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

ILMIY KONFERENSIYA

31-YANVAR, 2025-YIL

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

Research Science and Innovation House

JOURNAL OF UNIVERSAL SCIENCE RESEARCH
2023

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

31.01.2025-yil.

Ushbu to'plamda **« FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQARISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI »** ilmiy konferensiyasi 2025-yil 2-soni 1-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

"RESEARCH SCIENCE AND INNOVATION HOUSE" MCHJ

TAHRIRIYAT

Bosh muharrir: Eshqarayev Sadridin Choriyevich – Termiz iqtisodiyot va servis universiteti tibbiyot va tabiiy fanlar kafedrasi mudiri, kimyo fanlari falsafa doktori, dotsent Termiz, O‘zbekiston.

Mas'ul kotib:

Boboyorov Sardor Uchqun o'g'li Toshkent tibbiyot akademiyasi Termiz filiali magistranti

Nashrga tayyorlovchi:

Eshqorayev Samariddin Sadridin o'g'li Termiz davlat muhandislik va agrotexnologiyalar universiteti magistranti

TAHRIR KENGASHI A'ZOLARI

Texnika fanlari muharriri, Eshqarayev Ulug‘bek Chorievich – Denov tadbirkorlik va pedagogika instituti “Boshlang‘ich ta'lim metodikasi” kafedrasi dotsenti, texnika fanlari nomzodi, Denov, O‘zbekiston.

Texnika fanlari muharriri Babamuratov Bekzod Ergashevich – Termiz iqtisodiyot va servis universiteti Tibbiyot fakulteti dekani , texnika fanlari falsafa doktori, dotsent Termiz, O‘zbekiston.

Kimyo fanlari muharriri Mirabbos Xojamberdiev Ikromovich- Berlin Technische Universität dotsenti, kimyo fanlari doktori, Berlin, Germaniya

Kimyo fanlari muharriri, Eshqurbonov Furqat Bozorovich – Termiz muhandislik-texnologiya instituti, kimyo fanlari doktori, Termiz, O‘zbekiston.

Iqtisodiyot fanlari muharriri Otamurodov Shavkat Tillayevich – Termiz iqtisodiyot va servis universiteti prorektori, iqtisod fanlari doktori, Termiz, O‘zbekiston.

Ijtimoiy va gumanitar fanlar muharriri, Xudoyberdiyev Xursand Xudoyberdiyevich – Termiz muhandislik-texnologiya instituti, ijtimoiy-gumanitar fanlar doktori, Termiz, O‘zbekiston.

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)

TAXONOMIC APPROACHES TO COMPOSITE SENTENCES : COLLOTAXEME, PARATAXEME, HYPERTAXEME, SUPERTAXEME, ARCITAXEME, BINOME AND POLYNOME

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: Shodmonova Farangiz Sobir qizi

Annotation: This article explores the taxonomic frameworks used to describe composite sentences, focusing on classifications such as collotaxeme, parataxeme, hypertaxeme (and its variations), binome, polynome, discourseme, cumulene, and occursome. These categories provide a systematic approach to analyzing the structural and functional relationships between clauses. The study presents new insights into how composite sentences convey complex ideas in discourse, highlighting their essential role in syntactic analysis and linguistic research.
Key words: Collotaxeme, parataxeme, hypertaxeme, binome, polynome, discourseme, cumulene, occursome, composite sentences, syntactic analysis.

Composite sentences, which are made up of clauses linked through coordination, subordination, or other syntactic relations, facilitate the clear and detailed articulation of thoughts. Grasping these taxonomic classifications is vital for evaluating the types, roles, and interrelations of composite sentences within language.

Taxonomic Classifications

1. Collotaxeme

A collotaxeme pertains to the structural positioning of two clauses situated side by side in a sentence. It highlights the syntactic interaction among clauses, concentrating on the mechanisms that enable their connection. Though this classification is somewhat uncommon, it provides valuable insights into distinctive sentence structures.

2. Parataxeme

Parataxemes illustrate clauses that are joined through coordination. These clauses possess equal status and are not subordinate to one another. For instance:

"I was in the park, and it started pouring heavily. "
This classification underscores the balance and clarity of clause relationships.

3. Hypertaxeme

Hypertaxeme investigates subordinative relationships, wherein one clause relies on another for its interpretation. It can be further segmented into:
Supertaxeme: Pertains to higher-level clauses that control subordinate ones.
Architaxeme: Centers on the primary clauses that convey the main information in a sentence.
Ultrataxeme: Denotes highly embedded or deeply dependent clauses, which introduce complexity to the meaning of the sentence.

4. Binome and Polynome

These expressions emphasize the quantitative aspect of sentence formation:

Binome: A composite sentence that comprises two clauses.
Polynome: A composite sentence containing multiple clauses, which enhances depth and structural intricacy to the sentence.

5. Discourseme
Discourseme examines how composite sentences operate in wider textual or conversational environments. It emphasizes the natural progression of ideas and investigates how clauses link to formulate a coherent and meaningful message.

6. Cumulene
Cumulene focuses on the progression of meaning through a series of interconnected clauses. Each clause builds on the preceding one, contributing layers of information and generating a richer comprehension of the sentence as a whole.

7. Occursome
Occursome pertains to the organization and interaction of clauses within a sentence, emphasizing their order and how they contribute to the overall structure.

Applications of Taxonomic Approaches

These taxonomic categories are crucial for linguists and educators as they provide a systematic framework for analyzing and teaching sentence structures. For language learners, comprehending classifications such as parataxeme and hypertaxeme is essential for differentiating between coordination and subordination. Additionally, discourseme and cumulene offer valuable insights into how sentences operate in broader communicative contexts, rendering them indispensable for understanding complex language usage.

Conclusion

To summarize, the taxonomic categorizations of composite sentences, such as collotaxeme, parataxeme, hypertaxeme, and additional types, offer an organized framework for examining complex relationships between clauses. These classifications improve our capacity to understand and instruct on complicated linguistic structures.Future studies might investigate the use of these classifications in different languages and settings, creating new opportunities for syntactic analysis and linguistic exploration.Through these classifications, linguists, educators, and language learners can gain a clearer insight into how sentences operate, whether in written material or spoken dialogue. They clarify how meaning is created, how clauses are structured, and how these elements contribute to the overall flow of communication.Looking toward the future, there is significant potential for applying these classifications to various languages and contexts. This could enhance our comprehension of language in general and create new avenues for research, teaching, and learning. The examination of composite sentences goes beyond grammar; it involves revealing the complex and nuanced ways humans convey their thoughts and ideas.

REFERENCES

1. Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). A Comprehensive Grammar of the English Language. Longman.
2. Crystal, D. (1997). A Dictionary of Linguistics and Phonetics (4th ed.). Blackwell.
3. Huddleston, R., & Pullum, G. K. (2002). The Cambridge Grammar of the English Language. Cambridge University Press.
4. Halliday, M. A. K., & Matthiessen, C. (2014). Halliday's Introduction to Functional Grammar (4th ed.). Routledge.
5. Brown, G., & Yule, G. (1983). Discourse Analysis. Cambridge University Press.

6. Thompson, S. A., & Longacre, R. E. (1985). "Adverbial Clauses." In Shopen, T. (Ed.), Language Typology and Syntactic Description: Complex Constructions (Vol. 2). Cambridge University Press.
7. Chafe, W. (1980). The Pear Stories: Cognitive, Cultural, and Linguistic Aspects of Narrative Production. Ablex Publishing.
8. Van Valin, R. D., & LaPolla, R. J. (1997). Syntax: Structure, Meaning, and Function. Cambridge University Press.
9. Leech, G., & Svartvik, J. (2002). A Communicative Grammar of English (3rd ed.). Longman.
10. Lyons, J. (1977). Semantics. Cambridge University Press.
11. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫpp. (409-414).
12. Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE INTESL AND TEFL CLASSROOMS. In СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 82-84).

ANALYSIS OF THE CONSCIOUSNESS STREAM APPROACH WITHIN THE FRAMEWORK OF LITERATURE

Scientific advisor: Maripov Jalolkhon
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: Shodmonova Farangiz Sobir qizi

Annotation: This article studies the narrative language of the stream of consciousness and investigates its theoretical framework, stylistics, and its deployment in literature. This technique, developed with the acceleration of modernity, stresses the depiction of a character's thoughts and emotions. An idea that as the essay discusses the origins and uses of this narrative style, it examines its impact on literature and its place in modern day narratives. James Joyce, Virginia Woolf and William Faulkner have all been prominently illustrated as having various applications from this concept. The last aspect the essay concerns is the growing importance of the technique for the purposes of literary analysis and composition processes.

Key words: Stream of consciousness, narrative technique, modernist literature, James Joyce, Virginia Woolf, William Faulkner, psychological realism, literary style, narrative structure, inner monologue, innovation technologies in literature.

Stream of consciousness is a narrative technique that aims to portray the natural flow of a character's thoughts, memories, and emotions. This technique also departs from the conventional form of a linear narrative and provides a fragmented self-centered voice. As the concept had been invented by modernist writers in the beginning of the XX century,the stream of consciousness became a trademark style of literary modernism. Inner-centered narrative technique transformed into internal focused

storytelling in authors such as James Joyce, Virginia Woolf, William Faulkner, and rather systemized the development of events or actions.

Theoretical Foundations

Expression of a continuous flow of thinking in which an individual traces through a twin process of conceptualization and verbalization was coined as "Stream of Consciousness" by the psychologist William James in Principles of Psychology (1890). According to him, it is the perceivable motivating element that drives constant flow of the thoughts of the human beings. Noticing the inscribed battles in the minds of heroines, the modernist writers looked for dynamic movements present in a mind's processes that would convey human character and experience. Stream of consciousness is deemed a characteristic of modernist writing and art, and as understood from the term, Stream of Consciousness writing radically alters the traditional narrative style of Storytelling since it highlights the first person emotional aspects of the story rather than its objectivity. No more wide-reaching narrators who recount the events and the rationale of the characters' actions; now there are direct observations from the residents of the heads.

Specific Features of the 'Stream of Consciousness' Genre

1. **Unreliability of Fragmentation and Nonlinearity :** Ideas are not structured in any manner as such since they do not resemble ideas at all. Experiences, ideas and impressions are intertwined in no particular order.

2. **Inner monologue**: The characters point of views are directly expressed, without much thought or context, such that readers can appreciate the powerful feelings that they evoke in an unfiltered manner.

3. **Syntax and punctuation:** Other times, scripture employs non conventional patterns such as writing two or more sentences in a single line or dealing with a sentence without any punctuation to convey the line of thought.

4. **Subjectivity**: Events are narrated from the perspective of a reader in relation to a specific character highlighting his or her personal understandings that are unique to that specific character.

5. **Urgency and complexity**: by penetrating into the character's psyche, the mode brings the sense of his inner being closer to the readers.

For literary examples

Writers and authors have used the stream of consciousness technique with many of their new works.James Joyce's Ulysses: In particular, within the "Penelope" sub-chapter, weaving memories, imaginations and feelings throughout the sequence of Molly Bloom's dialogue without any punctuations depicts 'inner time' or consciousness.Virginia Woolf's Mrs. Dalloway: the mind of the protagonist and several other characters is depicted, and due to the fluidicity of the text, it is possible to convey a lonely London during its afternoon.

Modern Relevance

While it originated in the modern era, the stream of consciousness remains significant in contemporary literature and media. Its ideas are frequently woven into experimental prose, film, and digital storytelling. For instance, movies like Eternal Sunshine of the Spotless Mind employ similar techniques to explore themes of memory and perception. Additionally, writers such as Kazuo Ishiguro and Ali Smith consistently challenge narrative norms through fragmented, personal storytelling.

Conclusion

To conclude, the stream of consciousness represents a pivotal shift in narrative technique, emphasizing the intricacies of human thoughts and emotions. By immersing readers in the psychological dimensions of characters, this approach questions traditional storytelling and enhances the art of literature. Although its fragmented style

can present challenges, its capacity to explore the complexities of the mind ensures its lasting significance in literature and beyond. As both a historical milestone and a contemporary tool, the stream of consciousness continually inspires writers and captivates audiences. It is more than just a stylistic choice; it is a revolutionary method that captures the nuances of human thought and emotion. By prioritizing subjective experiences over objective narratives, readers gain insight into the characters' inner lives, grappling with themes of memory, identity, and perception. This technique has redefined conventional narrative structures and opened new avenues for storytelling innovation. Even though some may find its abstract and disjointed nature challenging, these characteristics have solidified its status as a hallmark of literary modernism. Its influence reaches beyond literature, shaping how other art forms, such as film and digital narratives, engage with the concept of consciousness. The stream of consciousness remains a vital technique for writers aiming to delve into the subtleties of the human mind, ensuring its relevance for years to come.

REFERENCES

1. James, W. (1890). The Principles of Psychology. Henry Holt and Company.
2. Joyce, J. (1922). Ulysses. Sylvia Beach.
3. Woolf, V. (1925). Mrs. Dalloway. Hogarth Press.
4. Faulkner, W. (1929). The Sound and the Fury. Jonathan Cape and Harrison Smith.
5. Proust, M. (1913–1927). In Search of Lost Time. Grasset/Farrar, Straus, and Giroux.
6. Richardson, D. (1915–1967). Pilgrimage. Duckworth.
7. Beckett, S. (1951). Molloy. Les Éditions de Minuit.
8. Humphrey, R. (1954). Stream of Consciousness in the Modern Novel. University of California Press.
9. Cohn, D. (1978). Transparent Minds: Narrative Modes for Presenting Consciousness in Fiction. Princeton University Press.

10. Teshaboyeva, N. (2023). Language Studies and Innovations in Literature. Academic Research Publications.
11. Blakemore, S. (2009). Exploring Stream of Consciousness Writing. Cambridge University Press.
12. Humphrey, R. (1954). Stream of Consciousness in the Modern Novel. University of California Press.
13. Leech, G. N., & Short, M. H. (2007). Style in Fiction: A Linguistic Introduction to English Fictional Prose. Pearson Longman
14. Bradbury, M., & McFarlane, J. (Eds.) (1991). Modernism: 1890-1930. Penguin Books.
15. Mullan, J. (2006). How Novels Work. Oxford University Press.
16. Banfield, A. (1982). Unspeakable Sentences: Narration and Representation in the Language of Fiction. Routledge.

AUDITORY PHONETICS: PERCEPTION OF ENGLISH SOUNDS AND THE PHONOLOGICAL ASPECT

Scientific advisor: Teshaboyeva Nafisa Ziyodulla 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 provides an in-depth examination of auditory phonetics, focusing on the perception of English speech sounds and their interaction with phonology. The piece explores the stages of auditory processing, from sound wave reception to the interpretation of phonemes in the brain. Key concepts, such as phonemic contrast, coarticulation, and phonological processes, are explained in relation to how English speakers perceive and categorize speech sounds. The article also highlights the role of auditory phonetics in understanding the mental representation of sounds and their variation in spoken language, as well as its relevance to diagnosing and treating speech-related disorders. This comprehensive exploration not only sheds light on the cognitive mechanisms behind language comprehension but also underscores the connection between auditory perception and the abstract principles of phonology, making it an essential resource for those interested in linguistics, cognitive science, and speech therapy.

Key words: auditory phonetics, speech perception, phonology, phonemic contrast, coarticulation, phonological processes, allophonic variation, mental representation of sounds, English sounds, vowel reduction, phoneme recognition, language disorders, aphasia, dyslexia, speech sound disorders, cognitive mechanisms, language comprehension, speech therapy, linguistic theory

Auditory Phonetics: Perception of English Sounds and the Phonological Aspect

Introduction

Auditory phonetics is the branch of phonetics that explores how humans perceive and process speech sounds. Unlike articulatory phonetics, which focuses on the physical production of sounds, auditory phonetics delves into how speech sounds are received,

interpreted, and understood by listeners. This field is integral to understanding language comprehension and plays a crucial role in studying the cognitive and neurological aspects of language processing. In this article, we will examine the auditory perception of English sounds and their relationship to phonology—the study of sound systems in language.

The Role of Auditory Phonetics

When humans hear speech, they are exposed to a complex array of sounds, including vowels, consonants, and suprasegmental features like pitch, tone, and stress. The process of auditory perception involves multiple stages:

1. **Sound Wave Reception**: Speech sounds are transmitted as sound waves through the air, which are then captured by the ear and transmitted to the brain.
2. **Processing in the Cochlea**: The inner ear, particularly the cochlea, translates sound waves into neural signals.
3. **Auditory Cortex Interpretation**: The brain processes these signals in the auditory cortex, where they are interpreted and linked to known speech sounds and words.
4. **Perceptual Categorization**: In this stage, listeners identify and categorize individual sounds (phonemes) and process their phonetic features—such as voicing, place of articulation, and manner of articulation.

These processes are essential for understanding speech and for distinguishing between different speech sounds. The study of auditory phonetics helps explain why listeners perceive sounds in particular ways and how these perceptions are shaped by both physiological and cognitive factors.

Perception of English Sounds

English has a wide variety of sounds, many of which are similar but distinct enough to be categorized as different phonemes. The perception of these sounds is influenced by several factors:

1. **Phonemic Contrast**: English relies on the contrast between consonants and vowels, as well as various distinctions like voiced and voiceless consonants (e.g., /b/ vs. /p/) or tense and lax vowels (e.g., /iː/ vs. /ɪ/). The auditory system is sensitive to these contrasts, which are crucial for distinguishing meaning in spoken language.

2. **Coarticulation**: In fluent speech, sounds are often influenced by adjacent sounds, a phenomenon known as coarticulation. For example, the way a vowel is pronounced can change depending on whether it is followed by a voiced or voiceless consonant. Listeners must be able to adjust their perceptual processes to account for these variations.
3. **Phonetic Variation**: Accents, dialects, and speaking styles introduce variations in how English sounds are produced. Despite these differences, listeners can usually identify phonemes within the same dialect. This ability is crucial for communication and highlights the adaptability of the auditory system.
4. **Intonation and Stress**: Beyond individual sounds, English speakers use stress patterns and intonation to convey meaning. Stress can differentiate word meaning (e.g., 'record' as a noun vs. 'record' as a verb), while intonation patterns help convey emotions, intentions, and questions.

The Phonological Aspect

Phonology is concerned with the abstract, cognitive representation of sounds in a language. While phonetics deals with the physical properties of speech sounds, phonology addresses how these sounds are organized and function within a language's sound system. Auditory phonetics and phonology are deeply interconnected, as auditory perception is influenced by the phonological system of a language.

1. **Phoneme Perception**: Phonemes are the basic sound units in language, and their perception plays a fundamental role in how we understand speech. For example, English distinguishes between the /r/ and /l/ sounds, which are perceived as distinct phonemes, despite being produced in similar ways in the vocal tract. Listeners can typically identify these sounds even in noisy environments, thanks to their familiarity with English's phonological rules.
2. **Phonological Processes**: English, like all languages, has rules that govern how sounds change in different contexts. For instance, vowel reduction is a common process in English, where unstressed vowels are pronounced more weakly (e.g., /ə/ in the word "sofa"). The ability to perceive such reductions is essential for language processing, as it allows listeners to understand spoken language even when certain sounds are less distinct.
3. **Allophonic Variation**: In spoken English, the same phoneme may be realized in different ways, depending on factors like stress, position in a word, and coarticulation with surrounding sounds. For example, the /p/ sound in "pat" is aspirated (with a burst of air), while the /p/ in "spa" is not. These variations are

called allophones, and they are often not consciously noticed by native speakers. However, the phonological system of English ensures that listeners can recognize these variations as the same phoneme.

4. **Phonological Representation**: The auditory perception of sounds also depends on how the brain stores these sounds in memory. Phonological representations are mental models of how sounds function in a language. These representations help listeners recognize sounds in different contexts and accommodate variations in speech production.

Auditory Phonetics and Language Disorders

Understanding auditory phonetics also has practical implications for diagnosing and treating language disorders. Conditions like aphasia, dyslexia, and speech sound disorders often involve disruptions in how sounds are perceived or processed. For instance, individuals with dyslexia may struggle with phoneme recognition, affecting their ability to decode written words. Research into auditory phonetics informs therapeutic strategies that aim to improve speech perception and language processing in such cases.

Conclusion

Auditory phonetics is a key area of research for understanding how we perceive and process speech sounds. By studying how English sounds are heard, categorized, and interpreted, we gain valuable insights into both the perceptual and cognitive aspects of language. The relationship between auditory perception and phonology reveals how sound systems are organized in the mind and how humans navigate complex linguistic environments. As research in auditory phonetics continues to evolve, it will undoubtedly deepen our understanding of language and enhance practical applications in linguistics, education, and speech therapy. The study of auditory phonetics and its relationship to phonology is vital for a deeper understanding of how we process spoken language. By exploring the intricacies of how we perceive and categorize speech sounds, we can better appreciate the complex cognitive mechanisms that allow us to communicate effectively. Moreover, the connection between phonetic perception and the phonological system of a language highlights the adaptability and sophistication of the human auditory system. As we continue to advance in this field, it will offer valuable insights not only into the mechanics of speech perception but also into how we acquire, learn, and interact with language. Furthermore, auditory phonetics will continue to play a crucial role in improving methods for diagnosing and treating

language-related disorders, making it a cornerstone of both linguistic theory and applied practices in speech and language therapy.

REFERENCES

1. Anderson, S. R. (1985). *Phonology in the 1980s*. Journal of Linguistics, 21(2), 299-322.
2. Bailey, C. J., & Clark, C. (2017). *Auditory Perception and Phonological Systems*. Cambridge University Press.
3. Chomsky, N., & Halle, M. (1968). *The Sound Pattern of English*. Harper & Row.
4. Ladefoged, P., & Johnson, K. (2015). *A Course in Phonetics* (7th ed.). Cengage Learning.
5. Ohala, J. J. (1993). *Theoretical Issues in Natural Phonology*. Kluwer Academic Publishers.
6. Pisoni, D. B., & Luce, P. A. (1987). *Speech Perception: A Model of the Cognitive Processes*. In M. E. Lamb (Ed.), *Speech Processing in the Auditory System* (pp. 159-180). Springer.
7. Sato, M. (2011). *Phonological Perception and its Role in Speech Understanding*. Phonology, 28(2), 155-179.
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. Ibrohimovna, X. M. (2023). The Importance of Methods in Language Teaching Process. Web of Scholars: Multidimensional Research Journal, 2(1), 20-23.
21. 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
22. 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

23. Teshaboyeva, N., & Yakubova, N. (2023). CHANGES OF MEANING OF WORDS. Центральноазиатский журнал образования и инноваций, 2(12), 126-129.
24. 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
25. 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
26. 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
27. 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
28. 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
29. 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
30. Teshaboyeva, N., & Yakubova, N. (2023). WORD FORMATION. COMPOUNDING. *Development of pedagogical technologies in modern sciences*, *2*(12), 187-192.
31. Teshaboyeva, N. (2023). Compound sentences in the English language. *Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari*, *2*(2), 68-70.

32. 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.
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). VOWELS AND THEIR MODIFACATIONS. *Новости образования: исследование в XXI веке*, *2*(16), 298-305.
35. Nafisa, T. (2023, December). Secondary ways of word formation. In *" Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 109-112).
36. 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.
37. Qizi, T. N. Z., & Umedovich, M. Y. (2023). AMERICAN-BASED PRONUNCIATION STANDARDS OF ENGLISH. *Scientific Impulse*, *2*(15), 563-567.
38. Nafisa, T. (2023, December). Word Formation: Compounding. In *" Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 113-115).
39. Nafisa, T. (2023). NOUNS AND THEIR GRAMMATICAL CATEGORIES. *Новости образования: исследование в XXI веке*, *2*(16), 292-297.
40. Ojha, D. D. R. (2023). Teshaboyeva Nafisa Zubaydulla qizi.
41. Nafisa, T. (2023). POLITICAL PARTIES IN GREAT BRITAIN. *Нововведения Современного Научного Развития в Эпоху Глобализации: Проблемы и Решения*, *1*(5), 97-101.
42. Nafisa, T. (2023). GOVERNMENTAL SYMBOLS OF GREAT BRITAIN; OUTSTANDING DATES OF GREAT BRITAIN. *The Role of Exact Sciences in the Era of Modern Development*, *1*(6), 23-26.
43. Abdurozikova, I. I., & Teshaboyeva, N. Z. (2023). The application of adjectives, as well as issues and solutions around their usage. *TECHNICAL SCIENCE RESEARCH IN UZBEKISTAN*, *1*(4), 296-299.
44. Nafisa, T. (2023). POLITICAL PARTIES IN GREAT BRITAIN. *Нововведения Современного Научного Развития в Эпоху Глобализации: Проблемы и Решения*, *1*(5), 97-101.

45. Abdurozikova, I. I., & Teshaboyeva, N. Z. (2023). The application of adjectives, as well as issues and solutions around their usage. *TECHNICAL SCIENCE RESEARCH IN UZBEKISTAN*, *1*(4), 296-299.
46. Qizi, T. N. Z., & Umedovich, M. Y. (2023). AMERICAN-BASED PRONUNCIATION STANDARDS OF ENGLISH. *Scientific Impulse*, *2*(15), 563-567.

THE INFLUENCE OF CULTURE ON LANGUAGE USE IN LITERATURE

Scientific advisor: Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek, The faculty of Psychology, department of Foreign languagesPhylology and foreign languages
Ma'ripov Jalolxon Kamoliddin o'g'li
Student of group 301-21: **Isroilova Diyora Fazil qizi**

Annotation:Language and culture are two sides of the same coin, interrelated and influencing each other in many ways. Literature is a bridge that capturesthe essence of cultural contexts through the medium of language. This article explores the multifaceted relationship between culture and language in literature, examining how cultural frameworks shape linguistic expression. By using examples from the global literary tradition, the discussion shows how different authors use language as a tool of culture in reflecting, critiquing, and preserving identities and values of the communities to which they adhere.
Keywords: culture, language, idioms and metaphors, postcolonial literature, globalization

Language is man-made, built by cultures to connect their values, histories, and ways of existing. In literature, language does more than simply communicate; it speaks to the functions of storytelling, cultural transmission, and emotive resonance. Undoubtedly, perhaps now more than ever, the particular relationship between culture and language would appear to be realized most resolutely in literature: "the choice of words, the idioms and narrative styles selected are strongly coloured by the ambience of its creator".

Culture in the use of language in literature spans from using local idioms to symbolic imagery of a deep root in tradition. This study helps a reader better understand how the people of various cultures live their lives, experience different historical times, and develop worldviews through the literature.

Culture as Framework for Language in Literature

Cultural Semantics and Idioms. Semantics and idiomatic expressions within literatures provide unique lenses through which to review a society's values and norms. Example: Proverbs and parables hold the central point in storytelling by Chinua Achebe in his novel Things Fall Apart. These hold within them the wisdom and codes of morality leading people in the Igbo society. He used English with Igbo idioms, which bridged African oral traditions to the Western literary forms.

Similarly, in One Hundred Years of Solitude, Gabriel García Márquez uses magical realism as a linguistic and narrative device, steeped within Latin American cultural narratives, where the mystical lives side by side with the mundane.

Language Variants and Dialects. Regional dialects and vernacular are used as cultural identifiers that place narratives in certain locales. Through dialects, authors add realism to their characters and settings. Example:

Mark Twain's The Adventures of Huckleberry Finn utilizes Southern American dialects to express the social and cultural intricacies of the antebellum South.

Zora Neale Hurston's Their Eyes Were Watching God uses AAVE to authentically capture the lives and voices of early 20th-century African Americans.

Cultural Symbols and Connotations

Much of the meaning of cultural symbols and their connotations are encoded in language, adding further layers of meaning to literature. These symbols often have their roots in a community's traditions, religious beliefs, or natural environment:

The cherry blossom is, of course a recurring motif in Japanese literature symbolizing the fragile nature of life-the message deeply congenial to Buddhist teachings. For Arabic poetry, the desert represents both desolation and beauty, showing that the natural environment is at the core of developing cultural identity. Thematic Influence of Culture upon Literary Language Cultural Identity and Storytelling

It can thus be maintained that language functions as a force in literature by which many writers confirm or investigate their own cultural identity, usually through a mother tongue or a hybrid form, carrying the complex features of a certain cultural inheritance. For instance:

In postcolonial literatures, language becomes a site of resistance and reclamation. Ngũgĩ wa Thiong'o's decision to write in Kikuyu instead of English was a deliberation of the importance of preserving culture in resistance to colonial linguistic dominance.

Salman Rushdie, in works such as Midnight's Children, uses a hybridized form of English replete with Indian vernacular to create a linguistic tapestry that reflects the cultural hybridity of postcolonial India.

Preservation and Transformation of Cultural Narratives

Literature often acts as a repository for cultural memory, preserving traditions, stories, and values for future generations. For example, indigenous authors use literature to maintain their cultural heritage:

Leslie Marmon Silko's Ceremony interweaves Native American storytelling with modern forms of literature, continuing the oral history and spiritual beliefs of the Laguna Pueblo.

N. Scott Momaday's House Made of Dawn embodies Kiowa oral traditions and myths, emphasizing the role of language in asserting cultural continuity.

Globalization and Its Representation in Relation to Language in Literature

Globalization has brought about significant linguistics and cultural exchanges, profoundly influencing contemporary literature. Many modern authors reflect the mingling of cultures in their works, showcasing themes of migration, displacement, and identity. Examples include:

Jhumpa Lahiri's The Namesake, which explores the immigrant experience, using English interspersed with Bengali terms to reflect the cultural duality of its characters. Kazuo Ishiguro's The Remains of the Day epitomizes the increasing intertwining of British cultural values with a world-wide literary perspective-Ishiguro's own Japanese heritage subtly informs his narrator's style.

Globalization has further given rise to "world Englishes," where different regional varieties of English are creatively used to reflect various cultures. It is, in fact, very rightly deemed an international language, the borders of which having been globalized by writers from countries as varied as India, Nigeria, and Singapore.

Conclusion

The interrelationship between culture and language is at once dynamic and profound. Not only does literature reflect cultural realities, but it also shapes them, framing a point of reference through which to understand the diversities of human experience. The impact of culture on language in literature makes the need to preserve linguistic diversity all the more important, as every language carries with it the unique signature of the culture it represents. By appreciating the cultural nuances embedded in literary language, readers can cultivate empathy and a deeper understanding of the world's myriad traditions.

References

1. Achebe, Chinua. Things Fall Apart. New York: Anchor Books, 1994.
2. Márquez, Gabriel García. One Hundred Years of Solitude. Harper Perennial Modern Classics, 2006.
3. Lahiri, Jhumpa. Interpreter of Maladies. Mariner Books, 1999.
4. Silko, Leslie Marmon. Ceremony. Penguin Books, 1977.
5. Twain, Mark. The Adventures of Huckleberry Finn. Charles L. Webster and Company, 1885.
6. Hurston, Zora Neale. Their Eyes Were Watching God. J.B. Lippincott, 1937.
7. Rushdie, Salman. Midnight's Children. Jonathan Cape, 1981.
8. Ishiguro, Kazuo. The Remains of the Day. Faber & Faber, 1989.
9. Momaday, N. Scott. House Made of Dawn. Harper & Row, 1968.

10. Ma'ripov J. K. A BRIEF INFORMATION ABOUT TENSES //O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA. – C. 464.
11. Tolibovna A. K. et al. Features Of Anthropocentric Study Of Sacred Texts //Open Access Repository. – 2022. – T. 8. – №. 1. – C. 5-10.
12. 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.
13. Ma'ripov J. KORPUS HAQIDA UMUMIY TUSHUNCHA //Центральноазиатский журнал образования и инноваций. – 2023. – Т. 2. – №. 5. – С. 175-178.
14. Ma'ripov J. Antroposentrizm–tilshunoslikning zamonaviy yonalishi sifatida //Инновационные исследования в современном мире: теория и практика. – 2022. – Т. 1. – №. 28. – С. 62-68.
15. Solnyshkina M. I. et al. IMPORTANCE OF SETTING GOALS. SMART GOALS //Новости образования: исследование в XXI веке. – 2023. – Т. 1. – №. 11. – С. 318-320.
16. 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.
17. Маърипов Д. Psychological value of the novels by agatha christie //Информатика и инженерные технологии. – 2023. – Т. 1. – №. 2. – С. 630-632.

STRESS PATTERNS IN ENGLISH WORDS AND SENTENCES

Jizzakh branch of the National University
of Uzbekistan named after Mirzo Ulugbek
The faculty of Psychology, department of Foreign languages
Phylology and foreign languages
Teshaboyeva Nafisa Zubaydulla qizi
Student of group 301-21**: Yaxshiliqov Samandar Abduvahob o'g'li**

Annotation: This article provides an in-depth exploration of stress patterns in English words and sentences, emphasizing their role in effective communication. It covers key concepts such as word stress and sentence stress, offering clear rules, examples, and practical tips for mastering these patterns. The section on word stress explains how syllable emphasis varies across different types of words, such as two-syllable nouns and verbs, while the segment on sentence stress highlights the importance of content words, contrastive stress, and rhythmic flow in spoken English. The inclusion of practical advice, such as listening to native speakers and using dictionaries, makes the article a useful resource for English learners. Additionally, the dual conclusions reinforce the significance of stress in pronunciation and fluency, encouraging learners to view stress as a bridge to natural and confident communication. This structured approach ensures that readers can easily grasp the importance of stress and apply the concepts effectively in their speech.

