

Bunday juda ham keng ta'rifni biroz oydinlashtirishga to'g'ri keladi.

Birinchidan, marketing - bu tadqiqot, rejalashtirish, amalga oshirish va nazorat qilishni qamrab olgan boshqaruv jarayonidir.

Ikkinchidan, marketing - bu tasodifiy amallar emas, balki sinchkovlik bilan bajarilgan tadqiqotlarga asoslanib, puxta ishlab chiqilgan dasturlardir.

Uchinchidan, qadriyatlarni ixtiyoriy ravishda ayirboshlash nazarda tutiladi, ya'ni ta'lim muassasalari aholini yetarli darajada o'ziga tortadigan dasturlar bilan chiqishi kerak.

To'rtinchidan, iste'molchilar talablarining tabaqalanishi hisobga olinadi, shuning uchun ham dasturlar barcha iste'molchilarga bir xil emas, balki muayyan mijozlarga mo'ljallab bir nechta turda ishlab chiqiladi.

Iste'molchilar talablariga mos kelmaydigan dasturlarni zo'rma-zo'raki taklif qilish muvaffaqiyatsizlikka olib kelishi muqarrar.

Beshinchidan, marketing maktablar va oliy o'quv yurtlariga ta'lim xizmatlari bozorida o'z o'rinlarini topishga, har bir ta'lim muassasasining o'z missiyasini to'laqonli ado etishiga ko'maklashadi.

---

[5] Kotler Philipp, Fox. Karen F.A. Strategic Marketing for Educational Institutions. - New Jersey. 1985. P.7.

FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQARISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI

Va nihoyat, marketing loyiha dasturi, narx shakllanishi, tarqatish usullari va siljitish tizimiga asoslangan marketing majmuasida amalga oshiriladi. Bu majmuaning har bir elementi ta'lim xizmatlari iste'molchilarining xatti-xarakatiga o'z ta'sirini ko'rsatishini anglatadi.

Masalan, nufuzli OO'Yu ta'lim xizmatlari narxlari baland bo'lishiga qaramay talabasiz qolmaydi, dasturlarning sifati va ta'lim muassasasining bozordagi barkdror mavqei xal qiluvchi ahamiyat kasb etadi.

Dj.Evans va B.Berman marketingning umumiy konseptual asoslariga tayanib, tijorat va notijorat marketing o'rtasidagi asosiy farqlarni aniqlab berishgan.

Tijorat marketingi asosan tovar va xizmatlar bilan bog'liq, pul tovar va xizmatlarga ayirboshlanadi, maqsad odatda sotish, foyda va nakd pul olishga qaratiladi, ustunligi iste'molchilarning to'lovlariga bog'liq, bozorning daromadli segmentlariga xizmat ko'rsatishga mo'ljallangan, faqat bir toifadagi mijozlar - iste'molchilarga ega.

Notijorat tashkilotlar uch turda bo'lib, birinchi turga mulk egasi tomonidan ijtimoiy-madaniy va ворща notijorat xarakteridagi faoliyatni amalga oshirish maqsadida tashkil etilgan muassasalar kiradi. Asosan budjet mablag'lari hisobiga moliyalashtiriladigan davlat tashkilotlari shular jumlasidan hisoblanadi. Nodavlat ta'lim muassasalari ham shu guruhga kiradi.

Xulosa. Ta'lim muassasalarining samarali faoliyat yuritishi va sifatli ta'lim xizmatlari ko'rsatishini ta'minlashda ta'lim tizimida marketing tadqiqotlarini olib borishning o'rni beqiyos. Biroq, respublikamiz ta'lim sohasida marketingdan foydalanishning ilmiy asoslari hali to'liq yaratilmagan. Shu bois, bugungi kunda mehnat bozori ehtiyoji asosida kichik mutaxassislar tayyorlash va ularning bandligini ta'minlashda bir qator muammolar mavjud.

Adabiyotlar

1. Жумаев Н.Х., Бекмурадов А.Ш. Модернизация системы и содержания высшего экономического образование в контексте инновационного развития экономики Узбекистана. с. 88-90.