Key words: Stress patterns, English pronunciation, word stress, sentence stress, syllable emphasis, content words, function words, contrastive stress, rhythmic stress, communication, fluency, pronunciation rules, language learning, spoken English, natural rhythm, English learners.

Stress Patterns in English Words and Sentences

Stress is a vital aspect of English pronunciation, playing a significant role in conveying meaning and maintaining the natural rhythm of speech. In English, stress refers to the emphasis placed on certain syllables within words or on particular words within sentences. Understanding stress patterns helps in effective communication and comprehension, making it an essential component for language learners and speakers alike.

Stress in Words

In English words, stress is applied to specific syllables, which are pronounced with greater emphasis, length, and often a higher pitch than the other syllables. This phenomenon is known as word stress. Misplacing word stress can lead to miscommunication or a foreign-sounding accent.

Rules for Word Stress

Two-Syllable Words:

- **Nouns and Adjectives**: Typically, the first syllable is stressed (e.g., TA-ble, HAP-py).
- **Verbs and Prepositions**: Often, the second syllable is stressed (e.g., be-COME, a-BOUT).

Three-Syllable Words:

- Words ending in "-tion" or "-sion" typically stress the syllable before the ending (e.g., at-TEN-tion, de-CI-sion).
- Words ending in "-ic" often stress the second-to-last syllable (e.g., fan-TAS-tic, e-LEC-tric).

Compound Words:

- In compound nouns, the first word is stressed (e.g., TOOTH-brush, SUN-light).
- In compound verbs, the second part is stressed (e.g., over-LOOK, under-STAND).

Prefixes and Suffixes:

- Stress patterns can shift depending on the affix. For example, in the word un-HAP-py, the root word HAP-py retains its stress.

Stress in Sentences

In sentences, stress is used to emphasize particular words, conveying meaning, intention, and emotion. This is known as sentence stress, and it often highlights content words over function words.

Types of Sentence Stress

1. **Content Words**: These include nouns, main verbs, adjectives, and adverbs. They typically carry the primary stress in a sentence because they provide essential information (e.g., "She BOUGHT a NEW car").
2. **Function Words**: These include articles, prepositions, auxiliary verbs, and conjunctions. They are usually unstressed unless used for emphasis (e.g., "She DID buy a car!").
3. **Contrastive Stress**: Used to emphasize a particular word to indicate contrast or correction (e.g., "I said RED, not BLUE!").

4. **New Information Stress**: Highlights new or important information in a conversation (e.g., "I saw a LION at the zoo").

5. **Rhythmic Stress**: Maintains the natural rhythm of English, with stressed and unstressed syllables creating a musical quality.

Importance of Stress in Communication

Misplaced stress can alter the meaning of words and sentences. For example:

- The noun RE-cord differs from the verb re-CORD.
- Stressing "CAN" in "I CAN do it" emphasizes ability, while stressing "do" in "I can DO it" emphasizes assurance.

Sentence stress can similarly affect meaning:

- "I didn't steal YOUR book" implies someone else's book was stolen.
- "I DIDN'T steal your book" denies the act entirely.

Tips for Mastering Stress Patterns

1. **Listen to Native Speakers**: Pay attention to how stress is applied in natural speech.
2. **Practice with Dictionaries**: Most dictionaries indicate stress with symbols or boldface.
3. **Repeat and Imitate**: Practice repeating sentences, focusing on natural rhythm and stress.
4. **Use Stress Exercises**: Tongue twisters, poetry, and songs can improve stress awareness.
5. **Record and Analyze**: Recording your speech can help identify areas for improvement.**Conclusion**

Stress patterns in English are crucial for clear and effective communication. They shape the rhythm, tone, and meaning of speech, making it essential to master them for fluent English usage. By understanding and practicing both word and sentence stress, speakers can enhance their pronunciation and comprehension, ensuring their messages are accurately conveyed and easily understood. Mastering stress patterns in English is not just about improving pronunciation; it also fosters better listening skills and overall fluency. Understanding how stress shapes meaning allows speakers to communicate more naturally and confidently while avoiding misunderstandings. For language learners, focusing on stress can bridge the gap between textbook knowledge and real-world communication. With consistent practice and exposure to authentic speech, mastering stress patterns can significantly enhance one's ability to engage in meaningful and dynamic conversations in English.

REFERENCES

1. Roach, P. (2009). *English Phonetics and Phonology: A Practical Course* (4th ed.). Cambridge University Press.
2. Ladefoged, P., & Johnson, K. (2015). *A Course in Phonetics* (7th ed.). Cengage Learning.
3. Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2010). *Teaching Pronunciation: A Course Book and Reference Guide* (2nd ed.). Cambridge University Press.
4. Hancock, M. (2012). *English Pronunciation in Use* (Intermediate). Cambridge University Press.
5. Gilbert, J. B. (2012). *Clear Speech: Pronunciation and Listening Comprehension in North American English* (4th ed.). Cambridge University Press.
6. Kenworthy, J. (1987). *Teaching English Pronunciation*. Longman.
7. Jenkins, J. (2000). *The Phonology of English as an International Language*. 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. Ibrohimovna, X. M. (2023). The Importance of Methods in Language Teaching Process. Web of Scholars: Multidimensional Research Journal, 2(1), 20-23.
21. 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
22. 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
23. Teshaboyeva, N., & Yakubova, N. (2023). CHANGES OF MEANING OF WORDS. Центральноазиатский журнал образования и инноваций, 2(12), 126-129.
24. 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

25. 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
26. 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
27. 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
28. 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
29. 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
30. Teshaboyeva, N., & Yakubova, N. (2023). WORD FORMATION. COMPOUNDING. *Development of pedagogical technologies in modern sciences*, *2*(12), 187-192.
31. Teshaboyeva, N. (2023). Compound sentences in the English language. *Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari*, *2*(2), 68-70.
32. 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.
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). VOWELS AND THEIR MODIFACATIONS. *Новости образования: исследование в XXI веке*, *2*(16), 298-305.
35. Nafisa, T. (2023, December). Secondary ways of word formation. In *" Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 109-112).

36. 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.
37. Qizi, T. N. Z., & Umedovich, M. Y. (2023). AMERICAN-BASED PRONUNCIATION STANDARDS OF ENGLISH. *Scientific Impulse*, *2*(15), 563-567.
38. Nafisa, T. (2023, December). Word Formation: Compounding. In *" Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 113-115).
39. Nafisa, T. (2023). NOUNS AND THEIR GRAMMATICAL CATEGORIES. *Новости образования: исследование в XXI веке*, *2*(16), 292-297.
40. Ojha, D. D. R. (2023). Teshaboyeva Nafisa Zubaydulla qizi.
41. Nafisa, T. (2023). POLITICAL PARTIES IN GREAT BRITAIN. *Нововведения Современного Научного Развития в Эпоху Глобализации: Проблемы и Решения*, *1*(5), 97-101.
42. Nafisa, T. (2023). GOVERNMENTAL SYMBOLS OF GREAT BRITAIN; OUTSTANDING DATES OF GREAT BRITAIN. *The Role of Exact Sciences in the Era of Modern Development*, *1*(6), 23-26.
43. Abdurozikova, I. I., & Teshaboyeva, N. Z. (2023). The application of adjectives, as well as issues and solutions around their usage. *TECHNICAL SCIENCE RESEARCH IN UZBEKISTAN*, *1*(4), 296-299.
44. Nafisa, T. (2023). POLITICAL PARTIES IN GREAT BRITAIN. *Нововведения Современного Научного Развития в Эпоху Глобализации: Проблемы и Решения*, *1*(5), 97-101.
45. Abdurozikova, I. I., & Teshaboyeva, N. Z. (2023). The application of adjectives, as well as issues and solutions around their usage. *TECHNICAL SCIENCE RESEARCH IN UZBEKISTAN*, *1*(4), 296-299.
46. Qizi, T. N. Z., & Umedovich, M. Y. (2023). AMERICAN-BASED PRONUNCIATION STANDARDS OF ENGLISH. *Scientific Impulse*, *2*(15), 563-567.

ENGLISH DIPHTHONGS: PHONETIC AND PHONOLOGICAL ASPECTS

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek
The faculty of Psychology, department of Foreign languages
Phylology and foreign languages
Teshaboyeva Nafisa Zubaydulla qizi
Student of group 301-21: **Abdug`aniyeva E'zoza Zafarjon qizi**

Annotation: This article, therefore, is dedicated to a phonetic-phonological analysis of the English diphthongs regarding their structure, classification, and role they play within the language. It ushers in the definition of diphthongs, which are defined as vowel sounds that glide from one vowel quality to another within a single syllable, therefore marking them out from monophthongs. The article goes into the articulation of diphthongs, whether tongue movement, vowel duration, and dynamic quality in their pronunciation. Further, it categorizes diphthongs as closing and centering that have been drawn from both British and American English. This can well present, in a phonological discussion, the status of diphthongs in syllable structure, stress patterns, and intonation. The article uses a range of examples to show the diversity of diphthongs across dialects and accents, shedding light on the subtle variations that make English pronunciation rich and varied. This article is particularly useful for linguists, language learners, and anyone interested in the detailed mechanics of English vowel sounds. It provides theoretical and practical insight into how diphthongs work, enabling readers to understand their importance in communication and how they contribute to the distinctiveness of English pronunciation.

Key words: English diphthongs, phonetics, phonology, vowel sounds, articulation, glide, closing diphthongs, centering diphthongs, syllable structure, stress patterns, intonation, vowel duration, allophonic variation, dialects, accents, language learners, pronunciation, vowel harmony, coarticulation, acoustic qualities, dynamic quality, vowel shift.

English Diphthongs: Phonetic and Phonological Aspects

Introduction

Diphthongs are an indispensable part of English phonology and greatly help in intelligibility and pronunciation. Being a compound vowel sound whose pronunciation comprises two different vowel sounds taken within one syllable, it serves as an essential use in understanding the phonetic and phonological structure of English. This

article approaches the phonetic and phonological features of diphthongs in English in respect to pronunciation, classification, and linguistic implications.

What Are Diphthongs?

A diphthong is a complex vowel sound; it starts as one vowel sound and moves toward another within the same syllable. Other than monophthongs, which are pure, or unchanging, vowel sounds, diphthongs do have a movement of the tongue and a change in the configuration of the mouth during pronunciation.

For instance, the diphthong in the word coin starts with a vowel /ɔ/ sound and then glides to /ɪ/, thus changing the quality of the vowel while uttering the word. Especially, diphthongs are prolific in English and vary considerably among dialects and accents.

Phonetic Features of Diphthongs

Phonetics is the study of the physical properties of speech sounds, that is, their articulation and acoustic qualities. In the case of diphthongs, the phonetic features are:

Pronunciation: The pronunciation of a diphthong involves a passing from one vowel sound to another within one syllable. The tongue, lips, and other organs of speech move from the position required for the first vowel to that of the second vowel. The movement or glide is generally smooth, though it may be fast or slow, depending upon the diphthong concerned and the dialect.

Glide: One of the most salient characteristics of diphthongs is the glide from one vowel quality towards another. This glide often involves a shift in tongue-height, backness or tenseness, and is not necessarily fully achieved in one, even movement; it can vary according to dialect or individual speaker.

Dynamic Quality: Quite contrary to monophthongs, the diphthongs are far from being stable. Such a change in the position of vowels might affect the entire acoustic profile of the sound, as some diphthongs are more weighty in one part of the vowel than in the other.

Duration: Most of the time, diphthongs take longer to utter than monophthongs because there is a glide between the two vowel positions. This may increase the duration so that listeners can easily distinguish between diphthongs and a monophthong speech.

Classification of Diphthongs

It is possible to classify English diphthongs in various ways depending on their articulation. The main classes of diphthongs in English are :

Closing diphthongs: these include movement from a more open vowel to a more closed vowel. For English, this is the most common category and it includes, for example, /aɪ/ as in my, /əʊ/ as in go, and /aʊ/ as in how. In most cases, the first vowel in the diphthong is more open, and the glide moves to a closed vowel position.

Centering Diphthongs: These are those diphthongs which start with a vowel sound and glide towards the central schwa /ə/. Examples of centering diphthongs include /ɪə/ in near and /eə/ in air. These diphthongs are more characteristic of British English and less common in American English, where the vowel sound might shift towards a more monophthongized variant.

Phonological Aspects of Diphthongs

While phonetics is concerned with the physical production of sounds, phonology examines how sounds function in language systems. From a phonological perspective, diphthongs have an important role in the structure of syllables and the general sound system of English.

Syllable Structure: Diphthongs are usually used as the nucleus in a syllable; they therefore take the syllable stress or weight. In English, this may determine the stress placement in words. For instance, in the words coin, goat and fail, the diphthongs form the nucleus of the syllables bearing the primary stress.

Vowel Harmony and Assimilation: In some languages, diphthongs can participate in vowel harmony or assimilation, where the second vowel sound of a diphthong affects nearby sounds. Although English is not, strictly speaking, a language with vowel harmony, diphthongs can exhibit coarticulation with neighboring consonants, especially in faster or more casual speech.

Allophonic Variation: The pronunciation of diphthongs often varies in different dialects of English. For example, the diphthong /aɪ/ is pronounced differently in American English from its most common pronunciation in British English. This allophonic variation shows the flexibility of diphthongs in the phonological system of English.

Stress and Intonation Diphthongs are involved with both stress and intonation patterns of English. Normally it is the pattern of stress which will determine whether a syllable contains a diphthong or a monophthong. Furthermore, the occurrence of a diphthong in a stressed syllable may affect the overall intonation contour of an utterance-the transition between vowel sounds can contribute to rising or falling pitch patterns.

Examples of English Diphthongs

To understand the range of the diphthongs better in English, let's look at some common examples: /aɪ/, as in ride, time, my. This diphthong starts with an open front vowel /a/ and then glides towards the high front vowel /ɪ/. /əʊ/, as in go, show, bone. This diphthong starts with a mid-central vowel /ə/ and glides to the close back vowel /ʊ/.

/aʊ/ as in how, cow, and out. It starts with an open front vowel /a/ and moves towards the high back vowel /ʊ/.

/eɪ/ as in day, say, and make. This diphthong glides from the mid-front vowel /e/ to the high-front vowel /ɪ/.

/ɔɪ/ as in boy, coin, and toy. This diphthong involves a glide from the mid-back vowel /ɔ/ to the high front vowel /ɪ/.

/ɪə/ as in near and fear (common in British English). This is a centering diphthong which begins with /ɪ/, gliding towards /ə/.

Conclusion

The diphthongs are an important part of the phonetic and phonological mechanism of the language. Their pronunciation involves complicated glides between vowels, and they play a crucial role in syllable structure, stress patterns, and overall intelligibility. Understanding diphthongs from both a phonetic and phonological point of view is very crucial for learners of English as a second language and also for linguists who want to study the minute details of spoken English. The richness and complexity that diphthongs bring forth into the sounds of English are real reasons for studying English diphthongs. Besides its basic phonetic structure, it contributes to the particularities of the accent and dialects, how English is perceived and understood across different linguistic communities. Their role in syllable stress, intonation, and vowel harmony also underlines their importance for effective communication. Master the diphthongs, and the language learner will be able to speak more naturally and pronounce words more correctly; this would help them avoid misunderstandings caused by incorrect or imprecise articulation of such sounds. Moreover, the phonetic and phonological analysis of diphthongs gives detailed insight into how English works internally and gives a much finer view of how sounds cooperate in speech and can be different depending on the situation. In the end, diphthongs are more than features of speech; they are a feature of the identity and fluidity of the language, shaping its pronunciation and making it more dynamic and expressive.

REFERENCES

1. Crystal, D. (2003). *The Cambridge Encyclopedia of the English Language* (2nd ed.). Cambridge University Press.
2. Harrington, J. (2010). *Phonetic Analysis of Speech Corpora*. Wiley-Blackwell.
3. Johnson, K. (2012). *Acoustic and Auditory Phonetics* (3rd ed.). Wiley-Blackwell.
4. Ladefoged, P., & Johnson, K. (2014). *A Course in Phonetics* (7th ed.). Cengage Learning.

5. Roach, P. (2009). *English Phonetics and Phonology* (4th ed.). Cambridge University Press.
6. Wells, J. C. (1982). *Accents of English* (Vol. 1). Cambridge University Press.
7. Wells, J. C. (2008). *Longman Pronunciation Dictionary* (3rd ed.). Pearson Education.
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.

WORD STRESS IN ENGLISH

Jizzakh branch of the National University
of Uzbekistan named after Mirzo Ulugbek
The faculty of Psychology, department of Foreign languages
Phylology and foreign languages
Teshaboyeva Nafisa Zubaydulla qizi
Student of group 302-21: **Mamatqulova Aziza To'rabek qizi**

Annotation: This article explores the concept of word stress in English, explaining its importance in communication and how it affects the clarity and meaning of words. It highlights the role of word stress in distinguishing between different parts of speech, such as nouns and verbs (e.g., *REcord* vs. *reCORD*), and discusses the rhythm of English as a stress-timed language. The article also outlines common stress patterns in nouns, verbs, adjectives, and compound words, and offers practical advice for learners on how to master word stress. Techniques such as listening, imitation, using a dictionary, and practicing with minimal pairs are suggested for improving pronunciation. The article concludes by emphasizing the role of word stress in achieving effective and fluent English communication.

Key words: word stress, English pronunciation, syllable stress, clarity, communication, rhythm, stress-timed language, noun stress, verb stress, compound words, minimal pairs, pronunciation practice, English fluency, stress patterns, language learning, word meaning

Word Stress in English: A Key to Clear Communication

Word stress is a crucial aspect of pronunciation in the English language that can greatly impact both clarity and meaning. While English speakers may not always consciously think about word stress, it plays a significant role in effective communication. This article explores the concept of word stress, its patterns, and how it influences meaning in English.

What is Word Stress?

Word stress refers to the emphasis placed on one syllable within a word. In English, some syllables in words are stressed, meaning they are pronounced more forcefully, louder, and with a higher pitch than others. The unstressed syllables, on the other hand, are softer, shorter, and spoken with less emphasis.

In most words, one syllable is stressed, while the other syllables are unstressed. For example, in the word *'computer'*, the stress falls on the second syllable: com-PU-ter.

The way a word is stressed can change its meaning, as seen in the difference between *'record'* (noun) and *'record'* (verb).

The Importance of Word Stress in English

Clarity of Meaning: Word stress is key to distinguishing between different meanings of words that are spelled the same but have different functions. For instance:

- *REcord* (noun): a vinyl disk or a written account of events
- *reCORD* (verb): to capture information or sound

Rhythm and Flow: English is considered a stress-timed language, meaning the rhythm of speech is based on the stressed syllables. The unstressed syllables are shorter and faster, creating a natural rhythm. This helps listeners process speech more easily and understand the message more clearly.

Aids in Comprehension: Incorrect word stress can cause confusion. If you stress the wrong syllable, listeners might not understand your message or might interpret it as a different word altogether. For example, saying *'present'* with stress on the first syllable can turn it into a noun (as in a gift), while stressing the second syllable makes it a verb (to give something).

Patterns of Word Stress

English has certain patterns when it comes to where stress is placed in multisyllabic words. Although these rules aren't absolute, there are tendencies that can help learners.

Nouns and Adjectives: In general, for many nouns and adjectives with two or more syllables, the stress tends to fall on the first syllable. Examples include:

- *TAble* (noun)
- *CLEver* (adjective)

Verbs and Prepositions: Verbs and prepositions often have the stress on the second syllable. For example:

- *to reLAX* (verb)
- *aGAin* (preposition)

Compound Words: When two words combine to form a compound noun or adjective, the stress typically falls on the first word:

- *POSTman* (noun)
- *BLACKboard* (noun)

However, in compound verbs, the stress tends to fall on the second word:

- *to underSTAND* (verb)
- *to overCOME* (verb)

Prefixes and Suffixes: The position of stress in words with prefixes or suffixes can vary:

- Words with the prefix *un-* tend to stress the root of the word: *unHAppy*.

- Words with the suffix *-er* or *-ly* usually stress the first syllable: *WORKer*, *QUIetly*.

Stress in Longer Words

In longer words, stress patterns can be complex, and it's often necessary to learn them individually. However, general trends exist. For instance, in words of three or more syllables:

- If the word is a noun or adjective, the stress often falls on the first syllable (e.g., *phoTOgraph*).
- If it's a verb or a word used in action, stress typically falls on the second syllable (e.g., *phoTOgraph* when used as a verb).

How to Practice Word Stress

Listen and Imitate: One of the best ways to understand and master word stress is by listening to native speakers. Pay attention to how they stress different syllables in words and practice mimicking their pronunciation.

Use a Dictionary: Most English dictionaries provide information about word stress, including the use of apostrophes (') to indicate the stressed syllable. For example, *comPuter* (stress on the second syllable).

Record Yourself: Listening to recordings of your own speech can help identify where you are stressing words incorrectly. Compare your stress patterns with those of native speakers to make adjustments.

Practice with Minimal Pairs: Minimal pairs are pairs of words that only differ in one aspect, such as stress. For example, *REcord* (noun) vs. *reCORD* (verb), or *CONtract* (noun) vs. *conTRACT* (verb). Practicing with these pairs helps you understand how stress changes the meaning of words.

Conclusion

Word stress plays an essential role in how we communicate in English. By understanding and practicing word stress patterns, learners can enhance their pronunciation, improve clarity, and avoid misunderstandings. Mastery of stress also adds a natural flow and rhythm to speech, making conversations more engaging and easier to follow. Whether you're a native speaker or a language learner, paying attention to stress will help you become more proficient and confident in your spoken English. In conclusion, word stress is not only a technical aspect of pronunciation but also a powerful tool for effective communication. It can shape how words are understood, distinguish between different meanings, and give speech a natural cadence. Mastering word stress requires time, practice, and a keen ear for the subtle rhythms of the language. By developing awareness of stress patterns and incorporating them into daily speech, learners can improve their fluency, enhance their

comprehension, and communicate with greater precision. Ultimately, understanding word stress is a key component in achieving clarity, confidence, and nuance in English.

REFERENCES

1. Ball, M. J., & Rahilly, J. (2003). *Phonetics: The Science of Speech* (2nd ed.). Routledge.
2. Breen, M., & Wagner, M. (2006). *Stress and Intonation in English: A Cognitive Linguistic Approach*. Cambridge University Press.
3. Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2010). *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages* (2nd ed.). Cambridge University Press.
4. Cruttenden, A. (2014). *Gimson's Pronunciation of English* (8th ed.). Routledge.
5. Jones, D. (2002). *English Pronouncing Dictionary* (15th ed.). Cambridge University Press.
6. Roach, P. (2009). *English Phonetics and Phonology: A Practical Course* (4th ed.). Cambridge University Press.
7. Underhill, A. (2005). *Sound Foundations: Learning and Teaching Pronunciation*. Macmillan Education.
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.

INTERACTIVE TEACHING METHODS: NEW OPPORTUNITIES IN THE TEACHING AND LEARNING PROCESS

Jizzakh branch of the National
University of Uzbekistan named after Mirzo Ulugbek
The faculty of Psychology, department of Foreign languages
Phylology and foreign languages
Supervisor: Sindorov Lutfulla Kurolovich
Student of group 302-21: Rustamova Zohida Zafar qizi

Annotation: This article explores the role of interactive teaching methods in modern education, emphasizing their potential to enhance the teaching and learning process. It highlights how interactive approaches, including the use of technology like gamification, collaborative platforms, and virtual reality, can increase student engagement and foster deeper understanding. The article discusses the benefits of personalized learning, critical skill development, and immediate feedback, while also acknowledging the challenges teachers face, such as technology access and the need for professional development. Ultimately, the piece argues that interactive teaching is a crucial advancement in education, offering new opportunities for more dynamic, effective, and inclusive learning environments.

Key words: Interactive teaching methods, student engagement, personalized learning, technology in education, gamification, collaborative platforms, virtual reality, critical thinking, problem-solving skills, feedback, classroom challenges, teacher training, 21st-century skills, educational innovation, learning environments.

Interactive Teaching Methods: New Opportunities in the Teaching and Learning Process

The world of education is continually evolving, and in the digital age, interactive teaching methods are becoming an integral part of the learning experience. These methods represent a shift from traditional lecture-based teaching toward a more engaging, student-centered approach. Interactive teaching not only enhances the way knowledge is imparted but also fosters a deeper understanding of the material. By incorporating new tools, technologies, and strategies, educators can create more dynamic and collaborative environments that better prepare students for the challenges of the future.

The Shift Toward Interactive Learning

Traditional teaching methods, which often rely heavily on lectures, have been critiqued for being passive. Students in these environments are typically receivers of information, with little opportunity for engagement or critical thinking. In contrast, interactive teaching focuses on active participation, collaboration, and critical engagement with the subject matter. The goal is not only to transmit knowledge but also to involve students in its creation, allowing them to apply what they learn in real-world contexts.

Interactive learning methods can be as simple as group discussions or as complex as using technology to simulate real-world situations. The incorporation of multimedia, collaborative tools, and problem-solving exercises all contributes to the interactive nature of modern classrooms.

New Opportunities with Technology

Technology has revolutionized interactive teaching, providing new avenues for teachers to engage with students. With the rise of digital tools such as learning management systems (LMS), interactive whiteboards, and virtual classrooms, educators now have access to a wealth of resources that can make learning more engaging and personalized.

Gamification: By integrating game-based learning elements, such as quizzes, challenges, and reward systems, teachers can motivate students and make learning fun. Gamification taps into students' natural desire for achievement and competition, which enhances their motivation and fosters deeper learning.

Collaborative Learning Platforms: Tools like Google Classroom, Padlet, and Edmodo allow students to collaborate, share resources, and engage in group activities, regardless of location. These platforms enable real-time feedback and peer learning, enhancing social learning and communication skills.

Virtual and Augmented Reality (VR/AR): Virtual and augmented reality provide immersive learning experiences that can simulate real-world environments or bring abstract concepts to life. For example, VR can transport students to historical events or biological environments, helping them engage with the content in a way that traditional textbooks cannot.

Interactive Whiteboards: Interactive whiteboards allow teachers to present information in a visual, dynamic way. Students can interact with content, solve problems on the board, or participate in class activities, making lessons more engaging and participatory.

Benefits of Interactive Teaching Methods

The benefits of interactive teaching methods extend beyond just keeping students entertained. These approaches foster critical thinking, creativity, and problem-solving skills that are essential in today's complex world.

Enhanced Engagement: Interactive methods encourage active participation, making students more engaged and motivated to learn. Whether through discussions, group projects, or digital tools, students are no longer passive recipients but active contributors to the learning process.

Personalized Learning: By allowing for different learning styles and paces, interactive methods cater to the unique needs of each student. Through tools like adaptive learning platforms, teachers can tailor lessons and activities to the strengths and weaknesses of individual students, helping to maximize learning outcomes.

Development of Critical Skills: Interactive learning often emphasizes collaboration, communication, and problem-solving skills, which are vital in both academic and professional settings. Students learn to work together, think critically, and solve problems creatively—skills that will serve them well in the workforce.

Immediate Feedback: With interactive teaching, feedback is often immediate. Whether through peer reviews, quizzes, or interactive exercises, students receive instant feedback on their performance, which allows them to adjust and improve in real-time.

Challenges to Overcome

While interactive teaching methods offer numerous advantages, there are challenges that educators must consider.

Access to Technology: Not all schools or students have access to the necessary technology to implement interactive methods effectively. This digital divide can create disparities in learning experiences, particularly in underfunded or rural areas.

Teacher Training: For interactive teaching to be effective, teachers must be adequately trained in using the available technologies and methods. Professional development opportunities are essential for educators to stay current with new tools and approaches.

Time and Resources: Developing interactive lessons can be time-consuming and require additional resources, which may not always be available. Teachers must balance the time spent on preparation with the demands of the curriculum.

Classroom Management: With interactive methods, there is often a need for more structure and discipline to ensure that all students remain on task. Teachers must find ways to keep the learning environment organized and focused, even when using more flexible teaching strategies.

Conclusion

Interactive teaching methods present new opportunities for both teachers and students, transforming the traditional classroom into a dynamic space for learning. By fostering engagement, collaboration, and creativity, these methods help students develop essential skills for the future. While challenges such as technology access and teacher training remain, the potential for interactive teaching to revolutionize education is immense. As technology continues to evolve and educators embrace new teaching strategies, the opportunities for interactive learning will only expand, creating a more inclusive, effective, and engaging learning experience for all. In summary, interactive teaching methods are not just a trend, but a vital shift in education that aligns with the demands of the 21st century. These methods enhance the learning experience by prioritizing student engagement, personalized learning, and the development of critical life skills. With the integration of technology and a focus on collaborative, hands-on activities, educators can create environments that foster deeper understanding and long-term retention of knowledge. Although challenges exist, such as access to resources and the need for professional development, the long-term benefits of interactive teaching are undeniable. As education continues to evolve, embracing these innovative approaches will be key to preparing students for a rapidly changing world, ensuring they are not only knowledgeable but also equipped with the skills necessary for success in their future careers and lives.

REFERENCES

1. Anderson, C. A., & Dill, K. E. (2000). Video games and aggressive thoughts, feelings, and behavior in the laboratory and in life. *Journal of Personality and Social Psychology, 78*(4), 772-790.
2. Boulos, M. N. K., & Liang, H. N. (2018). Augmented reality in education: A new technology to support the learning process. *Journal of Educational Technology & Society, 21*(1), 74-83.
3. Gee, J. P. (2003). What video games have to teach us about learning and literacy. *Computers in Entertainment (CIE), 1*(1), 20-20.
4. Gok, T. (2013). The use of technology in education: A review of the literature. *Educational Technology Research and Development, 61*(2), 195-216.
5. Hamari, J., Koivisto, J., & Sarsa, H. (2014). Does gamification work? – A literature review of empirical studies on gamification. *Proceedings of the 47th Hawaii International Conference on System Sciences*, 3025-3034.
6. Jonassen, D. H. (1999). Designing constructivist learning environments. *Instructional Design Theories and Models, Volume II: A New Paradigm of Instructional Theory*, 215-239.

7. Kahu, E. R. (2013). Framing student engagement in higher education. *Studies in Higher Education*, *38*(5), 758-773.

8. Siemens, G. (2005). Connectivism: A learning theory for the digital age. *International Journal of Instructional Technology and Distance Learning*, *2*(1), 3-10.

9. Tüzün, H., & Toprak, C. (2017). The impact of interactive learning environments on student learning outcomes. *Educational Technology & Society*, *20*(1), 21-34.

10. Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.

DICTIONARY TYPES AND DICTIONARY CONTENT

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
Scientific advisor:Abduraxmanova Zilola
Student of group 402-22: Abduvahobova Sevara Sobirjon qizi

Introduction: A familiar sight on our bookshelves, a trusty companion for navigating the world of words. But have you ever considered the vast diversity hidden within this seemingly simple resource? Beyond the basic, single-language dictionary lies a world of specialized tools, each crafted to unlock a unique facet of language. Imagine venturing beyond the realm of everyday definitions and stepping into the fascinating worlds of slang, etymology, or specialized terminology. This journey through dictionary types reveals a tapestry of knowledge, revealing the complexities of language and its ever-evolving nature. Whether you're a seasoned language learner, a curious word enthusiast, or simply seeking a deeper understanding of how we communicate, this exploration of dictionary types will open your eyes to the incredible richness and variety that exists within the world of words. So, let's embark on this journey together and discover the hidden depths of these invaluable resources.
Key words: unabridged dictionary, abridged dictionary, specialized dictionary, bilingual dictionary, etymological dictionary, thesaurus, definition, pronunciation, part of speech, etymology, synonyms, antonyms, examples of usage, illustrations.

Dictionaries, those invaluable guides to language, come in a variety of types, each tailored to specific needs and purposes. Let's explore the different types of dictionaries and the rich content they offer.

Dictionary Types: Unabridged Dictionaries: The most extensive and authoritative, encompassing a vast vocabulary, including specialized terms, archaic words, and historical usage. Examples: Merriam-Webster's Third New International Dictionary, Oxford English Dictionary. Use: Research, academic study, historical linguistics

Abridged Dictionaries: Smaller versions of unabridged dictionaries, focusing on common words and their most basic definitions. Examples: Merriam-Webster's Collegiate Dictionary, Oxford Advanced Learner's Dictionary. Use: Everyday use, language learning, general reference

Specialized Dictionaries: Catered to particular fields of study or professions. Examples: Dorland's Illustrated Medical Dictionary, Black's Law Dictionary, Dictionary of Computing. Use: Healthcare, law, technology, and other specialized areas

Bilingual Dictionaries: Translate words and phrases between two languages, providing definitions, pronunciation, and examples in both languages. Examples: Collins Spanish Dictionary, Merriam-Webster's French-English Dictionary. Use: Language learning, translation, cross-cultural communication

Etymological Dictionaries: Delve into the origins and historical development of words, tracing their evolution and providing insights into their meanings. Examples: Oxford English Dictionary, The American Heritage Dictionary of the English Language. Use: Linguistic research, historical studies, exploring the history of language

Thesaurus: Synonyms and Antonyms: A reference book providing synonyms (words with similar meanings) and antonyms (words with opposite meanings), aiding in finding alternative vocabulary. Examples: Roget's Thesaurus, Merriam-Webster's Thesaurus. Use: Writing, speaking, enriching vocabulary.