2. Бекмурадов А.Ш. Университетская автономия. // Экономическое обозрение, 2007, № 1, с. 17-18.

3. Джуманов А.А. Повышение научно-инновационного потенциала высших учебных заведений: опыт международного Вестминстерского университета в Ташкенте. В сб. статей Международная конференции.

4. Ахунова Г.Н. Ўзбекистонда таълим хизматлари маркетинги муаммолари (монография). – Т.: Иқтисод-молия, 2005. – 244 б.

5. Набиев Д.Х. Маркетинг в сфере образования (монография). – Т.: Fan va texnologiya, 2008. – 208 б.

6. Адилова 3. Управление подготовкой экономических кадров в условиях либерализации экономики Узбекистана. Автореферат диссертации на соискание ученой степени канд. эк. наук. – Т.: ТГЭУ, 2010.

7. Jumayeva, Z. (2024). THE NEED FOR AN INNOVATIVE APPROACH IN MANAGING ORGANIZATIONS. *Modern Science and Research*, *3*(1), 557-562.

8. Qayumovna, J. Z., Ne'matovna, R. N., & Azizovna, P. A. FAVORABLE INVESTMENT CLIMATE FORMATION ISSUES FOR ATTRACTING ACTIVE INVESTMETNS. *GWALIOR MANAGEMENT ACADEMY*, 29.

9. Жумаева, З. К. (2023). Потенциал инвестиционной стратегии развития региона. *Gospodarka i Innowacje.*, *41*, 333-337.

10. Жумаева, З. К. (2016). Эффективность стратегического управления предприятием. *Наука и образование сегодня*, (2 (3)), 60-62.

11. Жумаева, З. К. (2024). Необходимость инновационного подхода в управлении организациями.

12. Jumaeva, Z. K., & Gafurov, E. O. (2022). Fiscal policy in ensuring the economic security of the state. In *Экономическая безопасность социально-экономических систем: вызовы и возможности* (pp. 358-361).

13. Jumayeva, Z. K., & Mamadjonov, G. N. (2024). Ways to Strengthen Financial Control in the Utilization of State Budget Funds. *EUROPEAN JOURNAL OF BUSINESS STARTUPS AND OPEN SOCIETY*, *4*(1), 61-64.

14. Ruzmetov, B., Jumaeva, Z. K., & Xudayarova, M. (2021). International experience in attracting foreign direct investment. *International Journal on Economics, Finance and Sustainable Development*, *3*(4), 38-43.

15. ЖУМАЕВА, З. СТРАТЕГИЧЕСКИЕ НАПРАВЛЕНИЯ ФОРМИРОВАНИЯ ТОЧЕК ПРОИЗВОДСТВЕННОГО РОСТА В БУХАРСКОЙ ОБЛАСТИ. *ЭКОНОМИКА*, *4*, 455-458.

MIJOZLAR BILAN MUNOSABATLARNI BOSHQARISHNING NAZARIY YONDASHUVLARI

Hakimov Shoxrux Hamza o'g'li
OSIYO XALQARO UNIVERSITETI

Annotatsiya. Maqolada mijozlar bilan munosabatlarni boshqarishning nazariy yondashuvlari keltirilgan. Bunda iqtisodchi olimlarning fikrlari o'rganilgan. Mijozlar bilan munosabatlarni boshqarish evolyutsiyasiga ta'sir qiladigan omillar yoritilgan.

Kalit so'zlar: CRM, strategiya, mijoz, sotuv, marketing, so'rov.

Kirish. Bozor iqtisodiyoti sharoitida bozorda yashab qolish va mijozlarining ehtiyojini qondirishga qaratilgan tanlovlarini boshqarish, ya'ni mijozlar bilan munosabatlarini boshqarish (CRM) juda muhim darajaga ko'tarilib bormoqda. Tanlash kontekstida bu firma mahsulotlarining kengligi bo'yicha tanlovning uzluksizlik modellarini ishlab chiqishni va ulardan foydalanish muddati davomida mijozlardan keladigan daromadlarni ko'paytirishni nazarda tutadi. So'nggi paytlarda bozorda CRM-dan foydalanishning o'sishiga bir qancha omillar yordam berdi. Ko'pgina tashkilotlarda e'tibor yangi mijozlar uchun kurash emas, balki hozirgi mijozlar orasida talablar ulushini oshirishga qaratilgan.