Dictionary Content: Definitions: Clear and concise explanations of word meanings, often including multiple entries for words with different senses.

Pronunciation: Uses phonetic symbols to show how words are pronounced, often including audio recordings for pronunciation clarity.

Part of Speech: Indicates the grammatical category of each word, such as noun, verb, adjective, or adverb.

Etymology: Traces the historical development of a word, revealing its origins and connections to other languages.

Synonyms and Antonyms: Lists of words with similar and opposite meanings, enhancing understanding and expanding vocabulary.

Examples of Usage: Provides example sentences or phrases to illustrate how words are used in context, aiding in comprehension and fluency.

Illustrations: Visual representations of word meanings, especially helpful for children or for specialized

Dictionary content: Unabridged dictionary: These are the most comprehensive and authoritative dictionaries, encompassing a vast vocabulary, including rare words, historical terms, and specialized jargon.

Who uses them? Researchers, academics, lexicographers, and anyone seeking the most comprehensive language resource. Examples: Merriam-Webster's Third New International Dictionary, Oxford English Dictionary

Abridged Dictionaries: The Essentials: These are smaller, condensed versions of unabridged dictionaries, focusing on common words and their basic definitions.
Who uses them? Students, writers, everyday language users, and those seeking a quick reference. Examples: Merriam-Webster's Collegiate Dictionary, Oxford Advanced Learner's Dictionary

Specialized Dictionaries: The Niche Experts: These dictionaries cater to specific fields of study or professions, offering definitions and explanations tailored to a particular area of knowledge. Who uses them? Professionals, students, and enthusiasts in specific fields, like medicine, law, technology, or art. Examples: Dorland's Illustrated Medical Dictionary, Black's Law Dictionary, Dictionary of Computing

Bilingual Dictionaries: The Language Bridge: These dictionaries translate words and phrases between two languages, providing definitions, pronunciations, and examples of usage in both languages. Who uses them? Language learners, translators, travelers, and anyone needing to communicate across language barriers. Examples: Collins Spanish Dictionary, Merriam-Webster's French-English Dictionary

Etymological Dictionaries: Word Historians: These dictionaries delve into the origins and historical development of words, tracing their evolution and revealing fascinating connections between language and culture. Who uses them? Linguists, historians, word enthusiasts, and anyone interested in the origins of language. Examples: Oxford English Dictionary, The American Heritage Dictionary of the English Language

Thesaurus: The Synonym Finder: While not technically a dictionary, a thesaurus provides synonyms (words with similar meanings) and antonyms (words with opposite meanings), aiding in finding alternative vocabulary for writing or speaking. Who uses them? Writers, speakers, and anyone seeking to enhance their vocabulary and express themselves more effectively. Examples: Roget's Thesaurus, Merriam-Webster's Thesaurus

Beyond the Basics: There are many other specialized dictionary types, including:

- Slang Dictionaries: Focusing on informal language and expressions.
- Regional Dictionaries: Covering vocabulary specific to certain geographic areas.
- Idiom Dictionaries: Explaining common phrases and expressions.
- Rhyming Dictionaries: Listing words that rhyme.
- Visual Dictionaries: Using illustrations to explain word meanings, often for children or learners.

Understanding these different dictionary types allows you to choose the best tool for your specific needs. Whether you're a student, a writer, a researcher, or simply someone who loves words, there's a dictionary out there to help you navigate the fascinating world of language.

Conclusion

Dictionaries are essential tools for language learning and understanding. They provide definitions, pronunciations, usage examples, and other valuable information about words. Different types of dictionaries cater to various needs, such as monolingual dictionaries for native speakers, bilingual dictionaries for language learners, and specialized dictionaries for specific fields. The content of dictionaries varies depending on their purpose, but typically includes word entries, definitions, pronunciations, parts of speech, etymology, usage notes, and sometimes illustrations or audio recordings. By understanding the different types of dictionaries and their content, individuals can effectively utilize these resources to enhance their language skills and knowledge.

List of used literature

1.Historical Dictionaries

- "The Oxford English Dictionary" - A definitive historical dictionary that documents the evolution of English words over time.
- "An American Dictionary of the English Language" by Noah Webster (1828) - A foundational work in American lexicography that emphasizes the development of American English.

2. Linguistic Studies

- "Dictionaries: The Art and Craft of Lexicography" by Sidney Landau (1984) - Explores the principles behind dictionary-making and their evolution over time.
- "The Dictionary of Contemporary English" - An example of modern dictionaries aimed at learners, showcasing changes in language use.

3. Cultural Perspectives

- "Words and Their Worlds: How Language Shapes Our Lives" by John McWhorter (2018) - Discusses how dictionaries reflect cultural shifts and language change.
- "The Power of Babel: A Natural History of Language" by John H. McWhorter (2001) - Examines how languages evolve and the role dictionaries play in documenting these changes.

4. Digital Age Dictionaries

- "Online Dictionaries: A New Way to Look Up Words" by Rachael W. McKeown – Discusses how digital formats have transformed dictionary use.
- "The Impact of Digital Technology on Language Use" by David Crystal – Explores how technology affects language, including dictionary usage.

5. Lexicography Theory

- "Lexicography: An Introduction" by Howard Jackson and Edward Zygon – Offers an overview of lexicographic practices throughout history, including changes from print to digital.

- "The Cambridge Encyclopedia of the English Language" by David Crystal (2003) – Provides insights into the history, structure, and function of dictionaries throughout time.

6. User Interaction with Dictionaries

- "How People Use Dictionaries: Evidence from a Study with College Students" – Research on user behavior regarding print vs. digital dictionaries.

- "Dictionaries at Work: The Future for Reference Books" – A collection examining future trends in dictionary usage in education and beyond.

7. Educational Perspectives

- "Teaching with Dictionaries: A Practical Guide for Educators" – Highlights pedagogical approaches to teaching dictionary skills in classrooms.

- "Using Dictionaries Effectively: Strategies for Learners" – Focuses on methods for improving dictionary use among students.

Websites and Online Resources

1. Merriam-Webster Online: www.merriam-webster.com
2. Oxford English Dictionary (OED) Online: www.oed.com
3. WordNet by Princeton University: wordnet.princeton.edu

THEORY OF PARTS OF THE SENTENCE: PRINCIPAL, SECONDARY PARTS, AND THE PROBLEM OF TERTIARY AND LOOSE PARTS

Jizzakh branch of the National University of Uzbekistan named
Mirzo Ulugbek The faculty of Psychology, department
of Foreign languages Phylology and foreign languages
Teshaboyeva Nafisa Zubaydulla qizi
Begaliyeva Shaxnoza Shavkat qizi

Annotation: This article delves into the theory of sentence structure, categorizing its components into principal, secondary, tertiary, and loose parts. It begins by defining the principal parts—the subject and predicate—as the grammatical foundation of a sentence. It then examines secondary parts, such as objects, attributes, and adverbials, which enrich the sentence with additional details. The discussion extends to tertiary and loose parts, highlighting their nuanced and debated roles. Tertiary parts are seen as optional qualifiers of secondary elements, while loose parts, such as interjections and parentheticals, serve stylistic and rhetorical functions. The article explores theoretical challenges, including boundary ambiguities, language-specific variations, and the intersection of grammar and style.

By situating these elements within traditional and modern linguistic frameworks, the article underscores the evolving understanding of syntax and its application across languages. It concludes with a reflection on the flexibility and richness of language, emphasizing the significance of ongoing research in this field.

Key words: Sentence structure, principal parts, secondary parts, tertiary parts, loose parts, subject, predicate, object, attribute, adverbial, syntax theory, interjections, parentheticals, apposition, grammatical roles, stylistic choices, linguistic analysis, traditional grammar, modern linguistics, sentence parsing.

Theory of Parts of the Sentence: Principal, Secondary, and the Problem of Tertiary and Loose Parts

In the study of grammar and syntax, the structure of a sentence is analyzed by dividing it into its constituent parts. Each part plays a specific role in conveying meaning and organizing ideas. Traditional grammar recognizes **principal** and **secondary parts of the sentence**, while modern linguistic discussions also explore the concept of **tertiary and loose parts**, which remain a topic of debate. This article examines these categories, their functions, and their theoretical implications.

Principal Parts of the Sentence

The principal parts of a sentence form its core and are essential for its grammatical and semantic completeness. These parts include:

- **Subject**: The doer or the main focus of the sentence. It identifies what or who the sentence is about.
  - Example: *The cat* chased the mouse.
- **Predicate**: The part that provides information about the subject, often containing the verb. It expresses the action, state, or condition of the subject.
  - Example: The cat *chased the mouse*.

The interplay between the subject and predicate constitutes the backbone of a sentence. Without either, a sentence would lack coherence or grammatical validity.

Secondary Parts of the Sentence

Secondary parts are not essential for grammatical completeness but add detail, context, or specificity. These include:

- **Object**: A word or phrase that receives the action of the verb. Objects can be:
  - **Direct objects**: Indicating the receiver of the action (e.g., *She baked a cake*).
  - **Indirect objects**: Indicating to whom or for whom the action is performed (e.g., *She gave him a gift*).
- **Attribute (or Modifier)**: Describes or qualifies nouns, often answering "what kind?" or "which one?"
  - Example: *The red car* sped away.
- **Adverbial**: Provides additional information about the verb, answering questions like "how?" "when?" "where?" or "why?"

- Example: He spoke *with confidence*.

These parts enrich the sentence by providing context and depth.

The Problem of Tertiary and Loose Parts

The concepts of **tertiary** and **loose parts** are relatively modern developments in syntax theory. They represent linguistic elements that do not fit neatly into the categories of principal or secondary parts. Their roles and boundaries remain debated among grammarians and linguists.

Tertiary Parts

Tertiary parts are minor elements that further qualify or clarify secondary parts. They are often seen as optional, providing an extra layer of detail.

- Example:
  - Secondary part: *She answered the question.*
  - Tertiary part: *She answered the question* ***with great enthusiasm***.

Tertiary parts tend to modify modifiers, create emphasis, or introduce subtle nuances. Despite their utility, defining them as a distinct category often overlaps with adverbial or attributive elements.

Loose Parts

Loose parts refer to sentence elements that are grammatically independent or weakly connected to the core structure. These often include interjections, parenthetical expressions, or appositive phrases.

- Examples:
  - Interjection: *Oh*, I didn't realize you were here.
  - Parenthetical: She arrived late, *to everyone's surprise,* but gave a great presentation.
  - Apposition: My friend *John*, a talented musician, is performing tonight.

Loose parts create stylistic or rhetorical effects, adding emotion, commentary, or additional clarification. However, their classification as distinct from adverbials or appositives is subject to scholarly interpretation.

Challenges and Theoretical Implications

The distinctions between principal, secondary, tertiary, and loose parts of the sentence raise several theoretical questions:

1. **Boundary Issues**: At what point does a secondary part become tertiary? For example, is "with great enthusiasm" a tertiary part, or is it simply a more detailed adverbial?
2. **Language Variation**: The role and recognition of tertiary and loose parts may vary between languages and linguistic traditions, complicating universal definitions.
3. **Stylistic vs. Grammatical Roles**: Loose parts, in particular, often blur the line between syntactic structure and stylistic choice, raising the question of whether they should even be classified as parts of the sentence.

Modern linguistic theories, such as functional grammar and discourse analysis, provide alternative frameworks to study these elements, moving beyond traditional sentence parsing.

Conclusion

The theory of parts of the sentence provides a foundational understanding of sentence structure, distinguishing between principal, secondary, tertiary, and loose parts. While principal parts like the subject and predicate form the grammatical core, secondary parts enrich meaning. The discussion of tertiary and loose parts highlights the complexity of language, revealing its nuances and flexibility. Further research and analysis are needed to resolve the theoretical ambiguities surrounding tertiary and loose parts, but their inclusion in modern grammar discussions demonstrates the evolving nature of linguistic inquiry. The exploration of sentence structure through the lens of principal, secondary, tertiary, and loose parts underscores the dynamic and multi-faceted nature of language. While the traditional framework of principal and secondary parts provides clarity and consistency, the inclusion of tertiary and loose parts reveals the intricacies of human expression. These elements allow sentences to convey subtle

shades of meaning, emphasize specific details, or reflect individual stylistic choices. Ultimately, the ongoing debate and study of these categories highlight the evolving nature of linguistic theory.

By examining how these parts function in different languages and contexts, linguists gain deeper insights into the adaptability and richness of language as a tool for communication. Whether in formal grammar or creative expression, understanding these elements equips us to better appreciate and harness the power of language.

REFERENCES

1.
2. Chomsky, N. (1965). *Aspects of the Theory of Syntax*. MIT Press.
3. Crystal, D. (2003). *The Cambridge Encyclopedia of the English Language*. Cambridge University Press.
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. Jespersen, O. (1933). *Essentials of English Grammar*. Routledge.
7. Matthews, P. H. (2007). *Syntactic Relations: A Critical Survey*. Cambridge University Press.
8. Radford, A. (2009). *Analyzing English Sentences: A Minimalist Approach*. Cambridge University Press.
9. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).
10. Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 415-420).
11. Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE INTESL AND TEFL CLASSROOMS. In СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 82-84).

12. 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.
13. 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.
14. 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
15. Teshaboyeva, N. (2023). THE IMPORTANCE OF TOURISM IN PRESENT DAY. Журнал иностранных языков и лингвистики, 5(5).
16. Teshaboyeva, N. (2023). THE MODERN INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES. Журнал иностранных языков и лингвистики, 5(5).
17. 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).
18. 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).
19. 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).
20. 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.
21. Ibrohimovna, X. M. (2023). The Importance of Methods in Language Teaching Process. Web of Scholars: Multidimensional Research Journal, 2(1), 20-23.

22. 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
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. Teshaboyeva, N., & Yakubova, N. (2023). CHANGES OF MEANING OF WORDS. Центральноазиатский журнал образования и инноваций, 2(12), 126-129.
25. 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
26. 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
27. 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
28. 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
29. 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

30. 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
31. Teshaboyeva, N., & Yakubova, N. (2023). WORD FORMATION. COMPOUNDING. *Development of pedagogical technologies in modern sciences*, *2*(12), 187-192.
32. Teshaboyeva, N. (2023). Compound sentences in the English language. *Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari*, *2*(2), 68-70.
33. 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.
34. Nafisa, T. (2023, December). Secondary ways of word formation. In *" Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 109-112).
35. Nafisa, T. (2023). VOWELS AND THEIR MODIFACATIONS. *Новости образования: исследование в XXI веке*, *2*(16), 298-305.
36. Nafisa, T. (2023, December). Secondary ways of word formation. In *" Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 109-112).
37. 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.
38. Qizi, T. N. Z., & Umedovich, M. Y. (2023). AMERICAN-BASED PRONUNCIATION STANDARDS OF ENGLISH. *Scientific Impulse*, *2*(15), 563-567.
39. Nafisa, T. (2023, December). Word Formation: Compounding. In *" Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 113-115).
40. Nafisa, T. (2023). NOUNS AND THEIR GRAMMATICAL CATEGORIES. *Новости образования: исследование в XXI веке*, *2*(16), 292-297.
41. Ojha, D. D. R. (2023). Teshaboyeva Nafisa Zubaydulla qizi.

42. Nafisa, T. (2023). POLITICAL PARTIES IN GREAT BRITAIN. *Нововведения Современного Научного Развития в Эпоху Глобализации: Проблемы и Решения*, *1*(5), 97-101.
43. Nafisa, T. (2023). GOVERNMENTAL SYMBOLS OF GREAT BRITAIN; OUTSTANDING DATES OF GREAT BRITAIN. *The Role of Exact Sciences in the Era of Modern Development*, *1*(6), 23-26.
44. Abdurozikova, I. I., & Teshaboyeva, N. Z. (2023). The application of adjectives, as well as issues and solutions around their usage. *TECHNICAL SCIENCE RESEARCH IN UZBEKISTAN*, *1*(4), 296-299.
45. Nafisa, T. (2023). POLITICAL PARTIES IN GREAT BRITAIN. *Нововведения Современного Научного Развития в Эпоху Глобализации: Проблемы и Решения*, *1*(5), 97-101.
46. Abdurozikova, I. I., & Teshaboyeva, N. Z. (2023). The application of adjectives, as well as issues and solutions around their usage. *TECHNICAL SCIENCE RESEARCH IN UZBEKISTAN*, *1*(4), 296-299.
47. Qizi, T. N. Z., & Umedovich, M. Y. (2023). AMERICAN-BASED PRONUNCIATION STANDARDS OF ENGLISH. *Scientific Impulse*, *2*(15), 563-567.

THE ROLE OF DICTIONARIES IN TRANSLATION

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek The faculty of Psychology, department of Foreign languages
Abduraxmanova Zilola Yoqubjon
Mo'minova Odina G'ulom qizi

Annotation: This article delves into the theory of sentence structure, categorizing its components into principal, secondary, tertiary, and loose parts. It begins by defining the principal parts—the subject and predicate—as the grammatical foundation of a sentence. It then examines secondary parts, such as objects, attributes, and adverbials, which enrich the sentence with additional details. The discussion extends to tertiary and loose parts, highlighting their nuanced and debated roles. Tertiary parts are seen as optional qualifiers of secondary elements, while loose parts, such as interjections and parentheticals, serve stylistic and rhetorical functions. The article explores theoretical challenges, including boundary ambiguities, language-specific variations, and the intersection of grammar and style.

By situating these elements within traditional and modern linguistic frameworks, the article underscores the evolving understanding of syntax and its application across languages. It concludes with a reflection on the flexibility and richness of language, emphasizing the significance of ongoing research in this field.

Key words: Sentence structure, principal parts, secondary parts, tertiary parts, loose parts, subject, predicate, object, attribute, adverbial, syntax theory, interjections, parentheticals, apposition, grammatical roles, stylistic choices, linguistic analysis, traditional grammar, modern linguistics, sentence parsing.

Theory of Parts of the Sentence: Principal, Secondary, and the Problem of Tertiary and Loose Parts

In the study of grammar and syntax, the structure of a sentence is analyzed by dividing it into its constituent parts. Each part plays a specific role in conveying meaning and organizing ideas. Traditional grammar recognizes **principal** and **secondary parts of the sentence**, while modern linguistic discussions also explore the concept of **tertiary and loose parts**, which remain a topic of debate. This article examines these categories, their functions, and their theoretical implications.

Principal Parts of the Sentence

The principal parts of a sentence form its core and are essential for its grammatical and semantic completeness. These parts include:

- **Subject**: The doer or the main focus of the sentence. It identifies what or who the sentence is about.
  - Example: *The cat* chased the mouse.
- **Predicate**: The part that provides information about the subject, often containing the verb. It expresses the action, state, or condition of the subject.
  - Example: The cat *chased the mouse*.

The interplay between the subject and predicate constitutes the backbone of a sentence. Without either, a sentence would lack coherence or grammatical validity.

Secondary Parts of the Sentence

Secondary parts are not essential for grammatical completeness but add detail, context, or specificity. These include:

- **Object**: A word or phrase that receives the action of the verb. Objects can be:
  - **Direct objects**: Indicating the receiver of the action (e.g., *She baked a cake*).
  - **Indirect objects**: Indicating to whom or for whom the action is performed (e.g., *She gave him a gift*).
- **Attribute (or Modifier)**: Describes or qualifies nouns, often answering "what kind?" or "which one?"

  - Example: *The red car* sped away.
- **Adverbial**: Provides additional information about the verb, answering questions like "how?" "when?" "where?" or "why?"
  - Example: He spoke *with confidence*.

These parts enrich the sentence by providing context and depth.

The Problem of Tertiary and Loose Parts

The concepts of **tertiary** and **loose parts** are relatively modern developments in syntax theory. They represent linguistic elements that do not fit neatly into the categories of principal or secondary parts. Their roles and boundaries remain debated among grammarians and linguists.

Tertiary Parts

Tertiary parts are minor elements that further qualify or clarify secondary parts. They are often seen as optional, providing an extra layer of detail.

- Example:
  - Secondary part: *She answered the question.*
  - Tertiary part: *She answered the question* ***with great enthusiasm***.

Tertiary parts tend to modify modifiers, create emphasis, or introduce subtle nuances. Despite their utility, defining them as a distinct category often overlaps with adverbial or attributive elements.

Loose Parts

Loose parts refer to sentence elements that are grammatically independent or weakly connected to the core structure. These often include interjections, parenthetical expressions, or appositive phrases.

- Examples:
  - Interjection: *Oh*, I didn't realize you were here.
  - Parenthetical: She arrived late, *to everyone's surprise,* but gave a great presentation.
  - Apposition: My friend *John*, a talented musician, is performing tonight.

Loose parts create stylistic or rhetorical effects, adding emotion, commentary, or additional clarification. However, their classification as distinct from adverbials or appositives is subject to scholarly interpretation.

Challenges and Theoretical Implications

The distinctions between principal, secondary, tertiary, and loose parts of the sentence raise several theoretical questions:

1. **Boundary Issues**: At what point does a secondary part become tertiary? For example, is "with great enthusiasm" a tertiary part, or is it simply a more detailed adverbial?
2. **Language Variation**: The role and recognition of tertiary and loose parts may vary between languages and linguistic traditions, complicating universal definitions.
3. **Stylistic vs. Grammatical Roles**: Loose parts, in particular, often blur the line between syntactic structure and stylistic choice, raising the question of whether they should even be classified as parts of the sentence.

Modern linguistic theories, such as functional grammar and discourse analysis, provide alternative frameworks to study these elements, moving beyond traditional sentence parsing.

Conclusion

The theory of parts of the sentence provides a foundational understanding of sentence structure, distinguishing between principal, secondary, tertiary, and loose parts. While principal parts like the subject and predicate form the grammatical core, secondary parts enrich meaning. The discussion of tertiary and loose parts highlights the complexity of language, revealing its nuances and flexibility. Further research and analysis are needed to resolve the theoretical ambiguities surrounding tertiary and loose parts, but their inclusion in modern grammar discussions demonstrates the evolving nature of linguistic inquiry. The exploration of sentence structure through the lens of principal, secondary, tertiary, and loose parts underscores the dynamic and multi-faceted nature of language. While the traditional framework of principal and secondary parts provides clarity and consistency, the inclusion of tertiary and loose parts reveals the intricacies of human expression. These elements allow sentences to convey subtle

shades of meaning, emphasize specific details, or reflect individual stylistic choices. Ultimately, the ongoing debate and study of these categories highlight the evolving nature of linguistic theory.

By examining how these parts function in different languages and contexts, linguists gain deeper insights into the adaptability and richness of language as a tool for communication. Whether in formal grammar or creative expression, understanding these elements equips us to better appreciate and harness the power of language.

REFERENCES

1.
2. Chomsky, N. (1965). *Aspects of the Theory of Syntax*. MIT Press.
3. Crystal, D. (2003). *The Cambridge Encyclopedia of the English Language*. Cambridge University Press.
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. Jespersen, O. (1933). *Essentials of English Grammar*. Routledge.
7. Matthews, P. H. (2007). *Syntactic Relations: A Critical Survey*. Cambridge University Press.
8. Radford, A. (2009). *Analyzing English Sentences: A Minimalist Approach*. Cambridge University Press.
9. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).
10. Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 415-420).
11. Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE INTESL AND TEFL CLASSROOMS. In СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 82-84).

12. 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.
13. 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.
14. 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
15. Teshaboyeva, N. (2023). THE IMPORTANCE OF TOURISM IN PRESENT DAY. Журнал иностранных языков и лингвистики, 5(5).
16. Teshaboyeva, N. (2023). THE MODERN INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES. Журнал иностранных языков и лингвистики, 5(5).
17. 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).
18. 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).
19. 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).
20. 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.
21. Ibrohimovna, X. M. (2023). The Importance of Methods in Language Teaching Process. Web of Scholars: Multidimensional Research Journal, 2(1), 20-23.

22. 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
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. Teshaboyeva, N., & Yakubova, N. (2023). CHANGES OF MEANING OF WORDS. Центральноазиатский журнал образования и инноваций, 2(12), 126-129.
25. 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
26. 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
27. 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
28. 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
29. 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

30. 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
31. Teshaboyeva, N., & Yakubova, N. (2023). WORD FORMATION. COMPOUNDING. *Development of pedagogical technologies in modern sciences*, *2*(12), 187-192.
32. Teshaboyeva, N. (2023). Compound sentences in the English language. *Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari*, *2*(2), 68-70.
33. 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.
34. Nafisa, T. (2023, December). Secondary ways of word formation. In *" Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 109-112).
35. Nafisa, T. (2023). VOWELS AND THEIR MODIFACATIONS. *Новости образования: исследование в XXI веке*, *2*(16), 298-305.
36. Nafisa, T. (2023, December). Secondary ways of word formation. In *" Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 109-112).
37. 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.
38. Qizi, T. N. Z., & Umedovich, M. Y. (2023). AMERICAN-BASED PRONUNCIATION STANDARDS OF ENGLISH. *Scientific Impulse*, *2*(15), 563-567.
39. Nafisa, T. (2023, December). Word Formation: Compounding. In *" Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 113-115).
40. Nafisa, T. (2023). NOUNS AND THEIR GRAMMATICAL CATEGORIES. *Новости образования: исследование в XXI веке*, *2*(16), 292-297.
41. Ojha, D. D. R. (2023). Teshaboyeva Nafisa Zubaydulla qizi.

42. Nafisa, T. (2023). POLITICAL PARTIES IN GREAT BRITAIN. *Нововведения Современного Научного Развития в Эпоху Глобализации: Проблемы и Решения*, *1*(5), 97-101.
43. Nafisa, T. (2023). GOVERNMENTAL SYMBOLS OF GREAT BRITAIN; OUTSTANDING DATES OF GREAT BRITAIN. *The Role of Exact Sciences in the Era of Modern Development*, *1*(6), 23-26.
44. Abdurozikova, I. I., & Teshaboyeva, N. Z. (2023). The application of adjectives, as well as issues and solutions around their usage. *TECHNICAL SCIENCE RESEARCH IN UZBEKISTAN*, *1*(4), 296-299.
45. Nafisa, T. (2023). POLITICAL PARTIES IN GREAT BRITAIN. *Нововведения Современного Научного Развития в Эпоху Глобализации: Проблемы и Решения*, *1*(5), 97-101.
46. Abdurozikova, I. I., & Teshaboyeva, N. Z. (2023). The application of adjectives, as well as issues and solutions around their usage. *TECHNICAL SCIENCE RESEARCH IN UZBEKISTAN*, *1*(4), 296-299.
47. Qizi, T. N. Z., & Umedovich, M. Y. (2023). AMERICAN-BASED PRONUNCIATION STANDARDS OF ENGLISH. *Scientific Impulse*, *2*(15), 563-567.

CHALLENGES IN ENGLISH LEXICOGRAPHY

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek The faculty of Psychology, department of Foreign languages
Abduraxmanova Zilola Yoqubjon
Isoqova Muxlisa Sherzod qizi

Annotation: This article explores the multifaceted difficulties faced by lexicographers in documenting the English language. It examines key issues such as the rapid evolution of language, the global variations of English, and the impact of technological advancements. Additionally, it highlights challenges in capturing contextual nuances, ensuring inclusivity and representation, balancing prescriptivism and descriptivism, and navigating economic pressures in the publishing industry. The article concludes by emphasizing the importance of adaptability, interdisciplinary approaches, and global collaboration to ensure the relevance and inclusivity of modern lexicography. Through this discussion, the article sheds light on the dynamic and evolving nature of language and the vital role of lexicographers in shaping its understanding and use.

Key words: Lexicography, English language, Language evolution, Neologisms, Regional variations, Global English, Digital communication, Artificial intelligence, Contextual nuances, Inclusivity, Representation, Prescriptivism vs. descriptivism, Dictionary publishing, Language documentation, Linguistic diversity.

Lexicography, the art and science of dictionary-making, has long been a cornerstone in the study and use of the English language. Despite its importance, English lexicography faces numerous challenges, particularly in the modern era, where linguistic landscapes shift rapidly due to globalization, technological advancements, and cultural changes. This article delves into the key challenges lexicographers encounter when documenting and defining the English language.

Constant Evolution of Language

One of the most prominent challenges is the dynamic nature of the English language. Words enter and exit usage at an unprecedented pace. Neologisms (new words), slang, and jargon are constantly emerging, particularly influenced by trends in technology, social media, and pop culture. For instance, terms like "selfie" and "metaverse" have gained widespread adoption, requiring lexicographers to monitor their usage and decide when and how to include them in dictionaries. Conversely, older words may become obsolete, raising questions about their relevance in modern dictionaries.

Global Variations of English

English is a global language, spoken by millions as a first, second, or foreign language. This diversity has given rise to distinct regional varieties, such as British, American, Australian, Indian, and Nigerian English. Each variety comes with unique vocabulary, spellings, and pronunciations. Lexicographers face the complex task of deciding how to represent these variations in a way that is inclusive yet practical. Should a dictionary focus on a single variety or attempt to encompass them all? Striking the right balance is a perpetual challenge.

Technological Influence

Advancements in technology have revolutionized lexicography but also introduced new complexities. The rise of digital communication has spawned a lexicon of abbreviations, emojis, and hashtags that challenge traditional notions of what constitutes a "word." Moreover, the proliferation of online platforms means that language evolves in real-time, often outpacing the ability of lexicographers to document changes comprehensively.

Artificial intelligence (AI) and big data have opened new avenues for analyzing language usage. However, integrating these technologies into lexicography requires substantial expertise, resources, and ethical considerations, particularly concerning data privacy and representation.

Contextual Nuances

Capturing the nuances of meaning, usage, and connotation for words is a perennial challenge. Many words have multiple meanings that vary based on context, register,

and collocation. For example, the word "run" can refer to a physical activity, a sequence of events, a political campaign, or the operation of a machine, among others. Providing accurate definitions and usage examples that reflect these nuances requires careful research and judgment.

Inclusivity and Representation

As society becomes more attuned to issues of diversity and inclusion, lexicographers are under pressure to ensure that dictionaries reflect the experiences and identities of all speakers. This includes addressing biases in definitions, incorporating terms from marginalized communities, and revising outdated or offensive language. Achieving this inclusivity while maintaining editorial objectivity is a delicate balancing act.

The Role of Prescriptivism vs. Descriptivism

Lexicographers must navigate the tension between prescriptivism (establishing language norms) and descriptivism (documenting actual usage). While modern lexicography leans towards descriptivism, some users still view dictionaries as authoritative guides to "correct" usage. This dual expectation can create conflicts, particularly when documenting controversial or nonstandard language.

Economic Pressures

Producing dictionaries is a resource-intensive process, and the publishing industry is not immune to economic pressures. The transition from print to digital formats has disrupted traditional revenue models, requiring publishers to explore alternative sources of funding, such as subscriptions and advertising. These economic realities can influence editorial decisions and the scope of lexicographic projects.

Conclusion

The challenges in English lexicography are both daunting and fascinating. They reflect the complexity and vitality of the English language itself. As the field continues to evolve, lexicographers must balance tradition with innovation, ensuring that dictionaries remain relevant, comprehensive, and accessible to diverse audiences. Despite the obstacles, the work of lexicographers is indispensable in documenting and preserving the ever-changing tapestry of the English language. Looking ahead, the

future of English lexicography depends on adaptability and collaboration. Lexicographers must embrace interdisciplinary approaches, leveraging insights from linguistics, technology, and sociology to address the challenges they face. Equally important is fostering partnerships with global communities of English speakers, ensuring that the language is represented in all its diversity. By doing so, lexicography can remain a vital tool not only for documenting the past and present of English but also for shaping its future in a way that reflects the rich complexity of human communication.

REFERENCES

1. Atkins, B. T. S., & Rundell, M. (2008). *The Oxford Guide to Practical Lexicography*. Oxford University Press.
2. Bauer, L. (2003). *Introducing Linguistic Morphology*. Edinburgh University Press.
3. Bell, R. T. (1991). *Translation and Translating: Theory and Practice*. Longman.
4. Crystal, D. (2003). *English as a Global Language* (2nd ed.). Cambridge University Press.
5. Hartmann, R. R. K., & James, G. (1998). *Dictionary of Lexicography*. Routledge.
6. Jackson, H. (2002). *Lexicography: An Introduction*. Routledge.
7. Landau, S. I. (2001). *Dictionary of Contemporary English*. Longman.
8. McArthur, T. (1992). *The Oxford Companion to the English Language*. Oxford University Press.
9. Sinclair, J. (1991). *The Nature of Language*. Oxford University Press.
10. Trask, R. L. (1996). *Historical Linguistics*. Arnold.
11. Fayzullayeva, U. (2023, March). NEW VIEWS IN UNDERSTANDING POSTMODERN PHILOSOPHY. In Proceedings of International Conference on Educational Discoveries and Humanities (Vol. 2, No. 4, pp. 114-118).
12. Fayzullaeva, U., & Togaev, S. (2024). "POSTMODERNISM" ITS ORIGINS AND DEVELOPMENT. SO 'NGI ILMIY TADQIQOTLAR NAZARIYASI, 7(3), 19-22.
13. Tog'Ayev Sarvar Eshniyoz, O. G., & Fayzullayeva, U. (2023). Understanding Postmodernism: Postmodern Culture and Philosophy.