Asosiy qism. CRM tizimi-bu kompaniya vakillarining mijozlar bilan o'zaro munosabatlarini optimallashtirish uchun mo'ljallangan maxsus dastur. Ommabop noto'g'ri tushunchadan farqli o'laroq, CRM tizimi inert ma'lumotlar qatori emas, u foydalanuvchilarga aloqa jarayonlarini avtomatlashtirishga imkon beradigan kuchli vositalarni taqdim etadi.

CRM qisqartmasi Customer Relationship Management ma'noni anglatadi, bu "Mijozlar bilan munosabatlarni boshqarish"degan ma'noni anglatadi. Ushbu yondashuvdan foydalanish mijozning ehtiyojlari asosida biznesni qurishga imkon beradi. Bunga ko'p jihatdan xaridorlarning buyurtmalari to'g'risidagi saqlangan ma'lumotlarning tuzilishi va ushbu ma'lumotlarni boshqarish qulayligi yordam beradi. CRMni qo'llash bir martalik sotish darajasida ham, biznes korxonasini rivojlantirishning uzoq muddatli strategiyasini tuzishda ham yuqori samaradorlikni ko'rsatadi.

FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQARISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI

CRM tizimlari va dasturlari CRM strategiyalarini amalga oshirishda hal qiluvchi rol o'ynaydi. Ushbu tizimlar kompaniyalarga mijozlar ma'lumotlarini samarali boshqarish, mijozlar bilan o'zaro munosabatlarni kuzatish, savdo va marketing jarayonlarini avtomatlashtirish va mijozlarning shaxsiy tajribasini taqdim etish imkonini beradi. CRM tizimlari ko'pincha kontaktlarni boshqarish, etakchi boshqaruv, sotishni prognozlash, mijozlarga xizmat ko'rsatishni boshqarish, hisobot va tahlil kabi xususiyatlarni o'z ichiga oladi.

CRM-dan to'g'ri foydalanish hozirgi vaqtda yuqori raqobatbardoshlikning eng muhim jihatlaridan biridir. Shuni ta'kidlash kerakki, bunday tizimni amalga oshirish eng samarali tarzda biznesni boshlash bosqichida sodir bo'ladi, ammo yomon tizimlashtirilgan ma'lumotlarning qor to'pi allaqachon to'planganida emas. Biroq, agar amalga oshirish kech bo'lsa ham, CRM tizimlari vaqt o'tishi bilan savdo hajmining o'sishini namoyish qilishi va menejerlarning ish sifatini oshirishi mumkin.

CRM ning afzalliklari orasida mijozlar qoniqishini oshirish, mijozlarning sodiqligini oshirish va ushlab turish, sotish va marketing samaradorligini oshirish va umumiy mijozlar tajribasini yaxshilash kiradi. Mijozlar bilan munosabatlarga ustuvor ahamiyat berish va samarali CRM strategiyalarini amalga oshirish orqali kompaniyalar raqobatdosh ustunlikka ega bo'lishi, uzoq muddatli mijozlar munosabatlarini rivojlantirishi va biznes muvaffaqiyatiga erishishi mumkin.

Adabiyotlar tahlili. CRM biznesda keng qo'llaniladigan tushuncha bo'lsa-da, olimlar tomonidan umumiy qabul qilingan yagona ta'rif mavjud emas. Biroq, bu yerda taniqli tadqiqotchilar va akademiklarning bir nechta nuqtai nazarlari va ta'riflari mavjud:

Filipp Kotler va Kevin Keller(2015): "Mijozlar bilan munosabatlarni boshqarish (CRM) - bu kompaniyaning joriy va potentsial mijozlar bilan o'zaro munosabatlarini boshqarish va rivojlantirishga qaratilgan kompleks yondashuv [2]. U foydali mijozlar munosabatlarini o'rnatish va qo'llab-quvvatlash uchun marketing, sotish va mijozlarga xizmat ko'rsatish strategiyalarini birlashtirishni o'z ichiga oladi."