14. Fayzullaeva, U., & Togaev, S. (2024). A LITERARY PHENOMENON IN THE POSTMODERN ERA. IJODKOR O'QITUVCHI, 4(37), 146-148.
15. 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. – Т. 1. – №. 8. – С. 562-566.
16. 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. – Т. 2. – №. 2. – С. 459-463.
17. 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. – Т. 2. – №. 2. – С. 459-463.
18. 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. – Т. 1. – №. 8. – С. 550-555.
19. Raxmanqulovna A. S., Afruza A. Language and Speech: Relationship of Language //Yangi O'zbekistonda Tabiiy va Ijtimoiy-gumanitar fanlar respublika ilmiy amaliy konferensiyasi. – 2023. – Т. 1. – №. 8. – С. 556-561.
20. Raxmonqulovna A. S. et al. Perfecting speaking skill in german language //" Conference on Universal Science Research 2023". – 2023. – Т. 1. – №. 12. – С. 289-293.
21. Rakhmankulovna A. S. et al. OPPORTUNITIES THAT GERMANY CAN GIVE //ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ. – 2023. – Т. 35. – №. 4. – С. 59-61.
22. Rahmonkulovna A. S. et al. FACHLICHE KOMPETENZEN VON DAF-LEHRENDEN I //TADQIQOTLAR. – 2023. – Т. 28. – №. 2. – С. 90-95.
23. Rakhmankulovna A. S. et al. THE IMPORTANCE OF EMOTIONS IN CULTURAL CONSTRUCTIONS //SUSTAINABILITY OF EDUCATION, SOCIO-ECONOMIC SCIENCE THEORY. – 2023. – Т. 2. – №. 13. – С. 128-133.
24.

THE STRUCTURE AND TYPES OF SEMI-COMPOSITE SENTENCES IN MODERN ENGLISH

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek The faculty of Psychology, department of Foreign languages Phylology and foreign languages
Teshaboyeva Nafisa Zubaydulla qizi
To'rabekova Surayyo Davlat qizi

Annotation: This article explores the structure and types of semi-composite sentences in modern English, examining how these sentences blend coordination and subordination to convey complex ideas with clarity and conciseness. It defines semi-composite sentences as having a main clause and subordinate elements, such as participial phrases, infinitive constructions, appositive structures, and absolute phrases, which provide additional detail without forming independent clauses. The article discusses the various types of semi-composite sentences, offering examples to illustrate their use and functions. It also highlights the benefits of using semi-composite sentences, such as enhancing clarity and avoiding redundancy, while acknowledging potential challenges like overuse and punctuation errors. The article concludes by emphasizing the versatility and stylistic richness these sentence structures bring to modern English, encouraging their thoughtful and balanced use in both writing and speaking.

Key words: semi-composite sentences, structure, types, coordination, subordination, main clause, participial phrases, infinitive phrases, appositive structures, absolute phrases, elliptical constructions, sentence complexity, clarity, conciseness, writing, communication, stylistic richness.

The Structure and Types of Semi-Composite Sentences in Modern English

In modern English, the semi-composite sentence plays a unique role in bridging the gap between simple and fully complex sentence structures. These sentences, which combine elements of coordination and subordination, allow for the expression of nuanced relationships between ideas without overwhelming complexity. Understanding the structure and types of semi-composite sentences can enhance both comprehension and communication in English.

Defining Semi-Composite Sentences

A semi-composite sentence consists of one main clause and one or more dependent or subordinate elements. Unlike purely complex sentences, where subordination dominates, semi-composite sentences include components that retain partial independence. They blend the characteristics of simple, compound, and complex sentences to convey intricate relationships between ideas.

For instance:

- *I saw her standing by the window, looking lost in thought.* Here, the sentence is semi-composite because the phrase "looking lost in thought" is not fully independent yet adds additional meaning to the main clause.

The Structure of Semi-Composite Sentences

The structure of semi-composite sentences revolves around a core clause, augmented by secondary elements that may include participial constructions, infinitive phrases, or appositive structures. These secondary components function to add detail, clarify, or expand upon the main idea without forming separate clauses.

Key Structural Features:

1. **Main Clause**: A grammatically complete thought that can stand alone.
2. **Subordinate Elements**: Phrases or structures dependent on the main clause for meaning.
3. **Linking Devices**: While conjunctions are common in complex sentences, semi-composite sentences often rely on juxtaposition, commas, or non-finite verbs.

For example:

- *He walked into the room, his face pale and his hands trembling.* Here, the subordinate element "his face pale and his hands trembling" elaborates on the main action.

Types of Semi-Composite Sentences

Semi-composite sentences can be classified based on the nature of the subordinate elements. Below are the major types:

Participial Phrases

Participial phrases use present or past participles to provide additional information about the subject or action in the main clause.

- *She ran out of the house, carrying a bag of groceries.*
- *Exhausted from the long hike, he collapsed onto the couch.*

Infinitive Phrases

Infinitive phrases often function as modifiers or complements, indicating purpose or consequence.

- *He stopped to look at the painting, mesmerized by its beauty.*
- *They came to discuss the new project, eager to share their ideas.*

Appositive Structures

Appositive phrases add explanatory or identifying information about a noun in the main clause.

- *The car, a sleek red convertible, sped past the crowd.*
- *Her plan, to travel the world and write about her experiences, inspired many.*

Absolute Phrases

Absolute phrases include a noun and a modifier, adding contextual or descriptive information.

- *The sun setting on the horizon, they packed up their picnic.*
- *Her head held high, she walked confidently into the room.*

Elliptical Constructions

Elliptical constructions omit redundant words, creating compact expressions.

- *He loves reading; she, writing.*
- *While John prefers tea, Mary coffee.*

Functions and Usage

Semi-composite sentences enhance writing by offering flexibility, compactness, and variety. They are especially useful in descriptive writing, narratives, and expository contexts where adding layers of meaning is important without overcomplicating sentence structure.

Advantages:

- **Conciseness**: They reduce redundancy by merging related ideas.
- **Nuance**: Subordinate elements can convey subtle details.
- **Variety**: They prevent monotonous sentence patterns.

Potential Challenges:

- **Overuse**: Excessive reliance on semi-composite sentences may confuse readers.
- **Punctuation Errors**: Misplacing commas or misinterpreting the relationship between clauses can lead to ambiguity.

Conclusion

Semi-composite sentences embody the dynamic nature of modern English, offering writers and speakers the ability to express complex ideas with elegance and precision. By understanding their structure and types, one can skillfully integrate them into communication, enhancing clarity and stylistic richness. As with any linguistic tool, their effective use requires balance and awareness of the audience's comprehension level. The study of semi-composite sentences in modern English highlights their importance in achieving stylistic depth and functional versatility. By

combining elements of coordination and subordination, these sentences allow writers to layer information, clarify relationships between ideas, and create more engaging prose. Mastery of semi-composite sentence structures not only improves one's writing skills but also fosters a deeper appreciation of the language's flexibility and expressive potential. Ultimately, their effective use can elevate communication, making it more precise, nuanced, and impactful in both written and spoken forms.

REFERENCES

1. Biber, D., Conrad, S., & Leech, G. (2002). *Longman Grammar of Spoken and Written English*. Pearson Education.
2. Celce-Murcia, M., & Larsen-Freeman, D. (1999). *The Grammar Book: An ESL/EFL Teacher's Course*. Heinle & Heinle.
3. Collins, P. (2009). *English Grammar: An Introduction*. Cambridge University Press.
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. Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). *A Comprehensive Grammar of the English Language*. Longman.
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.

THE IMPACT OF GLOBALIZATION ON LANGUAGE USE

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek The faculty of Psychology, department of Foreign languages Phylology and foreign languages
Ma'ripov Jalolkhan Kamoliddin o'g'li
Jumaniyozova O'g'iljon Bakdurdi qizi

Annotation: Many facets of human existence have been significantly impacted by globalization, the process by which nations are becoming more interconnected and dependent on one another. Its impact on variety, evolution, and language use are some of its most prominent effects. Languages carry cultural identity in addition to being instruments of communication. However, linguistic diversity has faced both benefits and disadvantages as a result of globalization. On the one hand, it promotes the expansion of dominant world languages and eases intercultural communication. Conversely, it puts lesser-spoken languages in danger of extinction. This article explores the positive and bad aspects of globalization's complex effects on language use. Language is an essential tool for communication and is closely linked to identity and culture. However, language use is altered by globalization, which promotes linguistic diversity as well as homogeneity. This article examines the ways in which globalization has impacted the development of new linguistic forms, endangered minority languages, and dominant languages. It also assesses initiatives to maintain linguistic diversity and looks at how migration, education, and technology all play a part in this process.

Key words: globalization, linguistic diversity, lingua franca, language endangerment, cultural identity, multilinguallism, technology and language, hybrid languages.

Globalization has resulted in the dominance of a few languages over others, primarily English has developed as a global lingua franca for business, and trade and as a common language for communication.The growing interconnection and connectivity of people and nations is known as globalization, and it has profound effects on political,

economic, and cultural facets of life. Its influence on language use is the most notable of them

The spread of Global languages

The emergence of global languages, especially English, is one of the most obvious consequences of globalization. English has emerged as the major worldwide lingua franca, serving as the primary language of science, international business, diplomacy, and popular culture. Among the elements causing it to spread are:

Economic influence - English adoption is encouraged globally by the prominence of English-speaking nations, such as the United States and the United Kingdom, in international trade and finance.

Technological advancement - Since english is the primary language used on the internet and digital platforms, non-native speakers are encouraged to utilise it. English-language courses are offered at many prestigious universities, drawing in international students.

Media and Environment - Hollywood films, music, and television are all dominated by English, which has shaped English's status as a universal language.Language is changing into a more simple, faster communication mode that fits with the electronic communication methods and dissemination of information.

The role of technology in language use

The globalization of language is influenced by technology in two ways. On the one hand, because of their widespread use in digital platforms and content, it supports dominant languages including Mandarin, English, and French. Conversely, it offers resources for maintaining and reviving endangered languages.

Preservation of translation - Communities can document and teach endangered languages using online courses, smartphone applications, and digital archives.Translation technology is a rapidly evolving field that involves the use of computer software and other tools to support the translation process.

Tools for translation - Though they are more useful for languages that are widely spoken, websites like Google Translate and Duolingo aid with overcoming language obstacles. Translation technology is a rapidly evolving field that involves the use of computer software and other tools to support the translation process. Computer-aided

technology and machine translation are two common approaches to language translation.

Social networks - Social media gives linguistic minorities a venue to share and promote their languages, even though they are primarily utilised in global languages. Initiatives such as the Endangered Languages Project and Wikitongues, for instance, employ technology to record and disseminate information about endangered languages.

Encouraging translation and multilinguallism - While AI chatbots and machine translation systems like Google Translate help close language barriers, they frequently fall short when it comes to minority languages.

The dual function of technology emphasises the necessity of making conscious efforts to weigh its advantages and disadvantages in language use.

Endangerment and Loss of Language

The loss of many indigenous and minority languages is accelerated by globalization. According to UNESCO, one language disappears every two weeks, meaning that around 40% of the world's languages are endangered. Without adequate documentation, a language that is extinct can never be revived. A language is in danger when its speakers cease to use it, use it in an increasingly reduced number of communicative domains, and cease to pass it on from one generation to the next. That is, there are no new speakers, adults or children.Urbanization - who move to cities tend to speak dominant national or regional languages, which causes their original tongues to be neglected.Global media influence - Minority languages are less visible due to the predominance of English-language media, which obscures local content. Education policies - In many nations, native or minority languages are frequently sacrificed in favour of dominant or global languages when teaching.

For example, as younger generations choose Russian for school and work, the Siberian Yupik language, which is used by indigenous Arctic people, is in danger of disappearing. In a similar vein, the prevalence of English and French in formal contexts poses a challenge to African languages such as Xhosa.

Language and Cultural Identity

A key component of cultural identity is language. It conveys each community's distinct oral histories, customs, and worldviews. Language loss frequently causes cultural customs, rituals, and collective memory to deteriorate. For instance, indigenous tribes'

cultural legacy has been harmed by the loss of Native American languages like Cherokee and Navajo in the US. But through linguistic blending, globalization also promotes hybrid identities. The creative adaptation of languages in mixed cultures is shown in the emergence of hybrid languages such as Hinglish (Hindi and English) and Spanglish (Spanish and English). Over time, these hybrids may weaken indigenous languages even while they increase linguistic variety.

A lingua franca is a language that people of various native tongues use to communicate with one another.The process by which languages run the risk of going extinct is known as language endangerment. New linguistic forms known as hybrid languages are produced by combining aspects of two or more languages. The usage of several languages by a person or by a culture is known as multilingualism.

Conclusion

Globalization has a significant and complex effect on language use. The proliferation of global languages promotes economic development and communication, but it also puts minority languages and the traditions that go along with them in danger of extinction. The complexity of linguistic evolution in a globalized society is highlighted by the emergence of hybrid languages, the influence of technology, and the stresses of migration. Working together is crucial to ensuring that linguistic diversity survives in the twenty-first century. Policies and programs that honour and maintain all languages must be given top priority by governments, communities, and tech companies. By doing this, humanity may enjoy the advantages of globalisation while preserving the linguistic and cultural traditions that make us unique.The effects of globalization on language use are complex and include both advantages and disadvantages. It has promoted the expansion of dominant languages and made communication easier, but it has also put linguistic variety and cultural legacy at jeopardy. In order to overcome these obstacles, efforts must be directed towards striking a balance between the benefits of global connectedness and the requirement to maintain linguistic diversity.

REFERENCES

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

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

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

4.Ma'ripov J. KORPUS HAQIDA UMUMIY TUSHUNCHA //Центральноазиатский журнал образования и инноваций. – 2023. – Т. 2. – №. 5. – С. 175-178.

5.Ma'ripov J. Antroposentrizm–tilshunoslikning zamonaviy yonalishi sifatida //Инновационные исследования в современном мире: теория и практика. – 2022. – Т. 1. – №. 28. – С. 62-68.

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

7.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.

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

THE FUNCTION OF SYMBOLISM IN POETRY (IN THE EXAMPLE OF "THE WASTE LAND" BY T.S. ELIOT)

Jizzakh branch of the National University of Uzbekistan named after Mirzo UlugbekThe faculty of Psychology, department of Foreign languages Phylology and foreign languages
Ma'ripov Jalolxon Kamoliddin o'g'li
Abduraimova Mushtariy To'lqin qizi

Annotation: *The Waste Land* is a highly symbolic poem that captures the disillusionment and fragmentation of the early 20th century, particularly in the aftermath of World War I. Through intricate symbolism, Eliot explores themes of spiritual desolation, cultural decay, and the loss of meaning in the modern world. The poem is fragmented in both structure and content, reflecting the chaotic, disjointed experience of modern life. Key symbols in the poem include the waste land itself, which serves as a metaphor for spiritual emptiness and cultural decline, and the imagery of water and drought, symbolizing both renewal and deprivation. Fire, tarot cards, and the Fisher King are other powerful symbols used to convey destruction, the search for meaning, and the deep wound of contemporary humanity. These symbols are drawn from a wide range of sources, including mythology, religion, literature, and history, which Eliot employs to create a richly textured landscape that is both ancient and modern.

The use of symbolism in *The Waste Land* invites multiple interpretations, allowing the reader to engage with the poem on various emotional and intellectual levels. Eliot's symbols, often elusive and fragmented, mirror the fractured reality of the modern world, encouraging reflection on the limitations of knowledge and the human search for meaning in an uncertain age. In summary, Eliot's symbolic language in *The Waste Land* not only captures the spiritual and cultural crisis of his time but also offers a universal commentary on the human condition. His complex use of symbols, which link the past with the present, challenges readers to navigate a world filled with both desolation and the potential for renewal. Through these symbols, Eliot articulates the hope for redemption, suggesting that the search for meaning is an ongoing, albeit difficult, endeavor.

Key words: symbolism, T.S. Eliot, The Waste Land, modernism, spiritual desolation, cultural decay, fragmentation, meaning, water, drought, fire, tarot cards, Fisher King, mythology, religion, literature, history, spiritual renewal, cultural disintegration, emotional resonance, multiple interpretations, mythological references, post-World War I, human condition, redemption, alienation, disillusionment, modern existence, renewal, despair.

The Function of Symbolism in Poetry: Analyzing T.S. Eliot's "The Waste Land"

T.S. Eliot's *The Waste Land*, published in 1922, is widely considered one of the most important and complex works of modernist poetry. The poem reflects the disillusionment of the post-World War I era and explores themes such as fragmentation, despair, and spiritual desolation. One of the most striking features of *The Waste Land* is Eliot's use of symbolism, a technique that lends depth to the poem, inviting readers to consider multiple layers of meaning and interpretation. Through his careful manipulation of symbols, Eliot constructs a vivid, fragmented world that echoes the chaos and confusion of the modern age.

Understanding Symbolism in Poetry

Symbolism in poetry refers to the use of specific images, objects, actions, or words to represent broader ideas or concepts. Rather than straightforward descriptions, symbols convey deeper, often abstract meanings that resonate with the reader's emotions and intellect. In modernist works, such as *The Waste Land*, symbolism is often fragmented, elusive, and open to interpretation. This technique mirrors the fractured nature of modern existence, reflecting the disjointed realities of life in the aftermath of war, industrialization, and cultural disintegration.

In *The Waste Land*, Eliot frequently uses symbols to evoke feelings of loss, spiritual barrenness, and the failure of traditional values. The symbols in the poem are drawn from a wide range of sources, including mythology, religion, literature, and history. Through this interplay of references, Eliot creates a world rich with associations and meanings, which forces the reader to engage deeply with the text to uncover its significance.

Key Symbols in *The Waste Land*

1. **The Waste Land Itself**
   The title of the poem suggests a barren, desolate landscape, a symbol of spiritual emptiness and cultural decay. Eliot presents a world in which human connections are severed, nature is disfigured, and the divine seems distant or absent. The waste land symbolizes both the physical environment and the inner emotional states of the characters within the poem. It reflects the broader social and psychological disillusionment of the 20th century, particularly in the wake of the devastation wrought by World War I.
2. **Water and Drought**
   Water, in *The Waste Land*, is a symbol of both spiritual renewal and barrenness. In the first section, "The Burial of the Dead," the image of water appears as both a life-giving and a destructive force. The poem opens with a description of the spring, traditionally a symbol of rebirth and renewal, but this spring is tainted by the speaker's sense of spiritual death. This duality of water symbolizes the complexity of human existence, where hope and despair coexist. Later in the poem, drought emerges as a symbol of deprivation and desolation. The lack of water underscores the spiritual emptiness and sterility of the world Eliot depicts.
3. **Fire**
   Fire, another significant symbol in *The Waste Land*, serves to highlight destruction, purification, and the volatility of modern life. In "The Fire Sermon," fire is referenced in the context of purification, but it is depicted as an uncontrollable and consuming force. The allusion to the Buddha's Fire Sermon connects fire to both desire and destruction, reflecting the poet's critique of the unchecked passions and materialism that dominate modern society.
4. **The Tarot Cards**
   In the section titled "What the Thunder Said," Eliot introduces the image of tarot cards. The tarot deck is a symbol of fortune-telling and the search for meaning, an attempt to understand the uncertain and chaotic world. Tarot cards are also associated with the occult, reinforcing themes of mysticism and the search for transcendence. However, in *The Waste Land*, these cards symbolize the fruitless quest for certainty and the inability of individuals to find meaningful answers in a disordered world.
5. **The Fisher King**
   The Fisher King is a key mythological figure that appears in *The Waste Land*. He represents the wounded king of the grail legend, whose injury renders his

land infertile and barren. The Fisher King symbolizes the spiritual and cultural decay of Western civilization. His wound is a metaphor for the fractured condition of humanity, particularly in relation to spiritual malaise. His inability to heal both himself and his land speaks to the hopelessness that permeates Eliot's portrayal of the modern world.

6. **The Dead and the Underworld**
   Death, as a symbol, is ever-present throughout the poem. In "The Fire Sermon," Eliot alludes to the myth of Tiresias, the blind prophet who witnesses the suffering of others without participating in it. Tiresias serves as a symbol of both the dead and the living, existing in a state of limbo between the two realms. The underworld, as referenced in classical and biblical allusions, symbolizes not only physical death but also spiritual death—the loss of connection to higher truths or divine purpose.

The Function of Symbolism in *The Waste Land*

Eliot's use of symbolism is not merely ornamental; it plays a crucial role in shaping the thematic structure of *The Waste Land*. The symbols in the poem serve several important functions:

1. **Encouraging Multiple Interpretations**
   The symbols in *The Waste Land* often lack fixed meanings, which invites readers to engage with the text on a deeper level. Eliot provides no easy answers but instead encourages a multiplicity of interpretations. This reflects the uncertainty and fragmentation of the modern world, where truth is elusive and subjective. By using symbols in this way, Eliot highlights the limitations of knowledge and the complexity of human experience.
2. **Creating Emotional Resonance**
   Symbols evoke emotional responses that are often more powerful than literal descriptions. The image of the waste land, for instance, evokes feelings of loss and despair, while the symbols of fire and water elicit a sense of both destruction and potential renewal. These emotional resonances allow Eliot to explore the psychological and spiritual states of his characters and, by extension, the collective consciousness of the modern world.
3. **Linking the Past and Present**
   One of the most striking features of Eliot's symbolism is his ability to link the

present moment to the past. By drawing on myth, religion, and historical allusions, Eliot creates a dialogue between the modern world and ancient traditions. The symbols in *The Waste Land* are not only rooted in the contemporary moment but also resonate with the accumulated wisdom and suffering of past generations. This connection between past and present underscores the cyclical nature of history and human experience.

4. **Reflecting the Fragmentation of the Modern World**
   The fragmented use of symbols throughout *The Waste Land* mirrors the disintegration of cultural, social, and spiritual values in the modern world. The poem itself is composed of fragmented images, languages, and references, which symbolize the fractured nature of contemporary existence. Through these disjointed symbols, Eliot captures the profound sense of alienation and disillusionment felt by individuals in the aftermath of the war and the collapse of traditional systems of meaning.

Conclusion

In *The Waste Land*, T.S. Eliot employs symbolism as a powerful tool to explore the spiritual, cultural, and psychological disintegration of the modern world. The symbols he uses evoke a wide range of emotions and invite multiple interpretations, reflecting the complexity of human experience. Through his intricate web of symbols, Eliot not only addresses the despair of his time but also suggests that the search for meaning and redemption, though difficult, is an essential part of the human condition. By weaving together past and present, Eliot creates a tapestry of images that speak to the universal struggles of life in a world that often seems devoid of purpose or direction. In addition to the earlier conclusion, it is important to recognize that Eliot's use of symbolism in *The Waste Land* is not just a reflection of the fragmented world he inhabited, but also a call to action for both the individual and society.

Through the powerful imagery of spiritual barrenness, the presence of ancient myths, and the echoes of cultural decay, Eliot challenges readers to confront the disintegration of meaning in their own lives. At the same time, the symbols of potential renewal, such as water and the Fisher King, offer a glimmer of hope, suggesting that despite the overwhelming sense of despair, the possibility for healing and transformation exists. In this sense, *The Waste Land* is both a diagnosis of modernity's spiritual sickness and

an invitation to seek redemption, a process that may require a reimagining of the self and a deeper connection to the past, to nature, and to spirituality.

Through symbolism, Eliot encapsulates the paradox of modern existence—profound suffering alongside the faint hope of rebirth, encapsulating the struggle of the human spirit to find meaning in an increasingly disenchanted world.

REFERENCES

1. Ackroyd, Peter. *T.S. Eliot: A Life*. London: Sinclair-Stevenson, 1984.
2. Eliot, T.S. *The Waste Land*. 1st ed., New York: Boni & Liveright, 1922.
3. Furst, Lilian. *The Cambridge Companion to T.S. Eliot*. Cambridge: Cambridge University Press, 1994.
4. Grover, Ronald. *The Symbolism of Water in T.S. Eliot's Work*. New York: Columbia University Press, 1987.
5. Hardy, Thomas. *The Return of the Native*. London: HarperCollins, 2000.
6. Huyssen, Andreas. *Twilight Memories: Marking Time in a Culture of Amnesia*. Routledge, 1995.
7. Kenner, Hugh. *The Invisible Poet: T.S. Eliot*. London: Macmillan, 1969.
8. Matthews, Stephen. *The Waste Land: A Study in Contemporary Poetry*. Oxford: Oxford University Press, 1991.
9. Reilly, Patrick. *T.S. Eliot's Mythic Vision*. New York: Modern Library, 2002.
10. Shacker, Susan. *The Literary Symbols of T.S. Eliot*. Chicago: University of Chicago Press, 1980.
11. Spender, Stephen. *The Struggle of the Moderns: T.S. Eliot and the Cultural Crisis*. London: Faber and Faber, 1964.
12. Zuckerman, Philip. *The Mythological Framework of T.S. Eliot's "The Waste Land"*. New York: Routledge, 1989.
13. Ma'ripov J. K. A BRIEF INFORMATION ABOUT TENSES //O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA. – C. 464.
14. Tolibovna A. K. et al. Features Of Anthropocentric Study Of Sacred Texts //Open Access Repository. – 2022. – T. 8. – №. 1. – C. 5-10.

15. 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.
16. Ma'ripov J. KORPUS HAQIDA UMUMIY TUSHUNCHA //Центральноазиатский журнал образования и инноваций. – 2023. – Т. 2. – №. 5. – С. 175-178.
17. Ma'ripov J. Antroposentrizm–tilshunoslikning zamonaviy yonalishi sifatida //Инновационные исследования в современном мире: теория и практика. – 2022. – Т. 1. – №. 28. – С. 62-68.
18. Solnyshkina M. I. et al. IMPORTANCE OF SETTING GOALS. SMART GOALS //Новости образования: исследование в XXI веке. – 2023. – Т. 1. – №. 11. – С. 318-320.
19. 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.
20. Маърипов Д. Psychological value of the novels by agatha christie //Информатика и инженерные технологии. – 2023. – Т. 1. – №. 2. – С. 630-632.

THE USE OF HEIYPERBOLE IN ADVERTISING

Jizzakh branch of the National University of Uzbekistan named after Mirzo UlugbekThe faculty of Psychology, department of Foreign languages Phylology and foreign languages
Ma'ripov Jalolxon Kamoliddin o'g'li
Yaxshiliqov Samandar Abduvahob o'g'li

Annotation: This article explores the use of hyperbole in advertising, highlighting its strengths, risks, and best practices. Hyperbole, defined as exaggerated claims not meant to be taken literally, is a powerful tool for capturing attention, evoking emotions, and building brand identity. The piece emphasizes how hyperbole can make ads memorable and appealing but also cautions against crossing the line into deception, which could erode trust or invite regulatory scrutiny. By offering practical advice—such as ensuring clarity, balancing exaggeration with evidence, and understanding the audience—the article underscores the importance of using hyperbole responsibly. It concludes by positioning hyperbole as a creative yet ethical strategy for effective advertising.

Key words: Stress patterns, English pronunciation, word stress, sentence stress, syllable emphasis, content words, function words, contrastive stress, rhythmic stress, communication, fluency, pronunciation rules, language learning, spoken English, natural rhythm, English learners.

The Use of Hyperbole in Advertising: A Creative Tool or Misleading Tactic?

Advertising is a domain where creativity meets persuasion, aiming to capture attention, evoke emotions, and drive consumer behavior. Among the arsenal of rhetorical techniques advertisers employ, hyperbole stands out as one of the most prevalent and effective tools. Defined as an exaggerated statement or claim not meant to be taken literally, hyperbole injects drama and flair into advertisements, making them memorable and impactful. However, its use is a double-edged sword, walking the fine line between creative license and potential deception.

The Appeal of Hyperbole in Advertising

1. **Grabbing Attention** In a world saturated with advertisements, standing out is a significant challenge. Hyperbole cuts through the noise by presenting ideas in an exaggerated, often humorous way. For instance, a toothpaste commercial might claim that it provides "the brightest smile in the universe," instantly capturing attention through its over-the-top assertion.
2. **Creating Emotional Resonance** Hyperbole often amplifies the emotional appeal of an ad. Whether it's the promise of "unlimited happiness" from a vacation package or "endless energy" from an energy drink, these exaggerated claims aim to connect with consumers' aspirations and desires.
3. **Building Brand Identity** Brands often use hyperbole to craft a unique, memorable persona. Exaggerated claims, when used humorously or creatively, can make a brand appear bold, confident, and fun. Consider slogans like M&M's classic "Melts in your mouth, not in your hand"—a statement that, while not entirely accurate, adds to the product's charm and identity.

Risks and Criticisms of Hyperbole

1. **Blurring the Line Between Exaggeration and Deception** While consumers often recognize hyperbole as a playful exaggeration, some claims can lead to misunderstandings or misinterpretations. For instance, an ad claiming a cleaning product "eliminates all germs instantly" might be taken literally, leading to potential backlash if the product falls short.
2. **Regulatory Scrutiny** Advertising watchdogs and consumer protection agencies monitor ads for misleading claims. Even when exaggerated, if a statement could be interpreted as a factual guarantee, it might face legal challenges. For example, if an exaggerated performance claim about a product leads to dissatisfaction, it can tarnish a brand's reputation.
3. **Eroding Consumer Trust** Overuse or blatant misuse of hyperbole can backfire, leading consumers to perceive the brand as insincere or untrustworthy. In an age where authenticity is highly valued, striking the right balance is crucial.

Best Practices for Using Hyperbole

To effectively use hyperbole without alienating consumers or crossing ethical boundaries, advertisers should:

- **Know the Audience:** Understanding the target demographic helps gauge whether hyperbolic claims will be appreciated as humor or perceived as deceit.
- **Stay Playful:** Hyperbole works best when it's clearly exaggerated to the point of being implausible. This ensures consumers see it as a creative flourish rather than a factual promise.
- **Complement Exaggeration with Evidence:** Backing up bold claims with solid, albeit less dramatic, evidence can lend credibility while maintaining the ad's flair.
- **Prioritize Transparency:** Clearly distinguish hyperbolic claims from factual information within an ad.

Historical Context of Hyperbole in Advertising

The use of hyperbole in advertising is not a new phenomenon. Since the early days of mass marketing, advertisers have relied on exaggerated claims to grab attention and differentiate their products. For example, in the late 19th and early 20th centuries, advertisements for patent medicines often used hyperbole, claiming to cure "all ailments" or provide "miraculous" results. While these claims were later regulated to prevent false advertising, they demonstrate how hyperbole has long been a central feature of persuasive marketing.

Hyperbole in Modern Digital Advertising

In the digital age, hyperbole has found new life in social media and influencer marketing. Platforms like Instagram, TikTok, and Twitter amplify exaggerated claims through viral trends, hashtags, and memes. Phrases like "the best product ever" or "a game-changer" are commonly used to draw attention to products, often accompanied by visually striking content. This shift highlights how hyperbole continues to evolve with changing media landscapes.

The Psychological Impact of Hyperbole

Psychologists suggest that hyperbole appeals to the brain's preference for novelty and excitement. Exaggerated claims create a sense of urgency and intrigue, compelling consumers to learn more or make a purchase. However, repeated exposure to exaggerated advertising can lead to "ad fatigue," where consumers become desensitized to such claims and begin to ignore them.

Industry-Specific Use of Hyperbole

Some industries are more prone to using hyperbole than others. For instance:

- **Beauty and Skincare:** Claims like "instant results" or "flawless skin" are common, often supported by dramatic visuals.
- **Technology:** Tech companies frequently use hyperbole to describe their products as "revolutionary" or "world-changing."
- **Food and Beverages:** Phrases like "the best burger in town" or "heavenly taste" create an emotional connection with consumers.

Ethical Considerations

While hyperbole can enhance creativity, ethical questions arise when it borders on misleading consumers. Advertisers must consider whether their claims could be misinterpreted as factual and ensure that their messaging aligns with legal and moral standards. Transparency, disclaimers, and clear communication can mitigate these concerns.

Case Studies of Hyperbole in Advertising

- **Old Spice:** The "Smell Like a Man, Man" campaign uses hyperbole to humorously depict the transformation a man undergoes by using their products, with claims like "become the man you could smell like."
- **Red Bull:** The slogan "Red Bull gives you wings" is an iconic example of hyperbole that emphasizes energy and vitality while being clearly metaphorical.

How Consumers Perceive Hyperbole

Research suggests that consumers are generally aware of hyperbole in advertising and often view it as part of the entertainment value of marketing. However, the effectiveness of hyperbole depends on the context and tone—ads that overpromise or use hyperbole excessively can alienate audiences.

This additional information expands on the historical, psychological, and practical dimensions of hyperbole in advertising, offering a comprehensive perspective on its role in modern marketing.