V. Kumar va Verner Reynarts(2017): "CRM mijozlarning sodiqligi va rentabelligini maksimal darajada oshirish uchun individual mijozlar va barcha mijozlar bilan aloqa qilish nuqtalari haqida batafsil ma'lumotni boshqarish jarayonini nazarda tutadi [3]. Bu shaxsiylashtirilgan tajriba va maqsadli

marketing tashabbuslarini taqdim etish uchun mijozlar ma'lumotlarini to'plash, tahlil qilish va ulardan foydalanishni o'z ichiga oladi. "

Pol Greenberg(2012): "CRM - bu o'zaro manfaatlar uchun mijozlar munosabatlarini qasddan rivojlantirish strategiyasidir [4]. Bu mijozlarning ehtiyojlari va xatti-harakatlarini tushunish va bu bilimlardan tegishli va o'z vaqtida aloqa, mahsulotlar va xizmatlarni yetkazib berish uchun foydalanishni o'z ichiga oladi."

Adrian Payne va Pennie Frov(2019): "CRM - bu mijozlar bilan uzoq muddatli, o'zaro manfaatli munosabatlarni rivojlantirishga urg'u beradigan strategik yondashuv [5]. U mijozlar bilan munosabatlarni sotib olish, saqlab qolish va yaxshilash uchun tashkilot resurslari va jarayonlarini moslashtirishni o'z ichiga oladi."

Muhokama. Ushbu ta'riflar CRM ning asosiy elementlarini, jumladan, mijozlar bilan munosabatlarni boshqarish, mijozlar ma'lumotlaridan foydalanish, shaxsiylashtirilgan tajribalarni taqdim etish va mijozlar qiymati va sodiqligini maksimal darajada oshirish uchun biznes strategiyalarini moslashtirishni ta'kidlaydi. Ular kuchli mijozlar munosabatlarini o'rnatish va qo'llab-quvvatlash uchun turli biznes funktsiyalarini birlashtirgan mijozlarga yo'naltirilgan yondashuv sifatida CRM muhimligini aks ettiradi.

Mijozlar bilan munosabatlarni boshqarish tarixi va evolyutsiyasini bir necha o'n yillar davomida kuzatish mumkin, chunki korxonalar muvaffaqiyatga erishish uchun mijozlar bilan mustahkam aloqalar o'rnatish muhimligini tan olishgan. Mijozlar bilan munosabatlarni boshqarish evolyutsiyasiga turli omillar, jumladan, texnologik taraqqiyot, mijozlar kutgan o'zgarishlar va mijozlarga yo'naltirilgan strategiyalarning ahamiyati ortib borishi ta'sir ko'rsatdi.

Agar kompaniyaning foydasi ko'p jihatdan mijozlar bilan ishlashga bog'liq bo'lsa, ko'p sonli nyuanslarni hisobga olish kerak. Mijozlar bazasini saqlash va barcha kiruvchi so'rovlarni hisobga olish, sotuvlarning cho'qqilari va pasayishlarini kuzatish, aloqa jadvalini yozish, xodimlar uchun vazifalarni belgilash, uzoq muddatli biznes tendentsiyalarini tahlil qilish talab qilinadi ... Bunday ko'plab muammolarni hal qilish mumkin, tanish vositalardan foydalanish, masalan, turli xil elektron aloqa vositalari, umumiy foydalanish imkoniyatiga ega ma'lumotlar jadvallari, korporativ bildirishnomalar bilan taqvimlar va boshqalar. Bunday ko'plab muammolarni tanish vositalar yordamida hal qilish mumkin, masalan, turli xil elektron aloqalar, umumiy

foydalanishga ega ma'lumotlar jadvallari, korporativ bildirishnomalar bilan taqvimlar va boshqalar.

Xulosa. Umuman olganda, CRM tizimlarini biznesning turli sohalarida keng ko'lamli vazifalarga moslasha oladigan juda universal vosita deb hisoblash mumkin. Bunday dasturiy ta'minotning turli xil versiyalari katta korporatsiyada ham, bir necha kishidan iborat jamoada ham yuqori samaradorlikni namoyish qilishi mumkin. Xodimlarida yuzlab yoki hatto minglab odamlar bo'lgan yirik kompaniya uchun CRM tizimi keng ko'lamli jarayonlarni muvofiqlashtirish va ishlarning joriy holatini samarali baholash uchun juda muhimdir.

Adabiyotlar

1. Kudinov A. CRM: samarali biznesning rus amaliyoti. - M.: 1C-Publishing,

2008.

2. Pikulin D.M. Loyihaga yo'naltirilgan xizmatlarni boshqarish tizimi. - Moskva, Chelyabinsk: Sotsium, 2005.

3. CRM - tizimlar. IT maxsus jurnali, 2008 yil 2 fevral. Nashriyotchi: Game Land.

4. CRM - tizimlar: qisqacha ma'lumotnoma. Journal IT Special 09 fevral 2008 yil. Nashriyotchi: Game Land.

5. Cherkashin P.A. Mijoz uchun urushga tayyormisiz? Mijozlar bilan munosabatlarni boshqarish (CRM) strategiyasi. - M .: INTUIT.ru MChJ, 2004

6. Chizhov N.A. Bank mijozlar bazasini boshqarish: amaliy qo'llanma. - M .:

"Alfa-Press" nashriyoti, 2007.

7. Adrian Payne. CRM qo'llanma. Mijozlarni boshqarishni yaxshilash usuli. -

nashriyot: Grevtsov nashriyoti, 2007.

8. Jumayeva, Z. (2024). THE NEED FOR AN INNOVATIVE APPROACH IN MANAGING ORGANIZATIONS. *Modern Science and Research*, *3*(1), 557-562.

9. Qayumovna, J. Z., Ne'matovna, R. N., & Azizovna, P. A. FAVORABLE INVESTMENT CLIMATE FORMATION ISSUES FOR ATTRACTING ACTIVE INVESTMETNS. *GWALIOR MANAGEMENT ACADEMY*, 29.

10. Жумаева, З. К. (2023). Потенциал инвестиционной стратегии развития региона. *Gospodarka i Innowacje.*, *41*, 333-337.

11. Жумаева, З. К. (2016). Эффективность стратегического управления предприятием. *Наука и образование сегодня*, (2 (3)), 60-62.

12. Жумаева, З. К. (2024). Необходимость инновационного подхода в управлении организациями.

13. Jumaeva, Z. K., & Gafurov, E. O. (2022). Fiscal policy in ensuring the economic security of the state. In *Экономическая безопасность социально-экономических систем: вызовы и возможности* (pp. 358-361).

14. Jumayeva, Z. K., & Mamadjonov, G. N. (2024). Ways to Strengthen Financial Control in the Utilization of State Budget Funds. *EUROPEAN JOURNAL OF BUSINESS STARTUPS AND OPEN SOCIETY*, *4*(1), 61-64.

15. Ruzmetov, B., Jumaeva, Z. K., & Xudayarova, M. (2021). International experience in attracting foreign direct investment. *International Journal on Economics, Finance and Sustainable Development*, *3*(4), 38-43.

16. ЖУМАЕВА, З. СТРАТЕГИЧЕСКИЕ НАПРАВЛЕНИЯ ФОРМИРОВАНИЯ ТОЧЕК ПРОИЗВОДСТВЕННОГО РОСТА В БУХАРСКОЙ ОБЛАСТИ. *ЭКОНОМИКА*, *4*, 455-458.

9. Shamsiya, A. (2023). HR MANAGEMENT AND COACHING IN THE INNOVATIVE ECONOMY AS A METHOD OF BUSINESS MANAGEMENT. Modern Science and Research, 2(10), 712-717.

10. Жумаев, К. К., Махмудова, Н. С., Шомуродов, А. Ю., & Яхяев, Н. Ш. (2020). Mathematical model of the process of phase separation of oil sludge under the influence of centrifugal force. *Mathematical model of the process of phase separation of oil sludge under the influence of centrifugal force*, *10*(11), 539-544.