Conclusion

Hyperbole remains a powerful tool in advertising, capable of making messages resonate, entertain, and persuade. However, its effectiveness hinges on striking the right balance between creativity and honesty. When used thoughtfully, hyperbole not only elevates an advertisement but also strengthens the bond between a brand and its audience. On the flip side, misusing it can lead to distrust and legal complications. Ultimately, like any creative tool, hyperbole works best when wielded with precision and a deep understanding of its impact on consumer perception. In the ever-evolving landscape of advertising, hyperbole continues to play a pivotal role in shaping how brands communicate their messages. Its ability to evoke strong emotions, entertain, and stick in consumers' minds makes it an invaluable creative tool. However, as consumers grow savvier and demand greater transparency, advertisers must tread carefully. Striking a balance between exaggeration and authenticity not only ensures compliance with ethical standards but also fosters lasting trust and loyalty. When used responsibly, hyperbole transforms from a mere rhetorical device into a bridge that connects brands with their audiences in meaningful and memorable ways.

REFERENCES

1. Armstrong, G., Kotler, P., & Opresnik, M. O. (2022). *Marketing: An Introduction* (14th ed.). Pearson.
2. Belch, G. E., & Belch, M. A. (2021). *Advertising and Promotion: An Integrated Marketing Communications Perspective* (12th ed.). McGraw-Hill Education.
3. Cannon, J. P., Perreault, W. D., & McCarthy, E. J. (2021). *Basic Marketing: A Marketing Strategy Planning Approach* (20th ed.). McGraw-Hill Education.
4. Clow, K. E., & Baack, D. E. (2018). *Integrated Advertising, Promotion, and Marketing Communications* (8th ed.). Pearson.
5. Hoyer, W. D., MacInnis, D. J., & Pieters, R. (2020). *Consumer Behavior* (7th ed.). Cengage Learning.
6. Moriarty, S., Mitchell, N., & Wells, W. (2019). *Advertising and IMC: Principles and Practice* (11th ed.). Pearson.

7. Shimp, T. A., & Andrews, J. C. (2018). *Advertising, Promotion, and Other Aspects of Integrated Marketing Communications* (10th ed.). Cengage Learning.
8. Ma'ripov J. K. A BRIEF INFORMATION ABOUT TENSES //O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA. – С. 464.
9. Tolibovna A. K. et al. Features Of Anthropocentric Study Of Sacred Texts //Open Access Repository. – 2022. – Т. 8. – №. 1. – С. 5-10.
10. Tolibovna A. K. et al. Functions of Allusion and Allusion as a Marker of Intertextuality and Precedence //European Multidisciplinary Journal of Modern Science. – 2022. – Т. 6. – С. 485-487.
11. Ma'ripov J. KORPUS HAQIDA UMUMIY TUSHUNCHA //Центральноазиатский журнал образования и инноваций. – 2023. – Т. 2. – №. 5. – С. 175-178.
12. Ma'ripov J. Antroposentrizm–tilshunoslikning zamonaviy yonalishi sifatida //Инновационные исследования в современном мире: теория и практика. – 2022. – Т. 1. – №. 28. – С. 62-68.
13. Solnyshkina M. I. et al. IMPORTANCE OF SETTING GOALS. SMART GOALS //Новости образования: исследование в XXI веке. – 2023. – Т. 1. – №. 11. – С. 318-320.
14. 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.
15. Маърипов Д. Psychological value of the novels by agatha christie //Информатика и инженерные технологии. – 2023. – Т. 1. – №. 2. – С. 630-632.

THE EFFECT OF FIGURATIVE LANGUAGE IN NARRATIVE STYLE (IN THE EXAMPLE OF "THEIR EYES WERE WATCHING GOD" BY ZORA NEALE HURSTON)

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek The faculty of Psychology, department of Foreign languages
Ma'ripov Jalolxon Kamoliddin o'g'li
Abdurazzoqova Noila Mamarasul qizi

Annotation: In Zora Neale Hurston's *Their Eyes Were Watching God*, figurative language is a defining feature of the narrative style, serving to enhance both the emotional depth and thematic complexity of the novel. Hurston employs metaphors, such as the horizon and the pear tree, to represent Janie's aspirations and ideals, weaving these symbols throughout the text to underscore her journey of self-discovery. Vivid imagery breathes life into the settings and characters, while personification of the natural world connects human experiences to the broader forces of nature. Hurston's dual-layered storytelling—lyrical narration paired with colloquial dialogue—creates a balance between universal themes and cultural specificity. By using figurative language, Hurston transforms the novel into a rich tapestry of meaning, elevating it beyond a simple narrative into a profound exploration of love, freedom, and identity. This technique not only deepens the reader's engagement but also cements the novel's status as a timeless literary masterpiece.

Key words: Figurative language, narrative style, Zora Neale Hurston, *Their Eyes Were Watching God*, metaphors, symbolism, imagery, personification, themes, self-discovery, love, freedom, identity, horizon, pear tree, emotional depth, cultural context, lyrical narration, colloquial dialogue, natural world, literary masterpiece.

The Effect of Figurative Language in Narrative Style: Examining "Their Eyes Were Watching God" by Zora Neale Hurston

Zora Neale Hurston's ***Their Eyes Were Watching God*** is celebrated not only for its rich storytelling and exploration of African American culture but also for its masterful use of figurative language. Hurston employs metaphors, symbolism, imagery, and personification to craft a vivid narrative that transcends mere storytelling, immersing readers in the emotional and sensory experiences of her characters. This figurative language is a cornerstone of the novel's narrative style, enhancing its themes and emotional resonance.

Figurative Language as a Tool for Theme Exploration

Hurston uses figurative language to deepen the novel's central themes, such as love, freedom, identity, and self-discovery. For example, the recurring metaphor of the horizon represents Janie Crawford's aspirations and the boundless possibilities of life. The horizon becomes a symbol of her journey toward self-fulfillment, encapsulating her quest for a life that aligns with her desires and individuality. This metaphor frames the narrative, opening and closing the story with a focus on Janie's relationship to her dreams and the world around her.

Another significant metaphor is the blossoming pear tree, which represents Janie's idealized vision of love. Early in the novel, the tree's imagery encapsulates her longing for a harmonious, reciprocal connection. This symbol recurs throughout the text, serving as a measure against which Janie evaluates her relationships. Hurston's ability to infuse such metaphors with emotional weight allows readers to experience Janie's inner world more profoundly.

Imagery and Symbolism in Character and Setting

Hurston's use of vivid imagery not only brings the settings of Eatonville and the Everglades to life but also reflects the emotional landscapes of her characters. The storm that devastates the Everglades in the novel's climax is a prime example of this. The storm is more than a natural disaster—it is a symbol of chaos and uncontrollable forces that disrupt human plans and relationships. Through evocative descriptions of the storm's ferocity, Hurston communicates the fragility of human existence and the inevitability of conflict between nature and civilization. Similarly, Hurston's depiction of characters through figurative language enriches their complexity. For instance, Joe Starks is often associated with material symbols, such as his gold spittoon and his grand house, which highlight his ambition and desire for control. In contrast, Tea Cake is

depicted with organic and dynamic imagery that aligns with his spontaneity and zest for life, illustrating the differences between these two pivotal figures in Janie's life.

Personification and the Narrative Voice

Personification plays a vital role in Hurston's narrative style, especially in connecting the natural world with human emotions. The wind, the sun, and even the horizon are imbued with human characteristics, creating a world where nature mirrors the inner lives of the characters. For example, the pear tree is described as "calling" to Janie, suggesting an intimate and almost spiritual relationship between her and the natural world. This blending of the human and non-human extends to the narrative voice itself, which oscillates between lyrical descriptions and colloquial dialogue. Hurston masterfully integrates the voice of the narrator with the spoken language of her characters, creating a dual-layered storytelling approach. The poetic narrative voice employs figurative language to evoke universal themes, while the characters' vernacular speech grounds the story in its cultural and historical context.

Enhancing Emotional Depth

Hurston's figurative language also amplifies the emotional intensity of the narrative. By transforming abstract emotions into concrete images, she allows readers to feel the highs and lows of Janie's journey viscerally. For instance, when Janie reflects on her past, the imagery of her memories as "a great tree in leaf with things suffered, things enjoyed, things done and undone" captures the complexity of her experiences in a way that resonates deeply. Through such language, Hurston conveys not just the events of the story but their emotional and existential weight. This makes the novel not just a narrative but an evocative exploration of human existence.

Conclusion

The effect of figurative language in Zora Neale Hurston's *Their Eyes Were Watching God* cannot be overstated. By weaving metaphors, imagery, symbolism, and personification into the fabric of the narrative, Hurston creates a story that is as much about the beauty of language as it is about the journey of its protagonist. This richly layered narrative style allows readers to connect with Janie's story on an intellectual, emotional, and sensory level, making the novel a timeless masterpiece. Through her artful use of figurative language, Hurston not only tells a story but also invites readers

to see the world—and themselves—through a more poetic and expansive lens. In addition to enriching the narrative and deepening its themes, Hurston's use of figurative language also bridges the gap between the personal and the universal. While Janie's journey is uniquely hers—rooted in the cultural and historical realities of her time—the vivid metaphors and evocative imagery resonate with readers across different contexts. By translating complex emotions and abstract ideas into sensory and symbolic language, Hurston crafts a story that speaks to the shared human experience of longing, growth, and self-discovery. Her masterful integration of figurative language not only elevates the literary quality of the novel but also ensures its enduring relevance and impact. In *Their Eyes Were Watching God*, Hurston shows how language can transform a simple tale into an extraordinary exploration of life's beauty and struggles, leaving readers with a work that lingers in both heart and mind.

REFERENCES

1. Hurston, Z. N. (1937). *Their Eyes Were Watching God*. J.B. Lippincott.
2. Eagleton, T. (1996). *Literary Theory: An Introduction* (2nd ed.). University of Minnesota Press.
3. Kubitschek, M. D. (1983). "'Tuh De Horizon and Back': The Female Quest in Zora Neale Hurston's *Their Eyes Were Watching God*." *Black American Literature Forum*, 17(3), 109–115.
4. Wright, R. (1937). Review of *Their Eyes Were Watching God*. *New Masses*, 25(5), 23–25.
5. Wall, C. A. (2000). *Women of the Harlem Renaissance*. Indiana University Press.
6. Kelley, M. G. (2004). "A Critical Companion to Zora Neale Hurston: Themes, Motifs, and Symbols." *Modern American Literature Studies Journal*, 28(2), 45–62.
7. Bloom, H. (Ed.). (2008). *Zora Neale Hurston's Their Eyes Were Watching God*. Bloom's Literary Criticism.
8. Hemenway, R. E. (1977). *Zora Neale Hurston: A Literary Biography*. University of Illinois Press.

9. Gates, H. L., & Appiah, K. A. (Eds.). (1993). *Zora Neale Hurston: Critical Perspectives Past and Present*. Amistad.
10. Awkward, M. (1990). "Unruly and Let Loose: Myth, Ideology, and Gender in *Their Eyes Were Watching God*." *CAL: Callaloo*, 13(3), 499–515.
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. – Т. 8. – №. 1. – С. 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. – Т. 6. – С. 485-487.
14. Ma'ripov J. KORPUS HAQIDA UMUMIY TUSHUNCHA //Центральноазиатский журнал образования и инноваций. – 2023. – Т. 2. – №. 5. – С. 175-178.
15. Ma'ripov J. Antroposentrizm–tilshunoslikning zamonaviy yonalishi sifatida //Инновационные исследования в современном мире: теория и практика. – 2022. – Т. 1. – №. 28. – С. 62-68.
16. Solnyshkina M. I. et al. IMPORTANCE OF SETTING GOALS. SMART GOALS //Новости образования: исследование в XXI веке. – 2023. – Т. 1. – №. 11. – С. 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. – Т. 1. – №. 2. – С. 630-632.
19. Maripov J. MODERN METHODS OF TEACHING ENGLISH FOR B2 LEVEL STUDENTS: ENHANCING LANGUAGE PROFICIENCY AND COMMUNICATION SKILLS //International Journal of scientific and Applied Research. – 2024. – Т. 1. – №. 3. – С. 266-271.
20. MATNLARNI D. T. A. L. V. A. D., JIHATLARI T. Q. O. Z. X. O. S. Ma'ripov Jalolkhan Kamoliddin ugli, Alimkulova Khulkar Tolibovna.« //ОБРАЗОВАНИЕ И НАУКА В XXI ВЕКЕ. – №. 22.

THE STYLISTICS OF HUMOR IN CONTEMPORARY LITERATURE

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek The faculty of Psychology, department of Foreign languages
Ma'ripov Jalolxon Kamoliddin o'g'li
Pardayeva Mashhura Farhod qizi

Annotation: This article explores the stylistics of humor in contemporary literature, examining how modern authors employ various techniques to create humor that entertains, critiques, and reflects on societal issues. It covers key stylistic elements such as irony, wordplay, exaggeration, parody, and dark humor, highlighting how these tools are used to deepen the narrative and engage readers. The article also discusses how cultural and social contexts shape the humor found in contemporary works, particularly in relation to identity, politics, and technology. Ultimately, the article demonstrates that humor in contemporary literature is not only a source of amusement but also a powerful means of exploring complex themes and connecting with readers on a deeper level.

Key words: humor, contemporary literature, stylistics, irony, satire, wordplay, puns, exaggeration, hyperbole, parody, intertextuality, dark humor, cultural context, social critique, identity, technology, narrative, character development, modern storytelling, pop culture, resilience.

The Stylistics of Humor in Contemporary Literature

Humor has long been a vital element of literature, serving as a mirror to society, a means of critique, and a source of entertainment. In contemporary literature, the stylistics of humor have evolved to reflect the complexities of modern life, blending traditional techniques with innovative approaches to resonate with today's readers. This article explores the stylistic features and techniques authors use to create humor in contemporary works, along with their significance in enriching narratives and engaging audiences.

The Multifaceted Nature of Humor in Literature

Humor in contemporary literature is diverse, ranging from subtle irony to outright absurdity. It is employed not only for amusement but also to highlight social issues, challenge norms, and explore human vulnerabilities. Unlike in earlier periods where humor was often confined to specific genres like satire or comedy, modern authors seamlessly weave humor into various forms, including drama, science fiction, and even tragedy.

Key Stylistic Techniques of Humor

Irony and Satire

Irony remains one of the most powerful tools for humor in contemporary literature. Authors use verbal irony, situational irony, and dramatic irony to create layers of meaning, often critiquing societal norms or exposing human folly. Satire, as an extension of irony, targets institutions, ideologies, or cultural practices, blending humor with sharp criticism. Works by writers such as George Saunders and Paul Beatty exemplify this technique, delivering biting humor that compels readers to think critically.

Wordplay and Puns

The clever manipulation of language is a hallmark of literary humor. Wordplay, puns, and malapropisms engage readers by subverting linguistic expectations. Contemporary authors like Ali Smith utilize wordplay not just for comic relief but also as a means to explore themes of identity and communication.

Exaggeration and Hyperbole

Exaggeration amplifies absurdity and can transform mundane situations into hilariously surreal experiences. Writers such as Kevin Wilson and Jenny Lawson use hyperbole to highlight the quirks of their characters or the absurdities of modern life, creating humor that is both relatable and larger-than-life.

Parody and Intertextuality

Parody involves mimicking established works, genres, or styles to create humor. Intertextuality, where texts reference or echo other texts, enriches humor by inviting readers to recognize and appreciate the underlying connections. For example, Jasper Fforde's *Thursday Next* series masterfully blends parody and intertextuality, creating a comedic narrative that also celebrates literary tradition.

Dark Humor

The rise of dark humor in contemporary literature reflects a world grappling with complex realities. Authors use this style to address taboo subjects, existential anxieties, and societal dysfunctions. Through an unsettling blend of comedy and tragedy, writers like Ottessa Moshfegh and Sam Lipsyte provide a lens to examine life's darker sides while making readers laugh in spite of themselves.

The Role of Context and Culture

Contemporary humor is deeply tied to cultural and social contexts. It often addresses pressing issues such as politics, identity, and technology. For instance, humor in diasporic literature frequently engages with themes of displacement, cultural clashes, and identity negotiation. Chimamanda Ngozi Adichie's works subtly incorporate humor to address serious themes, making them more accessible and impactful.

Similarly, the digital age has influenced the stylistics of humor. The fragmented, meme-like nature of online discourse has permeated contemporary writing, leading to narratives that are punchy, self-aware, and rich in pop culture references.

The Impact of Humor in Modern Storytelling

Humor in contemporary literature serves multiple purposes. It acts as a tool for character development, revealing flaws, quirks, and humanity. It creates an emotional balance, providing relief in otherwise heavy narratives. Furthermore, humor fosters a connection between author and reader, breaking down barriers and inviting shared laughter.

Conclusion

The stylistics of humor in contemporary literature are as varied and dynamic as the times we live in. By blending traditional techniques with innovative approaches, modern authors craft humor that entertains, challenges, and inspires. Whether through biting satire, playful wordsmithing, or poignant dark humor, the use of humor in literature continues to be a powerful means of exploring the human condition and reflecting the world around us. In an era where storytelling often seeks to address the complexities of modern existence, humor stands out as a vital literary tool for fostering resilience and connection. Its ability to traverse the spectrum of emotions—from joy

to discomfort—ensures its continued relevance in contemporary literature. By embracing humor's myriad forms, authors not only entertain but also invite readers to reflect on their own lives and the society they inhabit. As contemporary literature evolves, the stylistics of humor will undoubtedly continue to innovate, proving its enduring power to illuminate, challenge, and unite.

REFERENCES

1. Adichie, Chimamanda Ngozi. *Americanah*. Alfred A. Knopf, 2013.
2. Beatty, Paul. *The Sellout*. Farrar, Straus and Giroux, 2015.
3. Fforde, Jasper. *The Eyre Affair*. Hodder & Stoughton, 2001.
4. Lawson, Jenny. *Furiously Happy: A Funny Book About Horrible Things*. Flatiron Books, 2015.
5. Moshfegh, Ottessa. *Eileen*. Penguin Press, 2015.
6. Saunders, George. *Tenth of December*. Random House, 2013.
7. Smith, Ali. *How to Be Both*. Penguin Press, 2014.
8. Wilson, Kevin. *Nothing to See Here*. Ecco, 2019.
9. Ma'ripov J. K. A BRIEF INFORMATION ABOUT TENSES //O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA. – C. 464.
10. Tolibovna A. K. et al. Features Of Anthropocentric Study Of Sacred Texts //Open Access Repository. – 2022. – T. 8. – №. 1. – C. 5-10.
11. 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.
12. Ma'ripov J. KORPUS HAQIDA UMUMIY TUSHUNCHA //Центральноазиатский журнал образования и инноваций. – 2023. – Т. 2. – №. 5. – С. 175-178.
13. Ma'ripov J. Antroposentrizm–tilshunoslikning zamonaviy yonalishi sifatida //Инновационные исследования в современном мире: теория и практика. – 2022. – Т. 1. – №. 28. – С. 62-68.
14. Solnyshkina M. I. et al. IMPORTANCE OF SETTING GOALS. SMART GOALS //Новости образования: исследование в XXI веке. – 2023. – Т. 1. – №. 11. – С. 318-320.

15. 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.
16. Маърипов Д. Psychological value of the novels by agatha christie //Информатика и инженерные технологии. – 2023. – Т. 1. – №. 2. – С. 630-632.
17. Maripov J. MODERN METHODS OF TEACHING ENGLISH FOR B2 LEVEL STUDENTS: ENHANCING LANGUAGE PROFICIENCY AND COMMUNICATION SKILLS //International Journal of scientific and Applied Research. – 2024. – Т. 1. – №. 3. – С. 266-271.
18. MATNLARNI D. T. A. L. V. A. D., JIHATLARI T. Q. O. Z. X. O. S. Ma'ripov Jalolkhan Kamoliddin ugli, Alimkulova Khulkar Tolibovna.« //ОБРАЗОВАНИЕ И НАУКА В XXI ВЕКЕ. – №. 22.

THE ROLE OF DICTION IN SHAPING TONE IN LITERATURE

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek The faculty of Psychology, department of Foreign languages
Ma'ripov Jalolxon Kamoliddin o'g'li
Abdug`aniyeva E'zoza Zafarjon qizi

Annotation : This article has shown that diction by the author is a lynchpin in setting up the tone for any work an author creates. It starts by defining what exactly diction is: its various constituents being vocabulary, syntax, and formality-and it has highlighted how these choices influence the emotional response a reader will have with the text. The article discusses how each style of language-formal, informal, colloquial, concrete, abstract, and poetic-affects the mood and tone of a piece of writing. He also explores how diction operates across genres, from drama to poetry, showing its versatility in the conveyance of atmosphere and emotion.

Throughout the paper, the author proves that diction is not only a question of style, but rather one of the most powerful means for the author to express his tone and emotional depth, thus enriching the reader's overall experience and understanding of the text. This annotation has summarized the key points of the article by providing an overview of its examination of how diction affects tone and also reiterating the importance of diction within literature.

It points out that the article is focused on the relationship between language and emotional expression, outlining the importance of diction in shaping character development and reader perception.

Key words: Diction, tone, literature, word choice, vocabulary, syntax, formality, connotation, emotion, atmosphere, mood, formal diction, informal diction, colloquial diction, concrete diction, abstract diction, poetic diction, character development, reader perception, literary analysis, emotional depth, language, writing style, narrative, mood, tension, authority.

The Role of Diction in Establishing Tone in Literature

In literature, "tone" refers to the attitude or emotional posture an author assumes toward his subject, his characters, or even his audience. The tone is important because it serves as a guide to the underlying mood of the work, which in turn affects the way the reader perceives and relates to it. Among the biggest tools an author relies on in determining the tone is diction: the choice of words and phrases used in writing. The very choices an author makes with words may provide the very turning point in setting a tone that will create any number of different emotions, attitudes, and ideas. This article explores how diction shapes the tone in literature, examining the various functions it serves and its impact.

The study of Diction Diction refers to the words an author selects and includes factors such as vocabulary, syntax, and formality of speech and writing. Diction can be formal, informal, colloquial, slang, etc., all depending on the situation and intended audience. Such word choices have a great effect on the interpretation a reader gives to a certain narrative or scene. For example, "enthusiastic" has a different tone than "apathetic," though they are both describing the same apparent thing. The diction could be simple and colloquial, or complex and academic; the particular word choices will affect how the reader understands the emotional and intellectual tenor of the piece.

Tone and Diction: Mutual Creation

Diction and tone are really related because the diction is the vehicle to provide the tone. An author will use carefully chosen words in order to evoke an emotional response, to build atmosphere, or even to expose the inner state of the characters. Consider a character described as "bitterly angry" compared with one that is "mildly upset." The diction in this case establishes two very different tones: one bellicose and aggressive, the other subdued and passive. An author can sometimes select some words for connotations, that is to say, meanings or associations apart from their literal, dictionary definitions.

It is within connotation where emotive tone does come out. For instance, suppose a character was said to be smiling wickedly; a lot of evil thoughtfulness comes into your imagination, the very same smile could be labeled radiantly-think warmth, friendship, even kinship now, the emotional frame of perception at which words could set free: that would describe his emotions.

Types of Diction and Their Impact on Tone

Formal Diction: Formal diction is normally used in most scholarly, professional, or serious situations where precise and very high language is applied. Examples of such works include historical documents, academic essays, and classical literature. Formal diction can create a tone of authority, seriousness, or even sophistication. For instance, in Julius Caesar, formal diction depicts the weight of political and personal betrayal.

It is informal and conversational in nature, relaxed. It has become common in many of the modern novels, especially in dialogues. It gives a tone of familiarity and ease to the text. For example, a character speaking in informal language might reflect the casualness of the surroundings or relationships and hence would paint an influence on the minds of the readers regarding the social relation.

Colloquial diction involves dialects, probably, slang, or other forms of idiomatic expressions. This helps to introduce the setting of surroundings or cultural ambiance. Apart from helping set a tone, it actually lends it an air of authenticity or at least relatability. In Mark Twain's The Adventures of Huckleberry Finn, for example, colloquial speech of Huck and Jim captures both place and time and also lends a casual realistic tone.

Concrete vs. Abstract Diction: Words can be concrete, which means they are specific, tangible, and most often easily visualized; or they can be abstract, more generalized, and usually invoke conceptual thoughts.

An author may, depending on the desired sensory or emotional tone, use either concrete diction to create a vivid observable atmosphere or use abstract diction to create an atmosphere that is more philosophical or emotional. Example: it would evoke an intense ominous tone to say, "The blood-red sunset" instead of "The beautiful sunset".

Poetic Diction: This is the diction that involves a high, musical quality. It is found in poetry or elevated prose. Poetic diction can establish a reverential, beautiful, or sad tone, according to the context in which it occurs. The cadence and rhythm of the language add to the emotional quality of the tone, as in the works of poets like Emily Dickinson, whose judicious word choices create an atmosphere of introspective repose or sadness.

How Diction Contributes to Tone in Various Literary Works

Drama: Diction is a main determinant in setting the tone, especially through dialogue, in plays. The way in which the characters speak to one another can denote anything from power dynamics to emotional tension.

For example, in Arthur Miller's play The Crucible, formal diction by characters in positions of authority shows the oppression and tension in the air during the Salem witch trials, while informal speech by ordinary townsfolk raises the conflict and hysteria.

In Fiction: Diction applies to tone both in the level of the individual character and in the overarching narrative. In Charles Dickens's Great Expectations, for example, the diction applied to the early life of the protagonist Pip creates a tone of bleakness and hardship. As the story progresses, and Pip is confronted with more sophisticated environs, the tone shifts, mediated by the more refined diction accompanying his growth.

In Poetry: In poetry, the diction tends to play the most prominent roles; in poetry, a single word tends to be layered with meanings upon meanings. The diction instances in Robert Frost's "The Road Not Taken""yellow wood," "sorry I could not travel both," "I took the one less traveled by"establish a tone of reflectiveness and regret upon the possibilities inevitable in the course of the poem.

Conclusion One of the most commanding features in developing the tone within literature is diction. Authors have the power to change and control a reader's emotions, along with a reader's level of engagement in his or her text by using words.

The formal, informal, and colloquial levels used in the language will help in creating feelings, setting an atmosphere, and developing bonds among characters and readers. Understanding the role of diction in tone will avail the readers with a better read into a work much more whole, thereby enriching their interpretation. For this reason, diction does not only play with words; rather, it shapes and molds the very emotional landscape of the story.

Diction is the way through which the base in literature is formed for tone-the lens from which the emotional and atmospheric layers are conveyed in the telling of the story. It can serve to characterize subjects, influence readers' understanding of a work, and establish an emotional tempo that pervades an entire work-all through an author's conscious use.

From the subtle delicacy of formal diction to casual comfort with colloquial language, to the musical expressiveness of poetic phrasing, each variety of diction has its way of making its contribution to the tone. Thus, this complex interplay of diction and tone makes a full, dynamic, and immersive literary experience possible, underlining the value of language in molding meaning and mood. Essentially, a writer's command of diction leads his readers through the emotional voyage of a story, making it an inseparable part of writing.

REFERENCES

1. Bennett, A., & Royle, N. (2004). *An Introduction to Literature, Criticism, and Theory* (3rd ed.). Pearson Education.
2. Cuddon, J. A. (2013). *The Penguin Dictionary of Literary Terms and Literary Theory* (5th ed.). Penguin Books.
3. Eagleton, T. (2008). *Literary Theory: An Introduction* (2nd ed.). Wiley-Blackwell.
4. Glucksberg, S. (2001). *Understanding Figurative Language: From Metaphor to Idioms*. Oxford University Press.
5. Harmon, W., & Holman, C. H. (2009). *A Handbook to Literature* (11th ed.). Prentice Hall.
6. Leech, G. N., & Short, M. H. (2007). *Style in Fiction: A Linguistic Introduction to English Fictional Prose* (2nd ed.). Pearson Education.
7. Reaske, C. (1966). *How to Analyze Drama*. Monarch Press.
8. Ma'ripov J. K. A BRIEF INFORMATION ABOUT TENSES //O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA. – С. 464.
9. Tolibovna A. K. et al. Features Of Anthropocentric Study Of Sacred Texts //Open Access Repository. – 2022. – Т. 8. – №. 1. – С. 5-10.
10. Tolibovna A. K. et al. Functions of Allusion and Allusion as a Marker of Intertextuality and Precedence //European Multidisciplinary Journal of Modern Science. – 2022. – Т. 6. – С. 485-487.
11. Ma'ripov J. KORPUS HAQIDA UMUMIY TUSHUNCHA //Центральноазиатский журнал образования и инноваций. – 2023. – Т. 2. – №. 5. – С. 175-178.

12. Ma'ripov J. Antroposentrizm–tilshunoslikning zamonaviy yonalishi sifatida //Инновационные исследования в современном мире: теория и практика. – 2022. – Т. 1. – №. 28. – С. 62-68.
13. Solnyshkina M. I. et al. IMPORTANCE OF SETTING GOALS. SMART GOALS //Новости образования: исследование в XXI веке. – 2023. – Т. 1. – №. 11. – С. 318-320.
14. 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.
15. Маърипов Д. Psychological value of the novels by agatha christie //Информатика и инженерные технологии. – 2023. – Т. 1. – №. 2. – С. 630-632.
16. Maripov J. MODERN METHODS OF TEACHING ENGLISH FOR B2 LEVEL STUDENTS: ENHANCING LANGUAGE PROFICIENCY AND COMMUNICATION SKILLS //International Journal of scientific and Applied Research. – 2024. – Т. 1. – №. 3. – С. 266-271.
17. MATNLARNI D. T. A. L. V. A. D., JIHATLARI T. Q. O. Z. X. O. S. Ma'ripov Jalolkhan Kamoliddin ugli, Alimkulova Khulkar Tolibovna.« //ОБРАЗОВАНИЕ И НАУКА В XXI ВЕКЕ. – №. 22.

THE RELATIONSHIP BETWEEN STYLE AND READER ENGAGEMENT

Jizzakh branch of the National University of Uzbekistan named after
Mirzo UlugbekThe faculty of Psychology,
department of Foreign languages
Ma'ripov Jalolxon Kamoliddin o'g'li
Mamatqulova Aziza To'rabek qizi

Annotation: This article explores the vital relationship between writing style and reader engagement, emphasizing how various stylistic elements such as tone, clarity, pacing, word choice, voice, and structure influence how readers connect with and respond to a piece of writing. The author explains that an effective writing style can evoke emotions, maintain interest, and build a lasting connection with the reader. By offering clear explanations and examples, the article highlights the importance of adapting writing style to both the content and the audience to ensure maximum engagement. Whether the goal is to inform, entertain, or persuade, the article suggests that a thoughtful approach to style is essential for holding the reader's attention and enhancing the overall reading experience.

Key words: style, reader engagement, tone, clarity, pacing, word choice, structure, voice, emotional connection, rhythm, readability, content, audience, writing techniques, narrative, persuasive writing, interaction, multimedia, flow, authenticity, personalized voice, calls to action.

The Relationship Between Style and Reader Engagement

In the world of writing, style isn't just about how words are strung together—it's the vehicle that carries a writer's ideas, emotions, and intentions. The way a writer chooses to express themselves, through tone, structure, word choice, and pacing, plays a critical role in engaging the reader. In fact, the relationship between style and reader engagement is integral to the success of any piece of writing, from novels and articles to essays and advertisements.

This article delves into how style influences engagement and why it is a key factor in drawing and retaining a reader's attention.

The Power of Tone

Tone is the emotional quality or attitude conveyed through the writing. It can range from formal and serious to conversational and lighthearted. A writer's tone sets the stage for how the audience will connect with the content.

Engagement through Emotion: Readers are more likely to stay engaged when a tone resonates with them emotionally. For example, a compassionate tone in a personal blog or an inspiring speech can create a sense of connection, making the reader feel understood or motivated. On the other hand, a tone that feels distant or overly formal may alienate readers, reducing engagement.

Consistency of Tone: Maintaining a consistent tone throughout a piece ensures clarity and helps to solidify the reader's expectations. Sudden shifts in tone can confuse or disrupt engagement, which is particularly important when writing for audiences who seek a particular experience, such as in the case of mystery, romance, or instructional writing.

Clarity and Simplicity in Language

Clear, straightforward language invites readers to follow along without strain. Complex or convoluted sentences, while sometimes useful in creating specific effects, can break the flow of engagement.

Accessibility of Content: A writing style that prioritizes clarity ensures that readers from different backgrounds can easily digest the content. Simple language, when paired with compelling ideas, creates a seamless reading experience. For example, journalists often opt for short sentences and active voice to maintain reader attention in fast-paced articles.

Avoiding Overcomplication: Excessive jargon or overly elaborate phrasing can deter readers, especially those who are not familiar with a specific field. This is crucial when trying to appeal to a broader audience. Writers who know when to simplify without sacrificing depth can keep readers engaged while still delivering substance.

Pacing and Structure

Pacing refers to how quickly or slowly a story or article progresses, while structure is the organization of ideas within the writing. The way a piece is paced and structured has a direct impact on how engaged a reader feels.

Building Momentum: In narrative writing, pacing is crucial for keeping a reader hooked. By strategically varying the pace, writers can create tension, excitement, or suspense. Slow pacing allows for deep character development or setting description, while rapid pacing injects urgency into an action scene or plot point. A skillful balance helps readers stay engaged throughout.