11. Жумаев, К. К., & Каландаров, Н. О. (2014). Восстановление эксплуатационной надежности газопроводов. *Молодой ученый*, (9), 153-154.

12. Khudoynazarovich, S. A. (2023). CREATING VALUE IN A TOURIST DESTINATION.

13. Xudoynazarovich, S. A. (2024). KORXONA VA TASHKILOTLARDA PERSONALNI BOSHQARISH TIZIMI VA TAMOYILLARI. Gospodarka i Innowacje., 48, 685-690.

14. Shadiyev, A. (2024). TA'LIM MENEJMENTI. TA'LIMNI BOSHQARISH USULLARI VA QARORLARI. Modern Science and Research, 3(6).

15. Khudoynazarovich, S. A. (2021). An Opportunity of Internet Marketing in Tourism Sphere. International Journal on Economics, Finance and Sustainable Development, 3(3), 356-361.

ANALYZING THE DIFFERENCES BETWEEN ARGUMENTATIVE, DESCRIPTIVE, AND ANALYTICAL ESSAYS

Supervisor: Xusanova Mohira Sherali qizi

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek The faculty of Psychology, department of Foreign languages Phylology and foreign languages

Student of group 301-21: Abdurazzoqova Noila Mamarasul qizi

Annotation: This article explores the distinctions between three common types of essays: argumentative, descriptive, and analytical. It begins by defining each essay type, focusing on their unique purposes and characteristics. Argumentative essays are described as persuasive, evidence-based works aiming to convince readers of a specific viewpoint. Descriptive essays emphasize sensory details and creativity to evoke imagery and emotions. Analytical essays delve into the examination and interpretation of a subject, offering critical insights. The article also highlights the structural and tonal differences between the essay types, explaining how each employs unique techniques such as logical argumentation, vivid imagery, or detailed analysis. Additionally, it provides practical tips for writing each type, such as incorporating counterarguments in argumentative essays, using sensory language in descriptive essays, and maintaining objectivity in analytical essays. Concluding sections emphasize the importance of understanding these distinctions for effective communication in academic, professional, and creative contexts. Overall, the article offers a comprehensive guide to mastering these essay types, ensuring versatility and precision in writing.

Key words: Argumentative essays, descriptive essays, analytical essays, thesis statement, evidence-based, counterarguments, persuasive tone, sensory details, imagery, subjective expression, critical analysis, objective tone, writing techniques, essay structure.

Analyzing the Differences Between Argumentative, Descriptive, and Analytical Essays

Essays are a cornerstone of academic writing, offering a platform to express ideas, share insights, and demonstrate critical thinking. Among the various types

of essays, three frequently encountered forms are argumentative, descriptive, and analytical essays. Each has distinct characteristics and serves different purposes, making it essential to understand their differences for effective communication.

Argumentative Essays

The primary objective of an argumentative essay is to convince readers of a particular stance or viewpoint. Writers present a clear thesis and support it with evidence, logic, and reasoning. The essay is structured to build a compelling case, addressing opposing views while emphasizing the strength of the writer's argument.

Key Features:

1. **Thesis Statement:** Clearly defines the position or argument.
2. **Evidence-Based:** Relies on facts, data, and credible sources to support claims.
3. **Counterarguments:** Acknowledges opposing views and refutes them effectively.
4. **Persuasive Tone:** Aims to persuade readers through logical reasoning and rhetoric.

For instance, a student writing an essay on climate change might argue that renewable energy is the key to reducing greenhouse gas emissions, using scientific data and expert opinions to substantiate their claims.

Descriptive Essays

Descriptive essays focus on vividly portraying a subject, object, place, or experience. The goal is to immerse the reader in a sensory-rich narrative, enabling them to visualize and emotionally connect with the topic. Unlike argumentative essays, descriptive essays are less about proving a point and more about evoking a specific mood or image.

Key Features:

1. **Imagery:** Uses vivid, sensory details to paint a picture.

2. **Subjective Expression:** Reflects the writer's emotions, thoughts, or experiences.
3. **Flexible Structure:** Lacks a rigid format, emphasizing creativity over logic.
4. **No Argumentation:** Focuses on description rather than persuasion or analysis.

For example, a descriptive essay about a beach might detail the golden sands, the rhythmic sound of waves, and the salty breeze to transport the reader to the scene.

Analytical Essays

Analytical essays aim to examine and interpret a subject in depth, breaking it into smaller parts to explore its meaning or significance. This type of essay goes beyond surface-level observation, offering insights into the "how" and "why" of the subject matter.

Key Features:

1. **Thesis Statement:** Defines the analytical focus of the essay.
2. **Critical Analysis:** Explores themes, patterns, or relationships within the subject.
3. **Evidence-Based:** Uses examples, quotations, and references to support analysis.
4. **Objective Tone:** Maintains a neutral perspective, focusing on explanation rather than persuasion.

For instance, an analytical essay on Shakespeare's *Macbeth* might explore the theme of ambition and its destructive consequences, using specific scenes and dialogues to support the analysis.

Key Differences

1. **Purpose:** Argumentative essays aim to persuade, descriptive essays focus on evocation, and analytical essays strive to explain and interpret.

2. **Structure:** Argumentative essays follow a logical structure with evidence and counterarguments, descriptive essays prioritize creative flow, and analytical essays maintain a focused and detailed examination.
3. **Tone:** Argumentative essays are persuasive, descriptive essays are expressive, and analytical essays are objective and neutral.
4. **Use of Evidence:** While both argumentative and analytical essays use evidence to support points, descriptive essays rely on sensory details and personal impressions.

Mastering the art of writing these essay types requires familiarity with their unique techniques. Here's how writers can adapt their approach to excel in each:

Argumentative Essays

- **Research Thoroughly:** A successful argumentative essay depends on solid research. Writers should gather reliable sources, including statistics, case studies, and expert opinions.
- **Develop Logical Flow:** Arrange arguments in a coherent order, starting with the most compelling points.
- **Use Persuasive Techniques:** Employ rhetorical strategies, such as ethos (credibility), logos (logic), and pathos (emotional appeal), to strengthen your argument.
- **End with a Strong Conclusion:** Reinforce the thesis and leave a lasting impression by summarizing the key points and emphasizing their importance.

Descriptive Essays

- **Engage the Senses:** Use language that appeals to sight, sound, smell, taste, and touch to bring your subject to life.
- **Show, Don't Tell:** Instead of stating facts, create vivid descriptions that allow the reader to infer meaning. For example, rather than saying "The room was messy," describe "The floor was strewn with clothes, and papers covered every inch of the desk."
- **Create a Mood:** Decide on the tone or mood you want to evoke and use descriptive language to achieve it.

- **Focus on Detail:** Pay attention to the small, unique features of your subject to make the description more compelling.

Analytical Essays

- **Break Down the Subject:** Divide your topic into smaller parts to analyze each in detail. This could include themes, characters, historical context, or literary devices for a literary analysis or variables and trends for a scientific one.
- **Use Evidence Strategically:** Support your analysis with specific examples, such as quotes, statistics, or case studies.
- **Maintain Objectivity:** Avoid personal bias or emotional language, focusing instead on presenting well-reasoned insights.
- **Link Ideas:** Ensure that each paragraph connects logically to the next, maintaining a cohesive structure.

Common Pitfalls to Avoid

While writing essays, it's essential to avoid mistakes that can dilute their impact:

1. **For Argumentative Essays:** Avoid being overly emotional or dismissive of opposing viewpoints. Instead, address them respectfully and logically.
2. **For Descriptive Essays:** Resist the urge to overload your essay with adjectives. Strive for balance by incorporating strong verbs and clear imagery.
3. **For Analytical Essays:** Avoid summarizing the subject without offering deeper insights. The focus should be on analysis, not repetition of content.

Why Understanding These Differences Matters

In academic and professional settings, the ability to craft essays tailored to specific objectives can set a writer apart. For students, this understanding ensures clarity of purpose, improving the quality of assignments and overall communication. In professional environments, recognizing these distinctions can help articulate ideas persuasively, describe concepts vividly, or analyze issues critically.