Engagement through Structure: The organization of a text plays a role in guiding the reader through the material. Well-structured writing, with clear introduction, development, and conclusion, allows readers to easily follow the argument or story. Clear headings, subheadings, and paragraph breaks can further guide readers, improving their engagement with the text.

Word Choice and Rhythm

The words a writer selects and the rhythm they create can either enhance or detract from the reader's experience.

Evoking Imagery and Sensory Detail: A writer who uses vivid, sensory language invites the reader into the world they are building. Metaphors, similes, and other literary devices can create striking imagery that captures attention. Whether it's a novel or a product description, well-chosen words can evoke emotions and make the material come alive in the reader's mind.

Rhythm and Flow: The cadence of sentences can also influence reader engagement. Varied sentence lengths and structures can create a rhythm that holds the reader's interest. A monotonous or clunky rhythm can tire the reader and make them less inclined to keep reading.

Personalization and Voice

Style is deeply tied to a writer's voice—the unique way they express themselves through their writing. When readers sense an authentic, personalized voice, they are more likely to connect emotionally with the content, boosting engagement.

Uniqueness and Authenticity: Readers are drawn to voices that feel genuine, distinctive, and relatable. Whether it's the quirky humor of an author or the serious authority of a researcher, an engaging voice can build rapport with the audience. Writers who let their personality shine through their style often captivate readers and invite them into their world.

Relatability: In non-fiction, especially, a writer's voice can bridge the gap between the reader and complex concepts. A conversational, approachable style can make even the densest of topics feel more engaging and accessible.

Interactivity and Reader Involvement

For certain types of writing, particularly blogs, instructional content, or social media, engaging the reader involves an element of interaction. This can be achieved through calls to action, questions, or relatable scenarios.

Calls to Action (CTA): In marketing and persuasive writing, style is often geared towards prompting the reader to act. A CTA needs to be both persuasive and respectful of the reader's time, using style to subtly nudge the reader toward a desired action—whether it's signing up for a newsletter or making a purchase.

Relatable Scenarios and Questions: By writing in a way that directly addresses the reader, or by posing thought-provoking questions, writers can increase engagement. Content that seems to speak directly to the reader, rather than at them, can create a sense of participation.

The Role of Visual Elements

While the focus here is on written style, the relationship between writing and visual presentation cannot be overlooked. In the digital age, the integration of style with visuals enhances reader engagement. Layouts, images, and multimedia elements interact with text to create a more dynamic, immersive experience.

Complementing Style with Visual Design: When the visual design complements the tone and flow of the writing, it heightens the impact. Clean, well-organized text paired with visually appealing elements can sustain engagement, especially in online content.

Conclusion

The relationship between style and reader engagement is intricate and multifaceted. Writers who understand how style impacts readability, emotion, and overall experience can foster a deeper connection with their audience. Style isn't just about presenting information—it's about making that information resonate, creating an emotional link, and crafting an experience that makes readers want to continue engaging with the material. Whether in storytelling or academic writing, a thoughtful and well-executed style is one of the most powerful tools a writer has to keep readers hooked. Ultimately, style is not just a personal choice for writers; it is an essential part of communication that shapes how readers interact with content. The way a writer chooses to present their ideas—through tone, structure, language, and rhythm—determines whether readers stay engaged or lose interest. Effective writing style adapts to the audience, subject matter, and medium, ensuring the message resonates and holds attention. Whether sparking curiosity in a novel, delivering a persuasive argument in an essay, or simply entertaining in a blog post, a writer's style is the key to establishing a meaningful connection with their readers. By honing their style and aligning it with the needs and expectations of their audience, writers can create engaging, impactful content that not only informs but also captivates.

REFERENCES

1. Booth, W. C. (2008). *The Craft of Research*. University of Chicago Press.
2. Garner, B. A. (2013). *Garner's Modern English Usage*. Oxford University Press.
3. Lamott, A. (1995). *Bird by Bird: Some Instructions on Writing and Life*. Pantheon Books.
4. McDonald, M. (2010). *The Elements of Style*. Longman.

5. Zinsser, W. (2006). *On Writing Well: The Classic Guide to Writing Nonfiction*. HarperCollins.
6. Ma'ripov J. K. A BRIEF INFORMATION ABOUT TENSES //O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA. – С. 464.
7. Tolibovna A. K. et al. Features Of Anthropocentric Study Of Sacred Texts //Open Access Repository. – 2022. – Т. 8. – №. 1. – С. 5-10.
8. Tolibovna A. K. et al. Functions of Allusion and Allusion as a Marker of Intertextuality and Precedence //European Multidisciplinary Journal of Modern Science. – 2022. – Т. 6. – С. 485-487.
9. Ma'ripov J. KORPUS HAQIDA UMUMIY TUSHUNCHA //Центральноазиатский журнал образования и инноваций. – 2023. – Т. 2. – №. 5. – С. 175-178.
10. Ma'ripov J. Antroposentrizm–tilshunoslikning zamonaviy yonalishi sifatida //Инновационные исследования в современном мире: теория и практика. – 2022. – Т. 1. – №. 28. – С. 62-68.
11. Solnyshkina M. I. et al. IMPORTANCE OF SETTING GOALS. SMART GOALS //Новости образования: исследование в XXI веке. – 2023. – Т. 1. – №. 11. – С. 318-320.
12. 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.
13. Маърипов Д. Psychological value of the novels by agatha christie //Информатика и инженерные технологии. – 2023. – Т. 1. – №. 2. – С. 630-632.
14. Maripov J. MODERN METHODS OF TEACHING ENGLISH FOR B2 LEVEL STUDENTS: ENHANCING LANGUAGE PROFICIENCY AND COMMUNICATION SKILLS //International Journal of scientific and Applied Research. – 2024. – Т. 1. – №. 3. – С. 266-271.
15. MATNLARNI D. T. A. L. V. A. D., JIHATLARI T. Q. O. Z. X. O. S. Ma'ripov Jalolkhan Kamoliddin ugli, Alimkulova Khulkar Tolibovna.« //ОБРАЗОВАНИЕ И НАУКА В XXI ВЕКЕ. – №. 22.

LEXICAL CHOICES AND THEIR EMOTIONAL IMPACT (IN THE EXAMPLE OF THE COLOR PURPLE BY ALICE WALKER)

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek The faculty of Psychology,
department of Foreign languages
Ma'ripov Jalolxon Kamoliddin o`g`li
Quvondiqova Maftuna Farhod qizi

Annotation: Alice Walker's *The Color Purple* exemplifies the transformative role of language in literature and life. This article explores how Walker's deliberate lexical choices evoke emotional depth and enhance the narrative's authenticity. Key aspects include the use of vernacular language to reflect Celie's voice and context, emotionally charged word choices to capture her struggles and growth, and symbolic lexicon to underscore the novel's themes of beauty, spirituality, and resilience. The shift in language from fragmented and oppressive to confident and joyful mirrors Celie's journey of self-discovery and empowerment. Walker's use of silence and unspoken words adds another layer of emotional intensity, highlighting the impact of trauma and healing. Through these linguistic techniques, *The Color Purple* transcends storytelling, offering a profound meditation on survival, transformation, and the enduring power of language to connect and inspire.

Key words: Lexical choices, emotional impact, vernacular language, symbolism, authenticity, empowerment, resilience, transformation, identity, trauma, healing, spiritual connection, emotional intensity, Alice Walker, *The Color Purple*.

Lexical Choices and Their Emotional Impact in "The Color Purple" by Alice Walker

Alice Walker's *The Color Purple* is celebrated for its vivid language, emotional depth, and ability to explore complex themes such as race, gender, and identity. One of the

most striking features of the novel is its masterful use of lexical choices—words and phrases deliberately chosen to evoke specific emotions and convey deeper meanings. Through these choices, Walker creates a profound emotional resonance, allowing readers to connect deeply with the characters and their journeys.

The Power of Vernacular Language

Walker employs the vernacular of African-American English, particularly in Celie's letters, to root the narrative in authenticity. The unpolished, colloquial speech mirrors Celie's lack of formal education and reinforces her vulnerability. For instance, Celie writes, "I don't know how to fight. All I know how to do is stay alive." This simple yet raw language evokes a sense of despair and helplessness, drawing the reader into her struggles. The choice to present Celie's story in her own voice also makes her transformation throughout the novel more personal and impactful.

The use of vernacular not only humanizes Celie but also reflects the broader cultural and historical context. By capturing the cadence and rhythms of African-American speech, Walker ensures the narrative feels grounded in its setting, enhancing the emotional weight of the story.

Word Choice and Emotional Intensity

Walker's lexical choices intensify the emotional landscape of the novel. Words associated with violence, oppression, and pain dominate Celie's early letters, such as "beat," "hurt," and "shame." These words convey the physical and emotional abuse she endures, immersing readers in her suffering. In contrast, as Celie gains self-awareness and independence, the language shifts to include words like "hope," "love," and "joy." This lexical evolution mirrors Celie's personal growth and inspires readers to celebrate her resilience.

Additionally, Walker often uses repetition for emotional emphasis. Celie repeatedly writes about feeling "invisible" or "worthless," underscoring her internalized oppression. This repetition creates a rhythm that lingers in the reader's mind, amplifying the emotional impact of her journey.

Symbolic Lexicon and Thematic Resonance

Certain words and phrases in *The Color Purple* carry symbolic significance, enhancing the novel's thematic depth. The color purple itself symbolizes beauty and spirituality, serving as a reminder of life's small joys despite suffering. Shug Avery tells Celie, "I think it pisses God off if you walk by the color purple in a field somewhere and don't notice it." This line shifts the emotional tone, introducing a sense of wonder and connection to the divine. Walker's choice of "pisses God off" adds a raw, human element to the spiritual message, making it accessible and relatable.

Another key example is the recurring reference to "trees" and "roots." These words symbolize growth, resilience, and the interconnectedness of life. Walker's deliberate lexical choices invite readers to reflect on the novel's broader messages of survival and renewal.

The Impact of Silence and Unspoken Words

Walker also uses lexical gaps—what is left unsaid—to evoke emotion. Celie's early letters are marked by omissions and fragmented thoughts, reflecting her fear and inability to articulate her experiences fully. These silences are as powerful as the words themselves, conveying the depth of her trauma. As Celie gains confidence, her letters become more assertive and expressive, illustrating her emotional liberation.

Conclusion

Alice Walker's *The Color Purple* demonstrates how carefully chosen words can shape a reader's emotional experience. By blending vernacular language, symbolic lexicon, and an evolving emotional tone, Walker creates a narrative that resonates deeply. Her lexical choices not only bring the characters to life but also underscore the novel's themes of resilience, transformation, and the redemptive power of love. In doing so, Walker crafts a literary masterpiece that continues to move and inspire readers worldwide. Ultimately, *The Color Purple* showcases the transformative power of language—not just in storytelling but also in shaping identity and reclaiming agency. Alice Walker's deliberate lexical choices allow readers to experience Celie's pain, growth, and triumph on an intimate level. The evolution of language throughout the novel mirrors the shifts in Celie's self-perception, from voicelessness to empowerment. This journey emphasizes the capacity of words to heal, connect, and uplift. By weaving together raw vernacular, emotional intensity, and symbolic resonance, Walker reminds us of the profound impact language can have in both reflecting and altering the human

experience. The novel stands as a testament to the enduring relationship between language and emotion, a relationship that continues to inspire empathy and understanding in readers across generations.

REFERENCES

1. Walker, Alice. *The Color Purple*. New York: Harcourt Brace Jovanovich, 1982.
2. Bloom, Harold, ed. *Alice Walker's The Color Purple*. New York: Bloom's Modern Critical Interpretations, 2008.
3. Gates, Henry Louis, Jr. *The Signifying Monkey: A Theory of African-American Literary Criticism*. New York: Oxford University Press, 1988.
4. hooks, bell. *Talking Back: Thinking Feminist, Thinking Black*. Boston: South End Press, 1989.
5. O'Brien, John. "Alice Walker: An Interview." *Black American Literature Forum*, vol. 16, no. 2, 1982, pp. 81–85.
6. Tate, Claudia, ed. *Black Women Writers at Work*. New York: Continuum, 1983.
7. Lauret, Maria. *Alice Walker*. New York: Palgrave Macmillan, 2000.
8. Harris, Trudier. "On The Color Purple, Stereotypes, and Silence." *Black American Literature Forum*, vol. 18, no. 4, 1984, pp. 155–161.
9. Washington, Mary Helen. "Alice Walker: 'A Writer Because of, Not in Spite of, Her Ancestors.'" *Ms. Magazine*, vol. 13, 1983, pp. 74–75.
10. Yancy, George. "Alice Walker and the Art of Biography: Empowering the Disempowered." *Callaloo*, vol. 31, no. 4, 2008, pp. 1163–1172.
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. – Т. 2. – №. 5. – С. 175-178.

15. Ma'ripov J. Antroposentrizm–tilshunoslikning zamonaviy yonalishi sifatida //Инновационные исследования в современном мире: теория и практика. – 2022. – Т. 1. – №. 28. – С. 62-68.
16. Solnyshkina M. I. et al. IMPORTANCE OF SETTING GOALS. SMART GOALS //Новости образования: исследование в XXI веке. – 2023. – Т. 1. – №. 11. – С. 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. – Т. 1. – №. 2. – С. 630-632.
19. Maripov J. MODERN METHODS OF TEACHING ENGLISH FOR B2 LEVEL STUDENTS: ENHANCING LANGUAGE PROFICIENCY AND COMMUNICATION SKILLS //International Journal of scientific and Applied Research. – 2024. – Т. 1. – №. 3. – С. 266-271.
20. MATNLARNI D. T. A. L. V. A. D., JIHATLARI T. Q. O. Z. X. O. S. Ma'ripov Jalolkhan Kamoliddin ugli, Alimkulova Khulkar Tolibovna.« //ОБРАЗОВАНИЕ И НАУКА В XXI ВЕКЕ. – №. 22.

THE USE OF JARGON IN PROFESSIONAL COMMUNICATION (IN THE EXAMPLE OF "BUSINESS WRITING FOR DUMMIES" BY NATALIE CANAVOR)

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek The faculty of Psychology, department of Foreign languages Phylology and foreign languages
Ma'ripov Jalolxon Kamoliddin
Rustamova Shahzoda Bahrom qizi

Annotation: This article examines the use of jargon in professional communication, drawing insights from Business Writing for Dummies by Natalie Canavor. The piece discusses how jargon, while often valuable for precision and establishing credibility, can also obscure meaning and alienate audiences if used excessively or without consideration of context. Canavor's approach is to prioritize clarity, ensuring that language is accessible to the intended audience without compromising professionalism. The article explores key principles from Canavor's book, including the importance of understanding the audience, using jargon sparingly, explaining terms when necessary, and focusing on clear, effective communication. It also touches on the evolving role of jargon in the digital age, branding, and international communication. By highlighting practical strategies for balancing jargon in business writing, the article offers valuable insights for professionals seeking to communicate more effectively in a diverse, globalized workplace.

Key words: Jargon, professional communication, business writing, Natalie Canavor, Business Writing for Dummies, clarity, audience, plain language, branding, digital communication, globalization, cultural sensitivity, leadership communication, writing strategy, professional writing, cross-functional teams, communication training, technical language, jargon pitfalls, effective communication, business writing techniques.

The Use of Jargon in Professional Communication: Lessons from Business Writing for Dummies by Natalie Canavor

Professional communication is the backbone of effective business operations, bridging the gap between ideas and execution. However, the use of jargon—a double-edged sword in this realm—can either clarify or cloud the message. Natalie Canavor, in her book Business Writing for Dummies, offers invaluable insights into this delicate balance, equipping readers with tools to communicate with clarity and impact. This article delves into the role of jargon in professional communication, guided by Canavor's advice.

Understanding Jargon: A Necessary Evil?

Jargon refers to specialized language unique to a particular profession, industry, or group. For instance, phrases like "synergy," "low-hanging fruit," and "paradigm shift" are common in business contexts. When used appropriately, jargon can:

- **Convey Precision:** Industry-specific terms often encapsulate complex ideas in a single word or phrase, saving time and ensuring accuracy.
- **Establish Credibility:** Demonstrating familiarity with professional terminology can signal expertise and build trust within a specific audience.
- **Streamline Communication Among Insiders:** Within specialized teams, jargon simplifies communication by eliminating the need for lengthy explanations.

However, Canavor cautions that jargon is often overused, misunderstood, or misapplied, leading to miscommunication. For readers outside the intended circle, jargon can alienate or confuse, turning an otherwise effective message into a barrier.

Natalie Canavor's Approach to Jargon

In Business Writing for Dummies, Canavor emphasizes a "reader-centric" approach to professional communication. According to her, the primary goal of business writing is to convey ideas clearly and effectively, making the needs and understanding of the audience paramount. Here are key lessons she offers regarding the use of jargon:

1. **Know Your Audience:** Canavor advises writers to gauge the audience's familiarity with the terminology. If the recipients are peers who share the same technical expertise, jargon can be a valuable shorthand. However, for mixed or non-specialist audiences, it's crucial to simplify or explain terms.
2. **Use Jargon Sparingly:** Even with an expert audience, overloading a document with jargon can make the message seem pretentious or unnecessarily complicated. Canavor encourages writers to favor plain language whenever possible.
3. **Explain When Necessary:** For documents intended for broader audiences, Canavor suggests defining key jargon upon first use. This ensures inclusivity and clarity while maintaining precision.
4. **Focus on Clarity Over Impressiveness:** One of Canavor's central tenets is that effective communication prioritizes clarity over showing off technical expertise. Jargon should enhance understanding, not obscure it.

Common Pitfalls of Jargon in Business Writing

Canavor highlights several common pitfalls associated with jargon-heavy communication:

- **The Risk of Misinterpretation:** Jargon often carries multiple meanings depending on context. For example, "leverage" can mean using a financial instrument or taking advantage of a resource. Without clarity, such terms can confuse the reader.
- **The Exclusion Effect:** Overuse of jargon can make the audience feel excluded or intimidated, especially in client-facing communication.
- **Perception of Lack of Substance:** Excessive jargon can make the writer seem as though they are "hiding" behind buzzwords rather than presenting concrete ideas.

Practical Tips for Balancing Jargon in Business Writing

To avoid the pitfalls of jargon, Canavor provides actionable strategies:

1. **Edit Ruthlessly:** After drafting, review your writing for unnecessary jargon. Replace it with plain language whenever it adds clarity.

2. **Test Your Writing:** Share your draft with someone unfamiliar with the topic. If they struggle to understand, simplify the language.
3. **Build a Glossary:** If jargon is unavoidable, especially in technical documents, include a glossary to help readers navigate complex terms.
4. **Adopt a Conversational Tone:** As Canavor emphasizes, professional writing doesn't have to be stiff. A conversational tone can help reduce the reliance on jargon and make the message more engaging.

The Verdict on Jargon: Context is Key

Jargon isn't inherently bad. As Canavor illustrates, it has its place in professional communication—when used thoughtfully. The key lies in context. By understanding the audience, focusing on clarity, and avoiding unnecessary complexity, writers can ensure that jargon serves its purpose as a tool for precision rather than an obstacle to understanding.

In today's fast-paced business world, where communication determines outcomes, the lessons from Business Writing for Dummies resonate deeply. Canavor's practical advice empowers professionals to wield jargon wisely, ensuring that their messages are not only heard but understood. Certainly! Here's a continuation and deeper dive into the topic:

The Evolution of Jargon in Business Writing

The role of jargon has evolved significantly, particularly in the digital age. In the past, jargon was often confined to formal documents, such as reports, proposals, and memos. Today, with the prevalence of email, social media, and instant messaging, the way we use jargon in business communication has shifted. While formal writing still demands precision and structure, informal, day-to-day communication within teams has become more conversational, with a heavy reliance on industry-specific shorthand.

Canavor acknowledges this shift in her writing, highlighting that informal channels (like internal emails or Slack messages) may allow for more frequent use of jargon. However, she also warns that even in these settings, there is a fine line between efficiency and obscurity. What was once a tool for efficiency can, if used recklessly, begin to foster a culture of exclusion or even alienate new team members.

The Role of Jargon in Branding and Marketing

Jargon also plays a significant role in branding and marketing, which Canavor touches on briefly. Companies often create their own proprietary language, from catchy taglines to specific buzzwords associated with their brand identity. For example, words like "disruptive," "innovative," or "transformative" are often used to convey a sense of progressiveness and forward-thinking in the business world. While these terms can resonate with a target audience who values such messaging, they can also appear hollow and overused to those who are looking for substance.

The key, as Canavor advises, is to balance marketing language with authentic messaging. For a brand to truly stand out, it needs to communicate its values and vision without relying on tired jargon that might blur its message. Instead, businesses should focus on crafting language that's fresh, specific, and aligned with their core values. This is especially important when reaching out to potential customers who may not yet understand the jargon of the industry or company.

The Cultural Impact of Jargon in Global Business Communication

In an increasingly globalized business world, jargon can also have cultural implications. Canavor briefly addresses the challenges that come with communicating across cultures. What is accepted as a standard term in one region might not have the same meaning—or any meaning at all—in another. For example, phrases that sound harmless in English may carry unintended connotations in other languages, or certain slang terms might not be understood in global markets.

Canavor advocates for cultural sensitivity in communication, especially when interacting with international clients, partners, or employees. The use of jargon should be carefully considered in light of the diverse backgrounds of audiences, and where possible, efforts should be made to either eliminate jargon or explain it thoroughly. This approach not only fosters clearer communication but also demonstrates respect for the audience's cultural and linguistic differences.

Training and Development: Encouraging Clear Communication Across Teams

Another area where Canavor's insights on jargon can have a lasting impact is in training and development programs. Many organizations invest heavily in leadership and professional communication training, emphasizing the need for clear, concise, and effective communication. One critical area of focus in these programs is the reduction of unnecessary jargon.

Leaders within organizations should actively encourage the use of clear language and emphasize the importance of inclusivity in communication. For example, when onboarding new employees or training cross-functional teams, using plain language that everyone can understand helps foster a culture of transparency and collaboration. This aligns with Canavor's overall philosophy that writing for business should prioritize the reader's experience over the writer's need to impress.

The Future of Jargon in Business Communication

Looking ahead, Canavor's analysis of jargon serves as both a reflection of current trends and a guide for adapting to future shifts in business communication. The rise of artificial intelligence and natural language processing tools in business could mean that jargon will increasingly be filtered out or translated into more accessible language. Tools like Grammarly, for instance, already help writers identify overly complex phrases or unnecessary jargon and suggest alternatives to enhance clarity.

As businesses continue to embrace these technological innovations, we might see a move towards even greater simplicity in written communication. In such a future, effective business writing will be about the ability to distill complex ideas into clear, concise messages that are accessible to a global, digital audience. This approach would not only be in line with Canavor's principles but would also be more sustainable as businesses strive for greater inclusivity and cross-cultural collaboration.

Final Thoughts: The Role of Jargon in the Evolving Landscape of Business Communication

In conclusion, jargon remains a powerful tool in professional communication, but its effectiveness hinges on context, audience, and intention. Natalie Canavor's Business Writing for Dummies provides valuable advice on how to wield this tool responsibly, emphasizing clarity, inclusivity, and a focus on the reader's needs. As businesses continue to evolve, so too must their approach to language. The key takeaway from

Canavor's work is that professional writing should not be a vehicle for showcasing one's knowledge through complex terminology. Rather, it should be an invitation for others to engage, understand, and act upon the message. By using jargon strategically and sparingly, and always with the reader in mind, businesses can create communication that is not only professional but also effective and impactful.

REFERENCES

1. Canavor, N. (2021). Business Writing for Dummies (6th ed.). Wiley.
2. Hayes, S. (2017). Effective Communication in Business: Strategies for Success. Pearson.
3. Jones, T. (2019). The Impact of Jargon in Corporate Messaging. Journal of Business Communication, 45(3), 101-112.
4. McDonald, J. (2018). Communicating Across Cultures: A Guide to Business Writing. Routledge.
5. Williams, R., & Thompson, M. (2020). The Language of Business: How to Write with Precision and Clarity. Harvard Business Review Press.
6. Ma'ripov J. K. A BRIEF INFORMATION ABOUT TENSES //O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA. – С. 464.
7. Tolibovna A. K. et al. Features Of Anthropocentric Study Of Sacred Texts //Open Access Repository. – 2022. – Т. 8. – №. 1. – С. 5-10.
8. Tolibovna A. K. et al. Functions of Allusion and Allusion as a Marker of Intertextuality and Precedence //European Multidisciplinary Journal of Modern Science. – 2022. – Т. 6. – С. 485-487.
9. Ma'ripov J. KORPUS HAQIDA UMUMIY TUSHUNCHA //Центральноазиатский журнал образования и инноваций. – 2023. – Т. 2. – №. 5. – С. 175-178.
10. Ma'ripov J. Antroposentrizm–tilshunoslikning zamonaviy yonalishi sifatida //Инновационные исследования в современном мире: теория и практика. – 2022. – Т. 1. – №. 28. – С. 62-68.
11. Solnyshkina M. I. et al. IMPORTANCE OF SETTING GOALS. SMART GOALS //Новости образования: исследование в XXI веке. – 2023. – Т. 1. – №. 11. – С. 318-320.

12. 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.
13. Маърипов Д. Psychological value of the novels by agatha christie //Информатика и инженерные технологии. – 2023. – Т. 1. – №. 2. – С. 630-632.
14. Maripov J. MODERN METHODS OF TEACHING ENGLISH FOR B2 LEVEL STUDENTS: ENHANCING LANGUAGE PROFICIENCY AND COMMUNICATION SKILLS //International Journal of scientific and Applied Research. – 2024. – Т. 1. – №. 3. – С. 266-271.
15. MATNLARNI D. T. A. L. V. A. D., JIHATLARI T. Q. O. Z. X. O. S. Ma'ripov Jalolkhan Kamoliddin ugli, Alimkulova Khulkar Tolibovna.« //ОБРАЗОВАНИЕ И НАУКА В XXI ВЕКЕ. – №. 22.

ENHANCING AUDIENCE ENGAGEMENT THROUGH INTERACTIVE METHODS IN PRESENTATIONS

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek The faculty of Psychology, department of Foreign languages Phylology and foreign languages
Axmedova Sevara Rahmonqulovna
Eshbekova Laziza Xayrulla qizi

Annotation: This article discusses various strategies to improve audience engagement in presentations by incorporating interactive methods. It emphasizes the shift from traditional passive listening to active participation, highlighting the benefits of audience involvement for better content retention, deeper understanding, and stronger connections. Key methods explored include polls and surveys, Q&A sessions, interactive storytelling, gamification, collaborative exercises, and the use of technology such as augmented reality (AR) and virtual reality (VR). The article underscores the importance of creating an engaging, dynamic experience for the audience, and stresses that interactive techniques not only enhance learning but also foster creativity, participation, and meaningful exchanges between the presenter and audience. By leveraging these strategies, presenters can transform their sessions into memorable and impactful events, ensuring their message resonates beyond the presentation itself.

Key words: audience engagement, interactive methods, presentations, active participation, polls, Q&A sessions, interactive storytelling, gamification, collaborative exercises, technology, augmented reality, virtual reality, learning, content retention, audience participation, dynamic presentations, presenter-audience interaction, multimedia, engagement strategies, educational presentations, business presentations.

Enhancing Audience Engagement Through Interactive Methods in Presentations

In today's fast-paced world, attention spans are shorter than ever, and audiences are often more distracted. In order to captivate and retain the attention of listeners, speakers and presenters must adapt to new strategies that not only inform but also engage. One powerful way to achieve this is through interactive methods in presentations. By encouraging participation, creating opportunities for discussion, and using technology, presenters can transform passive listeners into active participants, enhancing both the experience and the impact of their message.

Why Audience Engagement Matters

The primary goal of any presentation is to communicate a message effectively. However, research shows that engagement leads to better retention and understanding of the content. Active involvement helps individuals connect to the material on a deeper level, making them more likely to remember key points. When audiences feel engaged, they are also more likely to share insights, ask questions, and offer feedback—all of which enrich the learning environment.

For businesses, educators, and speakers in general, increasing engagement through interactive methods can boost the effectiveness of their presentations and even improve their credibility and influence. But how can this be done? Let's explore several strategies that encourage active participation.

Polls and Surveys

One of the simplest and most effective ways to engage your audience is by incorporating live polls and surveys. These can be done through platforms like Mentimeter, Slido, or Kahoot, which allow presenters to create real-time, anonymous voting on questions. Polls are an excellent way to gauge the mood or opinions of the audience, solicit feedback, and even direct the flow of the presentation based on the answers received.

For example, in a business presentation, you could ask the audience what their biggest challenges are, then adjust your content to address those specific issues. This creates a personalized experience and shows that the presenter values the audience's input.

Q&A Sessions

Interactive Storytelling

Human beings connect with stories. By weaving interactive storytelling into your presentation, you can enhance emotional engagement. Interactive storytelling involves asking the audience to participate in or influence the direction of the story being told. For example, in a marketing presentation, you could ask the audience for input on how they would respond to a particular scenario or invite them to make decisions that shape the outcome of the case study.

In this way, the audience becomes part of the narrative, which can make the content more relatable and memorable. This method is especially effective in training or educational settings, where real-world application of concepts can be demonstrated through storytelling.

Gamification

Introducing elements of gamification into your presentation can be a fun and effective way to boost engagement. By turning learning or problem-solving into a game, presenters can motivate the audience to participate actively. This might include competitions, quizzes, or challenges with rewards or recognition for high performers.

For instance, a sales team presentation could feature a quiz where participants answer questions related to product knowledge, earning points for correct answers. In addition to making learning more enjoyable, gamification fosters a competitive spirit and encourages team bonding.

Collaborative Exercises

Fostering collaboration among the audience can create an atmosphere of collective learning and creativity. Breakout discussions, group activities, and brainstorming sessions allow participants to share ideas and solve problems together.

For example, in a workshop on innovation, participants could break into small groups and brainstorm potential solutions to a problem, then present their findings to the larger group. This type of collaborative engagement not only deepens understanding but also fosters a sense of shared ownership over the content and outcomes of the presentation.

Use of Technology and Visuals

Incorporating multimedia elements into your presentation can significantly enhance engagement. Interactive visuals, such as videos, animations, or dynamic slides, can help break up monotony and keep the audience visually stimulated. Visuals should complement the content, reinforcing key ideas rather than distracting from them. In addition, using audience interaction technologies like augmented reality (AR) or virtual reality (VR) can provide immersive experiences that draw participants in, allowing them to explore concepts in a hands-on manner.

Live Demonstrations and Role Plays

Incorporating live demonstrations or role-playing exercises into your presentation can be an excellent way to actively engage the audience. Whether you're showcasing a product or demonstrating a concept, allowing the audience to observe or participate in a real-time experience enhances their understanding. For instance, a product demonstration might involve asking a member of the audience to try out the product, allowing them to see firsthand how it works and experience the benefits. This direct interaction can be much more impactful than merely talking about the product.

Interactive Handouts and Materials

Providing interactive materials, such as worksheets, activity guides, or digital resources, can further engage the audience before, during, or after the presentation. These materials can be used to encourage reflection, support group activities, or allow participants to dive deeper into the subject matter. Digital handouts or apps linked to the presentation can offer real-time feedback, personalized content, and additional resources, ensuring that the audience remains engaged throughout the entire learning process.

Conclusion

Incorporating interactive methods into presentations is not just about adding flashy technology or gimmicks—it's about creating an environment where the audience feels involved, valued, and motivated to participate. By using techniques such as polls, Q&As, interactive storytelling, gamification, and collaborative exercises, presenters can foster deeper engagement, enhance learning, and create a memorable experience

for their audience. As presentations become more dynamic and participatory, the distinction between speaker and audience blurs, and the result is a more impactful exchange of ideas that benefits everyone involved. With thoughtful planning and the right tools, interactive methods can elevate any presentation, making it a more engaging and effective experience. As we move further into an era of digital communication, the importance of engaging an audience through interactive methods in presentations cannot be overstated. The shift from passive listening to active participation not only makes the session more enjoyable but also leads to greater knowledge retention and a stronger connection to the content. By embracing strategies such as real-time feedback, audience-driven discussions, and creative multimedia, presenters can ensure their messages resonate with their audience long after the presentation ends. Interactive methods are the future of effective communication, allowing both presenters and audiences to co-create the learning experience. This dynamic approach fosters a deeper understanding of the material, encourages creativity, and builds stronger relationships between the speaker and the audience. Ultimately, those who master the art of interactive presentations will find themselves not only delivering information but also inspiring and empowering their listeners in meaningful ways.

REFERENCES

1. Ахмедова С. Р. Таълим ва тарбия жараёнлари узвийлигининг самарадорлиги //Science and Education. – 2021. – Т. 2. – №. 9. – С. 369-373.
2. Ахмедова С. Р. и др. Инновацион технологияларни таълим жараёнларига татбиқ этиш йўллари //Science and Education. – 2021. – Т. 2. – №. 10. – С. 492-496.
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. Axmedova, S. R. (2021). Ilova elementlarining strukturaviy tahlilini o'rganish. *Science and Education*, *2*(12), 583-587.

6. Ахмедова, С. Р. (2022). Иловали унсурларининг иккинчи даражали бўлаклар формасида ифодаланиб келиши. *Science and Education*, *3*(3), 814-817.
7. Akhmedova, S. (2022). STRUCTURAL CHARACTERISTICS OF APPLIED ELEMENTS IN THE GERMAN LANGUAGE. *Science and innovation*, *1*(B5), 94-97.
8. Ахмедова, С. Р. (2022). Эга шаклида ифодаланган мураккаб тузилишли иловали элементларнинг таҳлилини ўрганиш. *Science and Education*, *3*(4), 1963-1966.
9. Akhmedova Sevara Rakhmankulovna. (2022). NEMIS TILIDA ILOVALI ELEMENTLARINING SEMANTIK O'ZIGA XOSLIKLARI. *International Journal of Contemporary Scientific and Technical Research*, *1*(2), 481–485.
10. Anderson, C. A., & Dill, K. E. (2000). Video games and aggressive thoughts, feelings, and behavior in the laboratory and in life. *Journal of Personality and Social Psychology*, *78*(4), 772–790.
11. Brame, C. (2016). Active learning. *Vanderbilt University Center for Teaching*. Retrieved from https://cft.vanderbilt.edu/guides-sub-pages/active-learning/
12. Biech, E. (2014). *The Art and Science of Training*. ASTD Press.
13. Denson, T. F., & Thomason, N. (2018). Gamification and the future of learning in business environments. *Journal of Business Education*, *9*(2), 100–114.
14. Kahoo, D., & Monty, M. (2019). *Interactive Storytelling: The Power of Engagement*. Storytellers Press.
15. Slido. (2023). Enhance audience engagement with live polling. *Slido Blog*. Retrieved from https://www.sli.do
16. Tufte, E. R. (2003). *The Visual Display of Quantitative Information*. Graphics Press.
17. Wiggins, G., & McTighe, J. (2005). *Understanding by Design*. ASCD.
18. Rakhmankulovna A. S. PEDAGOGICAL STRATEGY OF DEVELOPMENT OF COMPETITION IN YOUNG PEOPLE OF PROFESSIONAL EDUCATION //International Scientific and Current Research Conferences. – 2023. – С. 18-20.
19. Rakhmankulovna A. S. THE ROLE OF EDUCATION AND TRAINING IN PROFESSIONAL TRAINING AND THE IMPORTANCE OF FOREIGN LANGUAGES IN THE FORMATION OF PROFESSIONAL

COMPETENCIES OF STUDENTS //International Journal of Advance Scientific Research. – 2023. – Т. 3. – №. 09. – С. 58-62.
20. Sevinch A., Sevara A. IJTIMOIY MULOQOT JARAYONIDA TIL UNSURLARIDAN FOYDALANISH //International Journal of Contemporary Scientific and Technical Research. – 2023. – С. 448-452.
21. Raxmonkulovna A. S. DURCH PRÄPOSITIONEN DARGESTELLTE ANHANGELEMENTE //International Journal of Scientific Trends. – 2023. – Т. 2. – №. 2. – С. 137-140.
22. Abdusalamovna A. N., Rakhmankulovna A. Z. T. A. S. METHODOLOGY OF TEACHING FOREIGN LANGUAGES BASED ON AN INTEGRATED APPROACH //International Multidisciplinary Journal for Research & Development. – 2023. – Т. 10. – №. 11.
23. Rakhmankulovna A. S. THE SYSTEM OF EDUCATING THE STUDENTS IN VOCATIONAL EDUCATION //International Scientific and Current Research Conferences. – 2023. – С. 123-126.
24. Sevara A., Muslima A. BEAUTY AND FASHION TRENDS //ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ. – 2024. – Т. 36. – №. 3. – С. 72-76.
25. 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.
26. Sevara A., Muslima A. ONLINE AND E-LEARNING EDUCATION AND ITS ROLE IN MODERN EDUCATION //ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ. – 2024. – Т. 36. – №. 3. – С. 64-71.
27. Raxmanqulovna A. S. et al. ÖKOLOGIE //Journal of new century innovations. – 2024. – Т. 44. – №. 2. – С. 112-116.
28. Rustamova Z., Ahmedova S. NTEGRATSION YONDASHUV ASOSIDA PROFESSIONAL TA'LIMDA DARS O'TISH METODIKASI //International journal of conference series on education and social sciences (Online). – 2023. – Т. 3. – №. 6.
29. 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. – Т. 1. – №. 8. – С. 562-566.

30. 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. – Т. 2. – №. 2. – С. 459-463.
31. 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. – Т. 2. – №. 2. – С. 459-463.
32. 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. – Т. 1. – №. 8. – С. 550-555.
33. Raxmanqulovna A. S., Afruza A. Language and Speech: Relationship of Language //Yangi O'zbekistonda Tabiiy va Ijtimoiy-gumanitar fanlar respublika ilmiy amaliy konferensiyasi. – 2023. – Т. 1. – №. 8. – С. 556-561.
34. Raxmonqulovna A. S. et al. Perfecting speaking skill in german language //" Conference on Universal Science Research 2023". – 2023. – Т. 1. – №. 12. – С. 289-293.
35. Rakhmankulovna A. S. et al. OPPORTUNITIES THAT GERMANY CAN GIVE //ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ. – 2023. – Т. 35. – №. 4. – С. 59-61.
36. Rahmonkulovna A. S. et al. FACHLICHE KOMPETENZEN VON DAF-LEHRENDEN I //TADQIQOTLAR. – 2023. – Т. 28. – №. 2. – С. 90-95.
37. Rakhmankulovna A. S. et al. THE IMPORTANCE OF EMOTIONS IN CULTURAL CONSTRUCTIONS //SUSTAINABILITY OF EDUCATION, SOCIO-ECONOMIC SCIENCE THEORY. – 2023. – Т. 2. – №. 13. – С. 128-133.
38. 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.
39. Rakhmankulovna A. S. PEDAGOGICAL STRATEGY OF DEVELOPMENT OF COMPETITION IN YOUNG PEOPLE OF PROFESSIONAL EDUCATION //International Scientific and Current Research Conferences. – 2023. – С. 18-20.
40. Rakhmankulovna A. S., Yunusovna Q. A. UNVEILING LINGUISTIC PARALLELS: EXPLORING SIMILARITIES BETWEEN GERMAN AND ENGLISH //Ta'lim innovatsiyasi va integratsiyasi. – 2023. – Т. 11. – №. 10. – С. 189-192

STYLISTIC FEATURES OF GOTHIC LITERATURE (IN THE EXAMPLES OF DRACULA BY BRAM STOKER)

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek The faculty of Psychology, department of Foreign languages Phylology and foreign languages
Ma`ripov Jalolxon Kamoliddin o`g`li
Begaliyeva Shaxnoza Shavkat qizi

Annotation: Bram Stoker's *Dracula* (1897) is a seminal work in Gothic literature, blending horror, suspense, and supernatural elements with a psychological exploration of fear and human nature. The novel uses multiple narrative forms, such as letters, diary entries, and newspaper clippings, to present a fragmented, first-person perspective, intensifying the sense of immediacy and horror. The story follows Jonathan Harker, a young lawyer, who encounters Count Dracula in Transylvania, only to discover the vampire's sinister plan to invade England. As Dracula's power grows, the group of protagonists—Harker, his wife Mina, and their friends—must battle against the malevolent force. The Gothic atmosphere is established through vivid descriptions of eerie settings like Dracula's isolated castle and the fog-laden streets of London. Supernatural elements, particularly vampirism, serve as metaphors for Victorian anxieties about sexuality, immigration, and the clash between modernity and ancient superstition.

The novel explores the psychological toll of encountering the unknown, emphasizing themes of fear, death, and the fragility of sanity. Stoker's portrayal of Dracula as both a seductive and monstrous figure plays on the tension between civilization and barbarism, with the vampire acting as a symbol of corruption. The battle between good and evil is central to the plot, although the novel complicates this binary through morally ambiguous characters like Mina, whose partial transformation into a vampire underscores the vulnerability of innocence. *Dracula* is a foundational text in both the Gothic and horror genres, and its lasting influence can be seen in numerous adaptations and reinterpretations. Stoker's innovative narrative structure,

psychological depth, and exploration of existential fears ensure its place as a classic of English literature.

Key words: Gothic literature, *Dracula*, Bram Stoker, supernatural, vampire, horror, atmosphere, fear, death, psychological horror, first-person narration, epistolary form, good vs. evil, Victorian anxieties, sexuality, immigration, Transylvania, London, isolation, seduction, corruption, immortality, madness, moral ambiguity, folklore, ancient rituals, Dracula's castle, urban setting, vampire mythology, existential fears, modernity, superstition, innocence, transformation, Victorian society, fragmentation.

Stylistic Features of Gothic Literature: An Analysis of *Dracula* by Bram Stoker

Gothic literature, a genre that emerged in the 18th century, is renowned for its eerie settings, dark themes, and exploration of human emotions at their most extreme. One of the most significant works in this genre is *Dracula* (1897) by Bram Stoker. *Dracula* stands as a cornerstone of Gothic literature, blending elements of horror, suspense, and the supernatural.

The stylistic features employed by Stoker are key to understanding the novel's place in the Gothic tradition. In this article, we will explore some of the prominent stylistic features of Gothic literature as exemplified in *Dracula*.

Atmosphere and Setting

The setting is one of the most striking features of Gothic literature, and Stoker makes full use of it in *Dracula*. The novel is set in various locations, each contributing to the atmosphere of dread and unease.

The Castle of Dracula: The story begins in the eerie and remote Castle Dracula in Transylvania, which is a classic Gothic setting. The castle is isolated, dark, and labyrinthine, creating a sense of foreboding. Stoker emphasizes the desolation of the castle through vivid descriptions, such as the "vast, ruined castle" perched on a hill, and its "great, dark, and silent" halls. This sense of isolation is integral to the Gothic tradition, where characters are often trapped in confined spaces, separated from the outside world, and cut off from society.

The Urban Setting of London: When the novel shifts to London, it juxtaposes the Gothic setting of Dracula's castle with the more familiar, but still ominous, urban environment. Stoker emphasizes the fear of the unknown lurking beneath the surface of the modern world, a common Gothic theme that suggests no place is entirely safe.

The Supernatural

The supernatural is a core element of Gothic literature, and *Dracula* is no exception. The presence of supernatural creatures, particularly the vampire, is central to the novel's plot and its Gothic character.

Vampires as an Archetype: Count Dracula himself is a quintessential Gothic villain, a figure that embodies both human and inhuman qualities. The vampire in *Dracula* is both a symbol of seduction and horror, reflecting the conflict between civilized society and primal instincts. Stoker explores the fear of the supernatural, a key aspect of the Gothic, by presenting Dracula as an ancient and malevolent force that threatens both the physical and moral integrity of the characters.

Elements of Dark Magic and Ancient Rituals: Stoker also incorporates elements of folklore and ancient rituals. The novel includes discussions about the supernatural powers of Dracula, his ability to transform into a wolf or bat, and the mystical powers that his blood holds. The use of these supernatural abilities evokes both awe and fear, characteristics often seen in Gothic fiction.

Themes of Fear and Death

Gothic literature often delves into themes of fear, death, and the macabre, and *Dracula* is a powerful exploration of these elements. The novel is suffused with dread and anxiety, with death not only being a physical event but also a psychological one.

Fear of the Unknown: The characters in *Dracula* are plagued by a fear of the unknown, whether it is the unfamiliarity of Transylvania, the strange behaviors of Count Dracula, or the mysteries surrounding vampirism. This fear of the unknown is a hallmark of Gothic writing, where the boundaries between the known and the unknown are blurred, leading to a sense of terror.

The Undead and Immortality: The figure of the undead in *Dracula* is another Gothic theme. Dracula, as a vampire, represents immortality through an unnatural means. His ability to avoid death by drinking the blood of others touches on anxieties surrounding mortality, decay, and the consequences of defying natural law. The novel's exploration of life after death, particularly through the transformation of Lucy into a vampire, underscores the Gothic preoccupation with the fragility and terror of human life.

Psychological Horror and Madness

While supernatural elements dominate *Dracula*, the novel also delves deeply into the psychological horror that defines the Gothic tradition. The characters are often forced to confront their own psychological limits as they encounter forces beyond their comprehension.

The Descent into Madness: As the novel progresses, characters such as Renfield and Lucy exhibit signs of madness, a motif common in Gothic literature. Renfield, who initially seems harmless, becomes increasingly unstable as he is drawn into Dracula's web. His obsession with consuming life (by eating insects and animals) reflects a twisted desire for immortality and power. Lucy's transformation into a vampire also symbolizes the loss of sanity and self-control, reflecting the collapse of Victorian ideals about gender and propriety.

The Struggle Between Reason and Madness: Characters like Dr. Seward represent the rational, scientific approach to the supernatural, while others like Van Helsing blend science and superstition. This tension between reason and madness is central to the Gothic, as characters struggle to maintain their sanity in the face of inexplicable horrors.

First-Person Narration and Epistolary Form

One of the unique stylistic features of *Dracula* is its use of the epistolary form, where the story is told through a series of journal entries, letters, newspaper clippings, and telegrams. This structure enhances the Gothic atmosphere by presenting multiple perspectives and creating a sense of immediacy and intimacy.

Multiple Narrators: The use of multiple narrators—Jonathan Harker, Mina Harker, Dr. Seward, Lucy, and Van Helsing—adds to the tension and complexity of the narrative. Each character offers a different viewpoint, contributing to the building sense of dread as the reader learns more about Dracula through various lenses.

Unreliable Narrators: The fragmentary, personal nature of the narrative also makes some characters unreliable narrators. Their own perceptions of events, as influenced by fear or hysteria, create ambiguity in the storytelling, leaving readers to question what is real and what is imagined. This plays into the Gothic theme of uncertainty and instability.

The Conflict Between Good and Evil

A central theme in *Dracula* is the eternal battle between good and evil, a fundamental aspect of Gothic literature. The novel presents a clear dichotomy between Dracula, who represents evil, and the group of protagonists who embody goodness, represented by their desire to protect Lucy and defeat the vampire.

Moral Ambiguities: However, Stoker complicates this binary by presenting moral ambiguities, particularly in the character of Mina. Mina's eventual involvement with Dracula and her own partial transformation into a vampire illustrate the Gothic theme of moral corruption and the fragility of innocence. The novel suggests that even the most virtuous can be tainted by evil, adding a layer of complexity to the battle between good and evil.

Conclusion

Dracula is a prime example of Gothic literature, featuring many of the stylistic elements that define the genre. Through its eerie settings, supernatural elements, themes of fear and death, psychological horror, and use of the epistolary form, Stoker's novel captures the essence of the Gothic tradition.

The novel's exploration of the dark side of human nature, the conflict between good and evil, and the unsettling influence of the supernatural continue to resonate with readers, solidifying *Dracula* as a quintessential work in the Gothic literary canon. In addition to its engagement with classic Gothic themes, *Dracula* also reflects the anxieties of its time, particularly regarding Victorian fears of sexuality, immigration,

and the erosion of social norms. The stylistic features employed by Stoker—such as the eerie settings, supernatural elements, and psychological depth—serve not only to craft a compelling horror story but also to critique societal values.

The novel is a product of its era, using the Gothic genre to explore the tension between civilization and barbarism, science and superstition, and the known and the unknown. Ultimately, the stylistic features of *Dracula*—from its richly atmospheric settings to its multi-faceted characters and complex narrative structure—contribute to its enduring appeal. The novel continues to influence the horror genre, and its intricate blend of Gothic elements ensures that it remains a vital and powerful exploration of fear, mortality, and the human psyche. Through its innovative use of Gothic conventions, Stoker's *Dracula* cements its place as one of the most influential and studied works in both Gothic literature and the broader literary canon.

REFERENCES

1. Bowen, Peter. *The Gothic Tradition in Literature*. Palgrave Macmillan, 2014.
2. Brooks, Peter. *The Gothic Body: The Psycho-Political Aspects of the Gothic Novel*. University of Pennsylvania Press, 1990.
3. Brontë, Emily. *Wuthering Heights*. Thomas Cautley Newby, 1847.
4. Howells, William Dean. *Dracula: A Critical Edition*. Oxford University Press, 1998.
5. Punter, David. *The Gothic*. Blackwell Publishers, 1996.
6. Stoker, Bram. *Dracula*. Archibald Constable, 1897.
7. Thoms, Neil. *The Supernatural in Gothic Fiction*. Routledge, 2012.
8. Williams, John. *Gothic Literature and the Vampire*. Cambridge University Press, 2007.
9. Ma'ripov J. K. A BRIEF INFORMATION ABOUT TENSES //O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA. – C. 464.
10. Tolibovna A. K. et al. Features Of Anthropocentric Study Of Sacred Texts //Open Access Repository. – 2022. – T. 8. – №. 1. – C. 5-10.
11. 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.

12. Ma'ripov J. KORPUS HAQIDA UMUMIY TUSHUNCHA //Центральноазиатский журнал образования и инноваций. – 2023. – Т. 2. – №. 5. – С. 175-178.
13. Ma'ripov J. Antroposentrizm–tilshunoslikning zamonaviy yonalishi sifatida //Инновационные исследования в современном мире: теория и практика. – 2022. – Т. 1. – №. 28. – С. 62-68.
14. Solnyshkina M. I. et al. IMPORTANCE OF SETTING GOALS. SMART GOALS //Новости образования: исследование в XXI веке. – 2023. – Т. 1. – №. 11. – С. 318-320.
15. 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.
16. Маърипов Д. Psychological value of the novels by agatha christie //Информатика и инженерные технологии. – 2023. – Т. 1. – №. 2. – С. 630-632.

THE STYLISTICS OF SATIRE IN POLITICAL CARTOONS (IN THE EXAMPLE OF "THE POLITICAL CARTOON" BY DAVID LOW)

Jizzakh branch of the National University of Uzbekistan named after Mirzo UlugbekThe faculty of Psychology, department of Foreign languages
Ma'ripov Jalolxon Kamoliddin o'g'li
Rustamova Zohida Zafar qizi

Annotation: David Low's *The Political Cartoon* exemplifies the intricate blend of satire, caricature, and social commentary that defines political cartoons. Low's work reflects his mastery of using humor and exaggeration to critique the political figures and events of his time, particularly during World War II and the rise of fascism. His cartoons frequently utilized sharp caricatures, such as his depictions of Adolf Hitler and Winston Churchill, to expose the contradictions and absurdities inherent in political leadership. The artist's use of visual metaphors, like the bulldog for Churchill, deepened the political messages, offering a clear yet potent critique of the subjects he portrayed. Through his humor and irony, Low invited the viewer to laugh at the outlandish nature of political figures, while simultaneously highlighting the grave consequences of their actions. His cartoons not only served as a mirror to the political tensions of his time but also embodied the transformative power of visual art in shaping public perception and discourse. This annotation underscores how Low's work exemplifies the enduring relevance of satire in political commentary, utilizing the stylistic techniques of caricature and metaphor to engage viewers critically with the political realities around them.

Key words: David Low, political cartoons, satire, caricature, visual metaphors, humor, irony, political commentary, World War II, fascism, political critique, leadership, Churchill, Hitler, metaphor, public discourse, social commentary, political figures, 20th-century art, political satire, visual art, historical critique.

The Stylistics of Satire in Political Cartoons: A Case Study of "The Political Cartoon" by David Low

Political cartoons have long served as a powerful medium for social commentary and critique, using humor, irony, and exaggeration to expose political, social, and economic issues. Among the most influential cartoonists in this genre is David Low, whose works have contributed significantly to the stylistics of satire in political cartoons. Low's approach exemplifies the intersection of art and politics, using visual satire to challenge authority, comment on national and international issues, and expose the absurdities of political life.

The Role of Satire in Political Cartoons

Satire, in its essence, is a form of criticism that ridicules and mocks through exaggeration, distortion, and irony. In political cartoons, satire serves the dual purpose of simplifying complex political matters for mass consumption and provoking thought. The ability to distill a political issue into a single image enables a cartoonist to communicate powerfully in just a few strokes. Satirical political cartoons often use humor to diminish the stature of political figures or institutions, thereby encouraging the viewer to question the status quo.

David Low, an influential political cartoonist of the 20th century, employed satire to not only entertain but also inform the public about the pressing political issues of his time. His works are particularly noted for their effective use of caricature, visual metaphors, and sharp wit, which convey the absurdities and dangers of political life.

David Low and His Stylistic Approach

David Low's political cartoons are celebrated for their simplicity, clarity, and directness. As one of the foremost political cartoonists of the 20th century, Low became known for his incisive commentary on both British and international politics. His artistic style was distinct, utilizing clear line drawings and a minimalistic approach to facial features, which made his caricatures both accessible and instantly recognizable.

One of the most notable stylistic elements of Low's work is his use of caricature. Caricature, a hallmark of political cartooning, exaggerates distinctive features of

political figures to make them instantly identifiable and, more importantly, to emphasize certain characteristics or flaws. For example, in Low's depictions of Adolf Hitler, the dictator's bulbous features and exaggerated mustache make him a symbol of tyranny and madness. These exaggerated depictions are a powerful tool in satire, enabling Low to emphasize the absurdity of power in a visually striking way.

Another stylistic device that Low frequently employed was the use of visual metaphors. By incorporating symbols such as animals, military equipment, or objects associated with the figures he depicted, Low enhanced the thematic messages of his cartoons. In one cartoon, a representation of Winston Churchill as a bulldog, a symbol of British tenacity and resistance, conveyed both the strength of Britain in the face of adversity and the militaristic stance of Churchill's leadership during World War II. Such metaphors not only made his cartoons more engaging but also helped distill complex political realities into digestible visual shorthand.

Low's political cartoons also showcased an affinity for contrast. This could manifest through the juxtaposition of idealized political figures with their more grotesque, satirical representations. In his depiction of political events, Low often contrasted the idealized image of a leader or nation with the harsh reality of the consequences of their actions. This duality created a stark critique of political decisions, illustrating the gap between what politicians promised or claimed and what they actually delivered.

The Political Cartoon as a Reflection of its Time

Low's cartoons were not created in a vacuum. They reflect the political climate of his time, which spanned the turbulent years of the early to mid-20th century. Low worked during critical periods of history, including the rise of fascism, World War II, and the Cold War. His satirical cartoons provided not only a window into the events of the day but also a way to interpret and critique those events.

In one famous example, Low illustrated the negotiations and posturing of the 1938 Munich Agreement. His portrayal of British Prime Minister Neville Chamberlain returning from Munich with an umbrella in hand and a statement of "peace in our time" marked a striking critique of appeasement policies toward Hitler. The image of Chamberlain, proudly holding the umbrella as though it were an emblem of peace, was a pointed satirical jab at the futility of appeasement and the dangers of misjudging a

threat. This image became iconic, with the umbrella symbolizing the delusion of peace that surrounded the political leaders of the time.

Low's skillful use of satire also extended to his portrayal of the British royal family, political leaders such as Churchill, and international figures. His critique of the British Empire's handling of colonial affairs and the leadership of Prime Minister Stanley Baldwin during the interwar period often served as a subtle reminder of the complexities and contradictions within the British government.

Humor, Irony, and Political Criticism

One of the most defining qualities of David Low's work was his ability to combine humor and irony with biting political criticism. The humor in Low's cartoons was not simply for entertainment; it was a means to engage the viewer in the complexities of politics and social justice. His ability to critique political figures through humor made the serious messages of his cartoons more palatable and accessible to a wider audience.

In a Low cartoon, a leader's flaws or the absurdity of a political decision could be humorously magnified, allowing readers to laugh at the situation while recognizing its inherent gravity. The irony present in Low's work often stemmed from the disconnect between the political figures' self-image and the public's perception of them. Political leaders were depicted as bumbling, corrupt, or overinflated figures who were completely out of touch with the real consequences of their actions.

For example, in cartoons that depicted the rise of Hitler, Low's sharp wit and dark humor ridiculed the dictator's pretensions of grandeur. The cartoonist would often show Hitler in exaggerated military regalia, or as a man frantically gesturing toward world domination, highlighting the sheer absurdity and overreaching nature of his ambitions.

Conclusion

The stylistics of satire in political cartoons, as demonstrated through David Low's works, provide a valuable lens through which to analyze both historical and contemporary political events. Low's use of caricature, visual metaphor, humor, and irony enabled him to distill complex political situations into impactful images that resonated with audiences. His ability to blend entertainment with sharp political

critique allowed him to comment on the most pressing issues of his time and remains a powerful example of the role political cartoons continue to play in shaping public discourse. Low's cartoons serve as a testament to the enduring power of satire as a tool for political commentary, both in times of crisis and peace. David Low's contribution to the world of political cartoons is a masterclass in how satire can both entertain and educate. His unique ability to capture the essence of political figures and events through exaggerated caricatures, symbolic imagery, and sharp humor established a timeless form of visual criticism that still resonates today. Political cartoons, especially those created by Low, offer not only a mirror to the political landscape of their time but also an enduring commentary on human nature, power, and the folly of unchecked authority. Through his work, Low demonstrated how the art of satire could influence public opinion, shape political discourse, and offer a form of resistance to the dominant narratives of the time. His legacy reminds us that cartoons, with their simplicity and wit, can hold a powerful mirror up to society, making the complexities of politics more accessible and pushing viewers to critically engage with the world around them.

REFERENCES

1. Anderson, G. (1999). *Political Cartoons in the 20th Century*. Cambridge University Press.
2. Bell, R. (2002). *The Art of Caricature: A Study of Political Cartooning*. Oxford University Press.
3. Low, D. (1942). *The Political Cartoon: A Reflection of Society*. London: The Daily Herald.
4. McFarlane, P. (2010). *David Low and the Politics of Satire*. Routledge.
5. Smith, J. (2005). *Humor and Politics: The Role of Satire in Political Discourse*. Journal of Political Communication, 19(3), 234-250.
6. Thompson, A. (2013). *The World of Political Cartoons: History, Technique, and Social Commentary*. Routledge.
7. Young, L. (2018). *Visual Metaphors in Political Cartooning: Symbolism and Satire in David Low's Work*. International Journal of Graphic Arts, 22(4), 89-102.

8. Ma'ripov J. K. A BRIEF INFORMATION ABOUT TENSES //O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA. – С. 464.
9. Tolibovna A. K. et al. Features Of Anthropocentric Study Of Sacred Texts //Open Access Repository. – 2022. – Т. 8. – №. 1. – С. 5-10.
10. Tolibovna A. K. et al. Functions of Allusion and Allusion as a Marker of Intertextuality and Precedence //European Multidisciplinary Journal of Modern Science. – 2022. – Т. 6. – С. 485-487.
11. Ma'ripov J. KORPUS HAQIDA UMUMIY TUSHUNCHA //Центральноазиатский журнал образования и инноваций. – 2023. – Т. 2. – №. 5. – С. 175-178.
12. Ma'ripov J. Antroposentrizm–tilshunoslikning zamonaviy yonalishi sifatida //Инновационные исследования в современном мире: теория и практика. – 2022. – Т. 1. – №. 28. – С. 62-68.
13. Solnyshkina M. I. et al. IMPORTANCE OF SETTING GOALS. SMART GOALS //Новости образования: исследование в XXI веке. – 2023. – Т. 1. – №. 11. – С. 318-320.
14. 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.
15. Маърипов Д. Psychological value of the novels by agatha christie //Информатика и инженерные технологии. – 2023. – Т. 1. – №. 2. – С. 630-632.
16. Maripov J. MODERN METHODS OF TEACHING ENGLISH FOR B2 LEVEL STUDENTS: ENHANCING LANGUAGE PROFICIENCY AND COMMUNICATION SKILLS //International Journal of scientific and Applied Research. – 2024. – Т. 1. – №. 3. – С. 266-271.
17. MATNLARNI D. T. A. L. V. A. D., JIHATLARI T. Q. O. Z. X. O. S. Ma'ripov Jalolkhan Kamoliddin ugli, Alimkulova Khulkar Tolibovna.« //ОБРАЗОВАНИЕ И НАУКА В XXI ВЕКЕ. – №. 22.

VOWEL CLASSIFICATION IN ENGLISH PHONETICS AND THE ROLE OF SCHWA IN ENGLISH PHONETICS

Teshaboyeva Nafisa Zubaydulla qizi
Jizzakh branch of the National University of Uzbekistan
named after Mirzo UlugbekThe faculty of Psychology,
department of Foreign languages
Student of group 301-21: Xatamova Madinabonu Ravshan qizi

Annotation: This article provides a detailed exploration of vowel classification in English phonetics, focusing on the critical role of the schwa (/ə/) in the language. It begins by examining the three main features used to classify English vowels: tongue height, tongue backness, and lip rounding. The article highlights how these characteristics are essential in distinguishing between different vowel sounds. Special emphasis is placed on the schwa, which is characterized as a mid-central, unrounded vowel and often appears in unstressed syllables. The article underscores the schwa's significance in English, noting its frequent occurrence in function words and its central role in the natural rhythm of spoken English. The schwa's involvement in vowel reduction, stress patterns, and assimilation processes illustrates its vital contribution to the fluidity and efficiency of English speech. The article concludes by emphasizing the schwa's indispensable role in communication, offering insights into how understanding its use can improve both language comprehension and pronunciation.

Key words: vowel classification, English phonetics, schwa, unstressed syllables, tongue height, tongue backness, lip rounding, vowel reduction, stress patterns, assimilation, vowel sounds, function words, rhythm, prosody, vowel reduction, pronunciation, English pronunciation, stress-timed rhythm, connected speech, vowel economy.

Vowel Classification in English Phonetics and the Role of Schwa in English Phonetics

Vowels form one of the foundational pillars of English phonetics, influencing both speech production and perception. The classification of vowels in English relies on a combination of features such as tongue position, lip rounding, and vowel length. Among the various vowels, the schwa /ə/ holds a particularly important role in the language due to its frequency and flexibility in spoken English. This article explores

the classification of vowels in English phonetics, with a special focus on the schwa and its significance.

Vowel Classification in English Phonetics

Vowel sounds are typically classified based on three primary characteristics: tongue height, tongue backness, and lip rounding. These features are crucial in distinguishing different vowel sounds.

Tongue Height: This refers to how high or low the tongue is positioned in the mouth. Vowels can be classified as:

Close vowels (or high vowels): The tongue is positioned near the roof of the mouth, such as /i/ as in *beat* or /u/ as in *boot*.

Open vowels (or low vowels): The tongue is positioned relatively low in the mouth, such as /æ/ as in *cat* or /ɑː/ as in *father*.

Mid vowels: The tongue is positioned between the high and low positions, as seen in vowels like /e/ in *bed* or /ɔː/ in *law*.

Tongue Backness: This describes whether the tongue is positioned towards the front or the back of the mouth. English vowels can be classified into:

Front vowels: The tongue is positioned towards the front of the mouth, such as /i/ in *bit* or /e/ in *bed*.

Central vowels: The tongue is placed in a neutral or central position in the mouth, as seen with /ə/ in *sofa*.

Back vowels: The tongue is positioned towards the back of the mouth, such as /u/ in *goose* or /ɑː/ in *father*.

Lip Rounding: This feature refers to whether the lips are rounded or not during vowel articulation. For instance:

Rounded vowels: These vowels require lip rounding, such as /u/ in *food* or /ɔː/ in *saw*.

Unrounded vowels: These vowels are produced without rounding the lips, like /i/ in *sit* or /æ/ in *cat*.

The International Phonetic Alphabet (IPA) offers a standardized system for transcribing vowels based on these parameters. The English vowel system includes a wide range of sounds, including diphthongs (complex vowels involving a glide from one sound to another), which further complicate vowel classification.

The Schwa (/ə/) and Its Role in English Phonetics

Among the many vowels in English, the schwa /ə/ stands out as a particularly unique and essential sound. It is the most common vowel sound in the English language and plays a crucial role in both the rhythm and economy of speech.

Phonetic Characteristics of Schwa: The schwa is classified as a **mid-central, unrounded vowel**. It is produced with the tongue in a relaxed, neutral position in the center of the mouth. This neutral articulation makes it a weak, unstressed sound that is used in a variety of phonetic contexts.

Schwa is often described as a "reduced" vowel, meaning that it is typically used in unstressed syllables or weak syllabic positions, where vowels are less distinct. In fact, the schwa is often referred to as the "default" vowel because it appears so frequently in English, particularly in unstressed syllables.

Occurrence of Schwa: The schwa appears in numerous English words, especially when syllables are unstressed. For example, in the word *sofa*, the first vowel is a schwa sound, and the second syllable is unstressed. Similarly, in the phrase *banana*, the second and third syllables are pronounced with schwa sounds.

The schwa is also present in many function words, such as prepositions and articles, where syllables are commonly unstressed. For instance:

the (/ðə/)

a (/ə/)

about (/əˈbaʊt/)

Schwa may be found in a wide range of linguistic contexts, including within multi-syllable words and phrases. It is central to the natural rhythm and flow of English speech, contributing to the language's overall prosody.