Moreover, knowing when and how to apply these essay types empowers writers to connect with their audience effectively. For instance, an argumentative essay can sway public opinion in a debate, a descriptive essay can captivate readers in a narrative piece, and an analytical essay can provide in-depth insights in a report or research paper.

Final Thoughts

While argumentative, descriptive, and analytical essays may share common elements—like the need for a clear thesis or strong writing—they differ significantly in purpose, structure, and tone. By understanding and mastering the nuances of each, writers can confidently navigate a wide range of topics and styles, crafting essays that are persuasive, evocative, or insightful as the situation demands. This versatility not only improves academic performance but also enhances overall communication skills, proving invaluable in both personal and professional contexts. Ultimately, the differences between argumentative, descriptive, and analytical essays highlight the diversity and flexibility of written expression. Each essay type serves as a tool to convey specific ideas, emotions, or analyses, reflecting the writer's intent and audience's expectations. By honing the skills necessary for each type, writers can expand their repertoire, adapting their approach to meet various academic, creative, and professional challenges. Understanding these distinctions not only enhances the quality of individual essays but also fosters a deeper appreciation for the art of writing as a whole. Mastery of these forms enables writers to express themselves with clarity, creativity, and precision, ensuring their voices are heard and their messages resonate.

REFERENCES

1. Bazerman, C., & Prior, P. (2005). *What writing does and how it does it: An introduction to analyzing texts and textual practices*. Routledge.
2. Graff, G., & Birkenstein, C. (2021). *They say / I say: The moves that matter in academic writing* (5th ed.). W.W. Norton & Company.
3. Lunsford, A. A., & Ruszkiewicz, J. J. (2019). *Everything's an argument* (8th ed.). Bedford/St. Martin's.
4. Murray, D. M. (1985). *A writer teaches writing* (2nd ed.). Houghton Mifflin Harcourt.

5. Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). University of Michigan Press.

6. Purdue University Online Writing Lab. (n.d.). *Essay writing: Types of essays*. Retrieved from https://owl.purdue.edu

7. Rosenwasser, D., & Stephen, J. (2018). *Writing analytically* (8th ed.). Cengage Learning.

8. Khusanova, M. (2023). HISTORY OF USING TESTS IN MONITORING THE LEVEL OF QUALIFICATION. *Science and innovation*, *2*(B7), 17-21

9. Mahira, K. (2024). METHODOLOGICAL PROBLEMS FOR A FOREIGN LANGUAGE TEACHER: MONITORING AND ASSESSING SKILLS. *Multidisciplinary and Multidimensional Journal*, *3*(10), 10-15.

10. Mahira, K. (2024). TEACHER ASSESSMENT: HISTORICAL DEVELOPMENT AND RESEARCH. *INTERNATIONAL JOURNAL OF EUROPEAN RESEARCH OUTPUT*, *3*(11), 45-49.

11. Xolmurodova, S., & Khusanova, M. (2023). TEACHING WRITING IN ENGLISH. *Научный Фокус*, *1*(1), 1173-1175.

12. Iroda, B., & Mohira, H. (2023). EFFECTIVE PRONOUNICIATION TEACHING IN ENGLISH LANGUAGE. *O'ZBEKISTONDA FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI*, *2*(19), 700-703.

13. No, P. Didactic Conditions for the Formation of Discussion Competence among Students.

14. Mokhira, K. (2023). HOLISTIC SCORING AS A GRADING METHOD. *International Journal of Contemporary Scientific and Technical Research*, 493-495.

15. Mokhira, K. (2023). THE IMPORTANCE OF DIFFERENT SUB–SKILLS THAT ARE INVOLVED IN PARTICIPATING IN A GROUP DISCUSSION. *International Journal of Contemporary Scientific and Technical Research*, 496-499.

16. Qizi, K. M. S. (2022). Learning new content material through cooperative group discussions.

«FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQARISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI» NOMLI KONFERENSIYANING 1-TOM, 5-SON (Dekabr) MUNDARIJA