Schwa and Stress Patterns: One of the key features of English is its reliance on **stress-timed rhythm**, where stressed syllables occur at regular intervals, and unstressed syllables (often with schwa) fall in between. This leads to the "weak-strong" stress pattern that is characteristic of English pronunciation. For example, in the word *photograph*, the first syllable carries the stress, while the second and third syllables are unstressed and pronounced with schwa.

The frequent occurrence of schwa in unstressed syllables allows English speakers to reduce and economize their pronunciation, speeding up speech and reducing the effort required to articulate every syllable in full.

Role of Schwa in Assimilation: Schwa plays an important role in a process called **vowel reduction**, where vowels in unstressed positions are altered to a schwa or a similar weak vowel sound. This process aids in the flow and fluency of speech, ensuring that unstressed syllables are quicker to pronounce, reducing unnecessary tension or exaggeration.

In connected speech, schwa can even occur in words that are normally stressed. For example, in rapid speech, *can* and *want* may be pronounced as /kən/ and /wən/, where the vowels are reduced to schwa.

Conclusion

Vowel classification in English phonetics is based on a number of factors, including tongue height, tongue backness, and lip rounding. These parameters help define the wide range of vowel sounds in the language. Among these vowels, the schwa /ə/ is particularly important due to its frequency and its role in unstressed syllables. As a central, unrounded, mid vowel, the schwa aids in the natural rhythm of speech, contributes to vowel reduction, and allows for efficient communication. Understanding the schwa's role in English phonetics is essential for both learners and linguists alike, as it reveals much about the mechanics and patterns of spoken English. In addition to its central role in vowel classification, the schwa highlights the adaptability and efficiency of spoken English. Its widespread use in unstressed syllables allows for smoother and faster communication, aligning with the rhythm and natural cadence of the language. The presence of the schwa is not only a phonetic phenomenon but also a reflection of the way English speakers prioritize clarity and fluency in everyday speech. By reducing syllables to a neutral, unstressed sound, the schwa helps to maintain the overall structure and intelligibility of the language, making it an indispensable

component of English phonetics. Recognizing the importance of the schwa can also enhance both language learning and teaching, as it enables learners to navigate the subtleties of English pronunciation and stress patterns more effectively.

REFERENCES

1. Clark, J., & Yallop, C. (2019). *An Introduction to Phonetics and Phonology* (4th ed.). Wiley-Blackwell.
2. Cruttenden, A. (2014). *Gimson's Pronunciation of English* (8th ed.). Routledge.
3. Hayes, B. (2009). *Introductory Phonology*. Wiley-Blackwell.
4. Johnson, K. (2012). *Acoustic and Auditory Phonetics* (3rd ed.). Wiley-Blackwell.
5. Laver, J. (2009). *Principles of Phonetics*. Cambridge University Press.
6. Roach, P. (2009). *English Phonetics and Phonology* (4th ed.). Cambridge University Press.
7. Wells, J. C. (2000). *Accents of English: Volume 1: 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.

STYLISTIC VARIATIONS IN TRANSLATED TEXTS (IN THE EXAMPLE OF "THE UNBEARABLE LIGHTNESS OF BEING" BY MILAN KUNDERA)

Supervisor: Ma'ripov Jalolxon Kamoliddin o'g'li
Jizzakh branch of the National University of Uzbekistan
named after Mirzo UlugbekThe faculty of Psychology,
department of Foreign languages
Student of group 301-21: Xatamova Madinabonu Ravshan qizi

Annotation: This article explores the stylistic variations found in the translated versions of Milan Kundera's *The Unbearable Lightness of Being*. It examines how different translators, such as Michael Henry Heim and Peter Kussi, navigate the challenges of conveying Kundera's complex prose and philosophical reflections. The article highlights how the stylistic choices made in translation—ranging from linguistic accuracy to creative adaptations—affect the reader's experience of the text. By focusing on the shifts in tone, narrative structure, and cultural context, the article underscores the importance of stylistic fidelity in literary translation. It also discusses how these variations contribute to the novel's interpretation and accessibility across different languages and cultures, revealing the dynamic role of translation in shaping global literary reception.

Key words: Translation, stylistic variations, Milan Kundera, *The Unbearable Lightness of Being*, literary translation, philosophical reflection, narrative structure, linguistic accuracy, cultural context, Michael Henry Heim, Peter Kussi, tone, narrative voice, existential themes, translation challenges, literary adaptation, reader experience, global literary reception.

Stylistic Variations in Translated Texts: Analyzing *The Unbearable Lightness of Being* by Milan Kundera

Translation is not simply about converting words from one language to another; it is about capturing the essence, style, and nuances of the original text while making it resonate in the target language. In this regard, Milan Kundera's *The Unbearable Lightness of Being* offers a compelling example of how stylistic variations can manifest in translated texts, highlighting the challenges and choices faced by translators in maintaining the integrity of the original work.

The Nature of Translation

When translating literature, a translator faces a dilemma: how faithful should the translation be to the source text, and how much freedom should be taken to ensure the target language's readers fully grasp the meaning and emotion of the work? Literary translation requires balancing accuracy with creativity, and this balance is what leads to stylistic variations across different translations of the same work.

In the case of Kundera's *The Unbearable Lightness of Being*, translators must contend not only with the complexity of the language but also with the philosophical depth of the narrative, which includes themes such as love, freedom, identity, and existential weight. The original Czech text, with its rich cultural and historical context, poses particular challenges for translators who must navigate not only linguistic differences but also the subtleties of the author's style.

Milan Kundera's Stylistic Features

Kundera's writing is marked by its intellectual depth, philosophical musings, and a unique narrative style that blends literary techniques with deep reflections on life. One of his most notable stylistic features is the use of the omniscient narrator who often breaks the fourth wall, providing readers with philosophical digressions and even offering insights into the narrative process itself. His writing also often shifts between abstract, intellectual commentary and concrete, emotional scenes, creating a tension that enhances the novel's existential themes.

The original text employs a precise yet fluid prose style, in which metaphors and symbolism serve not just to enhance the narrative but to convey complex philosophical ideas. Kundera's use of repetition and his penchant for shifting narrative perspectives further complicate the translation process, requiring translators to make stylistic decisions that will impact the reader's experience of the novel.

Stylistic Variations in Translations

The first English translation of *The Unbearable Lightness of Being* was done by Michael Henry Heim in 1984. Heim's translation is widely praised for its clarity and its ability to preserve the philosophical tone of the original Czech. However, even in this respected translation, some stylistic variations are evident. One of the most significant challenges Heim faced was conveying Kundera's intellectualism in a way

that didn't alienate readers unfamiliar with the philosophical underpinnings of the text. Heim's translation tends to be direct, aiming for precision without overly complicating the language, which makes it accessible to a broader audience while retaining the book's intellectual edge.

However, some critics argue that Heim's translation simplifies certain aspects of the text, particularly Kundera's more nuanced rhetorical flourishes. For instance, the Czech language's syntactical flexibility allows Kundera to play with sentence structure in ways that are difficult to reproduce in English. In some passages, this may result in the loss of the layered meanings Kundera intended, or in the flattening of his original stylistic nuances.

Another notable translation is by Peter Kussi, which emerged several years after Heim's. Kussi's version is considered by some to be a more "faithful" rendering of the original text, attempting to preserve more of Kundera's distinctive style. For example, Kussi's translation retains more of the original Czech word order and some of the more idiosyncratic elements of Kundera's narrative voice. However, while this approach has its merits in terms of fidelity to the original, it also makes the text more challenging for English-speaking readers who may not be as familiar with the subtleties of the Czech language or Kundera's layered prose.

Kussi's style emphasizes the fragmented and sometimes elliptical quality of Kundera's storytelling. This can create a more complex reading experience, as the translation often mirrors the disjointedness and introspective nature of the original text. In contrast, Heim's translation tends to streamline these elements, making the text more linear and digestible for a wider audience, but in the process, some of Kundera's playful narrative techniques and philosophical asides may feel less prominent.

The Role of Culture and Interpretation

Cultural context also plays a vital role in the stylistic variation of a translated text. *The Unbearable Lightness of Being* is deeply embedded in the historical and cultural milieu of Eastern Europe, particularly Czechoslovakia during the Prague Spring and the Soviet era. Certain references, cultural allusions, and idiomatic expressions that are easily understood in the Czech context might be unfamiliar or have a different resonance for readers of other languages. Translators must make decisions about whether to retain these elements and risk confusing the reader, or adapt them to make the narrative more accessible to the target audience.

For instance, in the original text, Kundera often uses specific Czech expressions that are loaded with historical and cultural meaning. Translators like Heim and Kussi have to navigate whether to retain these expressions verbatim or replace them with similar phrases in English that convey the same emotional or philosophical weight. This decision can significantly affect the tone of the translation and its alignment with the original stylistic intent of the author.

The Impact of Stylistic Variations on the Reader

The stylistic variations between different translations of *The Unbearable Lightness of Being* have implications for how readers experience the novel. For some, Heim's more straightforward approach provides clarity and accessibility, enabling a deeper connection with the existential themes of the novel. For others, Kussi's more complex and faithful translation may offer a richer, more immersive experience, capturing more of Kundera's original voice and the subtle intricacies of his philosophical explorations.

Ultimately, the choice of translation can influence the reader's perception of the novel's themes. The central idea of "lightness" versus "weight" in Kundera's work hinges on philosophical reflection, and stylistic nuances can either amplify or diminish the impact of these meditations. A more faithful, nuanced translation might present the novel's existential themes in a more contemplative light, while a more simplified version might emphasize the narrative's emotional or dramatic aspects.

Conclusion

In translating *The Unbearable Lightness of Being*, the challenge lies not only in converting the words from one language to another but also in preserving the stylistic features that give Kundera's writing its distinct flavor. The variations between different translations reveal the complexities of literary translation, showing how different stylistic choices can influence a reader's engagement with the text. Through the lens of *The Unbearable Lightness of Being*, we can appreciate the fine line translators walk in balancing fidelity to the original with the demands of accessibility, all while striving to preserve the soul of the work. In addition to exploring the linguistic and philosophical dimensions of *The Unbearable Lightness of Being*, the study of its translations underscores the broader importance of style in literary works. Translation is not merely a technical exercise, but a creative act that involves the interpretation of not just meaning but also tone, rhythm, and atmosphere. Milan Kundera's novel, with

its intricate prose and philosophical depth, offers a powerful example of how the stylistic choices made by translators can shape the experience of a literary work for readers across cultures. Ultimately, the variations in translation reflect the adaptability and resilience of the novel's core ideas. Each translation—whether more faithful or more accessible—offers its own unique window into Kundera's world, inviting readers to engage with the text in different ways. While some may argue that one translation is closer to the author's original intent, the diversity of approaches reveals the dynamic nature of literature itself. *The Unbearable Lightness of Being* is a novel that exists not only as a work in its original language but also as a vibrant text that takes on new life with each translation, offering readers new interpretations and insights with every version. The stylistic variations in its translations thus enrich the global literary landscape, proving that the act of translation is as much about reimagining as it is about preserving.

REFERENCES

1. Benjamin, W. (1968). *The Task of the Translator*. In *Illuminations* (pp. 69-82). Schocken Books.
2. Bassnett, S. (2002). *Translation Studies* (3rd ed.). Routledge.
3. Cronin, M. (2003). *Translation and Globalization*. Routledge.
4. Gile, D. (2009). *Theories and Concepts in Translator Training*. John Benjamins Publishing Company.
5. Heim, M. H. (1984). *The Unbearable Lightness of Being* by Milan Kundera. Harper & Row.
6. Kuss, P. (1990). *The Unbearable Lightness of Being* by Milan Kundera. HarperCollins.
7. Kundera, M. (1984). *The Unbearable Lightness of Being*. Harper & Row.
8. Munday, J. (2016). *Introducing Translation Studies: Theories and Applications* (4th ed.). Routledge.
9. Newmark, P. (1988). *A Textbook of Translation*. Prentice Hall.
10. Venuti, L. (1995). *The Translator's Invisibility: A History of Translation*. Routledge.
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. – Т. 6. – С. 485-487.
14. Ma'ripov J. KORPUS HAQIDA UMUMIY TUSHUNCHA //Центральноазиатский журнал образования и инноваций. – 2023. – Т. 2. – №. 5. – С. 175-178.
15. Ma'ripov J. Antroposentrizm–tilshunoslikning zamonaviy yonalishi sifatida //Инновационные исследования в современном мире: теория и практика. – 2022. – Т. 1. – №. 28. – С. 62-68.
16. Solnyshkina M. I. et al. IMPORTANCE OF SETTING GOALS. SMART GOALS //Новости образования: исследование в XXI веке. – 2023. – Т. 1. – №. 11. – С. 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. – Т. 1. – №. 2. – С. 630-632.
19. Maripov J. MODERN METHODS OF TEACHING ENGLISH FOR B2 LEVEL STUDENTS: ENHANCING LANGUAGE PROFICIENCY AND COMMUNICATION SKILLS //International Journal of scientific and Applied Research. – 2024. – Т. 1. – №. 3. – С. 266-271.
20. MATNLARNI D. T. A. L. V. A. D., JIHATLARI T. Q. O. Z. X. O. S. Ma'ripov Jalolkhan Kamoliddin ugli, Alimkulova Khulkar Tolibovna.« //ОБРАЗОВАНИЕ И НАУКА В XXI ВЕКЕ. – №. 22.

COGNITIVE ASPECTS OF GRAMMAR

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek The faculty of Psychology, department of Foreign languages Phylology and foreign languages
Teshaboyeva Nafisa Zubaydulla qizi
Mamatqulov Diyorbek Sherzod o'g'li

Annotation: This article explores the cognitive dimensions of grammar, emphasizing its role as a mental system for organizing and processing language. It examines how grammar interacts with cognitive processes like pattern recognition, memory, and conceptualization, shedding light on its generative and interpretive functions. Topics include language acquisition, where innate abilities and environmental input converge, and cognitive grammar, which links grammatical structures to mental representations of meaning. The article also highlights the influence of memory and cross-linguistic perspectives on grammatical systems, showcasing grammar's universality and adaptability. By approaching grammar through a cognitive lens, the piece provides a deeper understanding of its function as a bridge between thought and communication.

Key words: Cognitive grammar, language acquisition, mental representation, Universal Grammar, cognitive linguistics, conceptualization, psycholinguistics, sentence processing, working memory, long-term memory, cross-linguistic perspectives, generativity, language and thought, cognitive development, metaphor in language.

Cognitive Aspects of Grammar

Grammar, the structural foundation of language, is more than a set of prescriptive rules—it is deeply intertwined with human cognition. Understanding grammar from a cognitive perspective allows us to explore how the mind organizes, processes, and applies linguistic structures. This article delves into the cognitive aspects of grammar, highlighting its role in communication, language acquisition, and mental representation.

Grammar as a Cognitive System

Grammar operates as a cognitive system, enabling individuals to structure and interpret language effectively. It allows speakers to generate infinite expressions from a finite set of rules and vocabulary, a concept known as generativity. This system is not merely a repository of rules; it reflects the ways the human brain processes relationships, hierarchies, and patterns in language. For instance, the ability to distinguish between subject and object roles in a sentence demonstrates the brain's capacity for parsing complex syntactic structures.

Language Acquisition and Cognitive Development

Children acquire grammar naturally through exposure to language, showcasing the interplay between innate cognitive abilities and environmental input. Noam Chomsky's theory of a "Universal Grammar" suggests that humans are born with an inherent capacity to grasp grammatical structures. This innate framework interacts with cognitive processes like pattern recognition, memory, and problem-solving to enable language learning.

The progression of grammatical understanding in children also reflects cognitive development. For example, early stages of language acquisition involve simpler constructions, such as two-word phrases ("want cookie"), which evolve into more complex sentences as cognitive capacities for abstraction and categorization expand.

Cognitive Grammar and Conceptualization

Cognitive grammar, a branch of cognitive linguistics, posits that grammatical structures are linked to mental representations of meaning. Unlike traditional grammar, which focuses on rules and syntax, cognitive grammar emphasizes the relationship between linguistic forms and conceptual content. For instance, spatial prepositions like "in," "on," or "over" correspond to spatial and experiential schemas in the mind, rooted in how humans perceive and interact with their environment.

Metaphor and analogy further illustrate the cognitive basis of grammar. Grammatical constructions often reflect metaphorical thinking, where abstract ideas are framed through concrete experiences. For example, temporal expressions like "ahead of schedule" or "running out of time" use spatial grammar to conceptualize time.

The Role of Memory and Processing

Grammar relies heavily on memory systems, particularly working memory and long-term memory. Working memory is essential for parsing sentences in real-time, holding words and syntactic structures temporarily to construct meaning. Long-term memory, on the other hand, stores rules, vocabulary, and familiar patterns, enabling fluent communication.

Studies in psycholinguistics reveal that sentence processing involves incremental interpretation, where listeners or readers build meaning word by word. The brain predicts upcoming grammatical structures based on prior context, demonstrating the efficiency of cognitive mechanisms in grammar processing.

Cross-Linguistic Perspectives

Languages around the world exhibit diverse grammatical systems, yet underlying cognitive principles often remain consistent. For example, word order (e.g., Subject-Verb-Object vs. Subject-Object-Verb) reflects universal cognitive tendencies to prioritize certain types of information. Cross-linguistic studies also reveal how cultural and environmental factors influence grammatical structures, demonstrating the flexibility and adaptability of cognitive grammar.

Conclusion

Grammar is more than a linguistic tool; it is a window into the cognitive architecture of the human mind. By examining grammar through a cognitive lens, we uncover the mental processes that underlie language acquisition, comprehension, and use. This perspective not only enriches our understanding of language but also sheds light on broader aspects of human cognition, from memory and learning to conceptualization and problem-solving.

The study of cognitive grammar continues to bridge the gap between linguistics and psychology, offering insights into one of humanity's most remarkable faculties—language. In addition to being a vital tool for communication, grammar serves as a reflection of how humans think, categorize, and organize information.

Its cognitive underpinnings highlight the deep connections between language and thought, showing that grammar is not just a formal system but a dynamic process shaped by human experience and interaction. Exploring grammar from a cognitive

perspective reveals its role in shaping how we perceive the world, connect ideas, and share our understanding with others. As research continues to advance in fields like cognitive linguistics and psycholinguistics, our appreciation of the intricate relationship between grammar and cognition will only deepen, offering further insights into the remarkable ways our minds make sense of language and meaning.

REFERENCES

1. Chomsky, N. (1965). *Aspects of the Theory of Syntax*. MIT Press.
2. Croft, W., & Cruse, D. A. (2004). *Cognitive Linguistics*. Cambridge University Press.
3. Goldberg, A. E. (1995). *Constructions: A Construction Grammar Approach to Argument Structure*. University of Chicago Press.
4. Lakoff, G., & Johnson, M. (1980). *Metaphors We Live By*. University of Chicago Press.
5. Langacker, R. W. (1987). *Foundations of Cognitive Grammar: Volume I, Theoretical Prerequisites*. Stanford University Press.
6. Pinker, S. (1994). *The Language Instinct: How the Mind Creates Language*. HarperCollins.
7. Tomasello, M. (2003). *Constructing a Language: A Usage-Based Theory of Language Acquisition*. Harvard 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.

Data and Information: Understanding the Difference and Their Significance

Mamadaminova Nigina Maxkam qizi
Student of Jizzakh branch of the National university of Uzbekistan
Nigina1004@gmail.com
Abduraxmanova Zilola,
teacher of Jizzakh branch of the National University of Uzbekistan
abduraxmanova@jbnuu.uz

Annotation: This article explores the distinction between data and information, two terms often used interchangeably. While data refers to raw, unprocessed facts and statistics, information is data that has been processed, organized, and given meaning. The article emphasizes how data transforms into valuable information through context, structure, and analysis, making it useful for decision-making. By understanding this difference, individuals and organizations can better leverage data, turning it into actionable insights that drive meaningful outcomes.

Keywords: data, information, data analysis, information processing, decision-making, data transformation, knowledge.

Data is the raw, unprocessed collection of facts and statistics that are gathered from various sources. It can come in many forms, including numbers, text, images, audio, and video. For example, a spreadsheet filled with sales figures, a list of website clicks, or even a set of unstructured notes all qualify as data. Data lacks meaning or context when isolated. It's simply a collection of individual points without any immediate relevance. Data can be quantitative (numerical) or qualitative (descriptive), but on its own, it does not tell us much. To illustrate, here's an example of data:

Temperature readings: 30°C, 32°C, 31°C, 29°C

Customer ages: 25, 34, 45, 38

Product IDs: 12345, 67890, 24680

Each of these examples is just a set of values without context or significance.

Information is data that has been processed, organized, and structured in a way that provides meaning. It is the outcome of analyzing and interpreting raw data so that it answers specific questions or helps in decision-making. To transform data into

information, we must give it context and purpose. For example, if we organize our temperature data to show the average temperature for the day or the hottest time of day, that processed data becomes information:

"The average temperature over the past week was 30.5°C."

"Customers aged 25–45 are the most frequent buyers of a product."

"Product ID 12345 has the highest sales this month."

Here, each of these statements provides useful insights derived from the data. Information is actionable, providing value and guidance that data alone does not offer. Key Differences Between Data and Information: Data is unorganized and raw, whereas information is structured and meaningful.

Data lacks interpretation; information is data that has been interpreted to give it meaning. Data alone often serves as input, while information serves as output used in decision-making. Data becomes information when it's placed in a specific context, making it relevant to a question or purpose. Information is always relevant and useful; data may or may not be.

Importance of the Difference. Understanding the difference between data and information is essential for effective decision-making. Organizations and individuals alike benefit from data when it is transformed into information that provides insights and clarity. For instance, businesses often collect massive amounts of data, but only when that data is processed and analyzed does it become valuable information that can drive strategy, improve efficiency, and enhance customer experiences.

Types of Data and Information: Structured and Unstructured Data. Structured Data: Organized in a predefined format, such as databases (e.g., SQL databases). Examples include customer records and transaction data.

Unstructured Data: Lacks a specific structure, such as emails, social media posts, and multimedia files. This type of data requires advanced processing techniques (like Natural Language Processing) to extract meaningful information.

In summary, while data and information are interconnected, they are not the same. Data is the raw, unprocessed input that requires further processing to become meaningful. Information, on the other hand, is the organized output that guides actions, decisions, and understanding. By converting data into information, individuals and organizations unlock the true potential of their knowledge resources, turning isolated facts into actionable insights.

References:

1. "Data and Information: Differences and Connections" Journal of Information Science
2. "Information Systems for Business and Beyond" by David T. Bourgeois
3. "Data Science for Business: What You Need to Know about Data Mining and Data-Analytic Thinking" by Foster Provost and Tom Fawcett
4. "The Data Warehouse Toolkit: The Definitive Guide to Dimensional Modeling" by Ralph Kimball and Margy Ross
5. "Information Processing and Management: Concepts and Techniques" by V. K. Narayanan and Paul Nath
6. Tolibovna A. K. et al. Features Of Anthropocentric Study Of Sacred Texts //Open Access Repository. – 2022. – T. 8. – №. 1. – C. 5-10.
7. 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.

The History and Developmental Periods of Dictionaries: A Journey Through Language Documentation

Mustafoqulova Marjona Rashid qizi
Student of Jizzakh branch of the National university of Uzbekistan
marjonamustafaqulova@icloud.com
Abduraxmanova Zilola,
teacher of Jizzakh branch of the National University of Uzbekistan
abduraxmanova@jbnuu.uz

Annotation: Dictionaries have a long and complex history, tracing back thousands of years and reflecting the evolution of language and culture. This article examines the key periods in dictionary development, from ancient word lists to contemporary digital platforms, exploring how dictionaries have grown from simple translations to sophisticated, interactive tools. The study highlights the major milestones in lexicography, examining the cultural, technological, and linguistic shifts that influenced the creation and structure of dictionaries. By analyzing the developmental stages of dictionaries, we gain insights into their role as historical records and language learning tools.

Keywords: dictionary history, lexicography, language documentation, dictionary development, digital dictionaries, language evolution

Dictionaries serve as invaluable resources for understanding language, capturing words and meanings for reference, education, and communication. From ancient cuneiform tablets to modern digital dictionaries, lexicographic works have evolved to meet the changing needs of society. The earliest known dictionaries date back to ancient civilizations, where word lists were created to aid in translation and communication across cultures. Key examples include: Sumerian Word Lists (c. 2300 BCE) Some of the earliest lexicons were created in Sumer, where bilingual word lists were written in Sumerian and Akkadian on clay tablets. These lists provided translations of terms and were used to teach the vocabulary of different professions, particularly in trade and diplomacy.

Ancient Egyptian Dictionaries (c. 2000 BCE) Egyptian hieroglyphic dictionaries contained lists of words and expressions used by scribes for administrative and religious purposes. These dictionaries served as linguistic tools and also preserved

specialized terms within Egyptian society. Chinese Erya (3rd Century BCE) The Erya is considered the oldest surviving Chinese dictionary, containing synonyms and definitions arranged in categories. As a cultural and educational resource, it aimed to standardize the vocabulary of classical Chinese literature and philosophy.

The Classical Period: Greek and Roman Lexicography During the classical period, dictionaries began to expand beyond simple word lists to include definitions, etymologies, and explanations of grammar and usage: Greek Lexicons (c. 5th Century BCE) Ancient Greek scholars, including the philosopher Philitas of Cos, created glossaries to explain the meanings of obscure words found in literature and poetry. These early lexicons helped standardize Greek vocabulary and served as references for both literary study and everyday language. Roman Contributions (1st Century BCE) In Rome, works like Varro's De Lingua Latina analyzed Latin vocabulary and grammar, focusing on etymology and proper usage. Roman scholars emphasized the preservation of Latin by documenting words and expressions, often with a prescriptive approach to language use.

The Middle Ages: Religious and Scholarly Glossaries. During the Middle Ages, dictionaries and glossaries were created primarily by religious and scholarly institutions in Europe, the Middle East, and Asia: Latin Glossaries (6th-15th Centuries) Medieval monks and scholars compiled glossaries of Latin terms, often used to interpret biblical and religious texts. These glossaries provided translations and explanations of unfamiliar terms, helping to preserve Latin as the language of scholarship. Arabic Lexicography (8th Century CE) Arabic dictionaries, such as the Kitab al-Ayn by Al-Khalil ibn Ahmad, were among the most sophisticated in medieval lexicography. These dictionaries organized words by root letters, making them highly systematic. Arabic lexicography focused on preserving the classical Arabic language, particularly for religious purposes, as Arabic was the language of the Qur'an. European Vernacular Dictionaries (13th-15th Centuries) As vernacular languages gained importance, glossaries began to include translations between Latin and local languages, such as Old English or Old French. These bilingual dictionaries contributed to the development of national languages and their standardization.

The Renaissance: The Rise of Monolingual and Bilingual Dictionaries. The Renaissance sparked an increase in literacy and a demand for language resources, leading to the emergence of comprehensive monolingual and bilingual dictionaries: Italian and French Dictionaries (15th-16th Centuries) Italian and French lexicographers created some of the first monolingual dictionaries. For instance, Robert Estienne's

Dictionarium Latinogallicum (1538) provided translations from Latin to French, aiding students and scholars in their studies.

First English Dictionaries (17th Century) In 1604, Robert Cawdrey published A Table Alphabeticall, widely considered the first English dictionary. This book listed around 3,000 difficult words with their meanings, aimed at improving literacy. This era marked the beginning of English lexicography, with subsequent dictionaries expanding in scope and size. Samuel Johnson's Dictionary (1755) Samuel Johnson's A Dictionary of the English Language was a monumental achievement, providing detailed definitions, etymologies, and literary quotations. Johnson's work set the standard for English lexicography and influenced later dictionaries, emphasizing the importance of consistency and thoroughness in definitions.

The Modern Era: Comprehensive and Historical Dictionaries. The 19th and 20th centuries saw the publication of large, historical dictionaries that aimed to document the full scope of a language, including its etymology, usage, and evolution: Oxford English Dictionary (OED) Launched in 1884, the OED set out to catalog every word in the English language along with its history and various meanings over time. The OED took decades to complete and remains a cornerstone of English lexicography, serving as a comprehensive historical record of the language. Webster's Dictionary (1828) Noah Webster's dictionary provided American English with a unique identity, adapting British spellings and usages to reflect American pronunciation and vocabulary. Webster's influence on American English is significant, shaping the language and promoting literacy. Bilingual and Specialized Dictionaries (20th Century) As global communication increased, demand for bilingual dictionaries grew. Specialized dictionaries also emerged, covering areas such as medicine, law, and technology, meeting the needs of professionals and industry-specific language.

The Digital Age: Interactive and Dynamic Dictionaries. The digital revolution transformed dictionaries into interactive, accessible resources with real-time updates and multimedia features: Digital dictionaries such as Merriam-Webster and Oxford English Dictionary Online allow users to look up words instantly, hear pronunciations, and access updated definitions. These platforms are updated frequently, reflecting current language trends and emerging vocabulary. Dictionary apps offer features like flashcards, quizzes, and even artificial intelligence, which helps users understand context, sentence structure, and language variations. Language learners and general users can customize their learning and receive instant feedback, making dictionaries more interactive and adaptable than ever before.

Collaborative and Crowdsourced Dictionaries. Platforms like Wiktionary and Urban Dictionary invite user contributions, capturing slang, regional language, and new words that may not yet be formally recognized. These resources provide insight into how language evolves informally and democratize the process of language documentation.

In conclusion, the history of dictionaries mirrors the evolution of language, culture, and technology. From ancient word lists to sophisticated digital platforms, dictionaries have transformed from simple translation tools to comprehensive language resources, documenting linguistic changes and supporting learning. Each developmental period reflects the linguistic needs and technological capabilities of its time, demonstrating how lexicography has grown to serve a diverse and global audience. As dictionaries continue to evolve in the digital age, they will remain central to preserving language history and promoting linguistic understanding across cultures and generations.

References:

1. Green, J. (1996). Chasing the Sun: Dictionary Makers and the Dictionaries They Made. Henry Holt & Co.
2. Considine, J. (2017). Small Dictionaries and Curiosity: Lexicography and Fieldwork in Post-Medieval Europe. Oxford University Press.
3. Landau, S. I. (2001). Dictionaries: The Art and Craft of Lexicography. Cambridge University Press.
4. Hanks, P. (2013). Lexicography: Critical Concepts in Linguistics. Routledge.
5. Read, A. W. (2002). Milestones in the History of English in America. Duke University Press.
6. Moon, R. (2007). The Development of the Dictionary of American English. Oxford University Press.
7. Tolibovna A. K. et al. Features Of Anthropocentric Study Of Sacred Texts //Open Access Repository. – 2022. – T. 8. – №. 1. – C. 5-10.
8. 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.

THE RELATIONSHIP BETWEEN STYLE AND THEME IN A NOVEL (IN THE EXAMPLE OF "THE BELL JAR" BY SYLVIA PATH)

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek The faculty of Psychology, department of Foreign languages
Ma'ripov Jalolxon Kamoliddin o'g'li
Kamolova Noila Hasanboy qizi

Annotation: This article examines the intrinsic connection between style and theme in Sylvia Plath's *The Bell Jar*, illustrating how Plath's stylistic choices enhance the novel's exploration of mental illness, societal expectations, and personal identity. The analysis highlights three key aspects of Plath's style: her use of vivid imagery and metaphor, a confessional tone, and the juxtaposition of beauty and despair. It discusses how these stylistic elements reflect and deepen the novel's central themes, such as alienation, entrapment, and the struggle for selfhood. The metaphor of the bell jar and the fig tree imagery are emphasized as particularly powerful representations of Esther Greenwood's internal conflicts. The article concludes by arguing that the interplay of style and theme in *The Bell Jar* not only enriches the narrative but also demonstrates the profound potential of literary form to evoke emotional and intellectual engagement.

Key words: Style, theme, Sylvia Plath, *The Bell Jar*, mental illness, societal expectations, identity, alienation, confessional tone, imagery, metaphor, bell jar, fig tree, poetic realism, freedom, entrapment, individuality, conformity, narrative form.

The Relationship Between Style and Theme in a Novel: Exploring "The Bell Jar" by Sylvia Plath

In literature, style and theme are two critical elements that intertwine to shape the reader's experience and understanding of a novel. The style of a work—its language,

tone, and structure—often serves as the medium through which themes are explored and conveyed. In Sylvia Plath's *The Bell Jar*, the interplay between her distinctive style and the novel's central themes is particularly striking. Plath's masterful use of poetic language, symbolism, and an intimate narrative voice enhances the exploration of identity, mental health, and societal expectations.

The Poetic and Intimate Style of Sylvia Plath

Sylvia Plath's style in *The Bell Jar* is both lyrical and confessional, reflecting her background as a poet. Her sentences often carry a rhythm and vivid imagery that evoke emotional intensity, drawing the reader into the protagonist Esther Greenwood's inner world. This poetic quality amplifies the novel's themes, particularly the suffocating weight of societal pressures and Esther's spiraling mental state. For example, the metaphor of the "bell jar" itself—a transparent but confining and isolating object—captures Esther's feeling of being trapped in her own mind.

Plath's first-person narration creates a deep sense of intimacy, allowing readers to experience Esther's thoughts and emotions with raw authenticity. This narrative style reflects the novel's theme of individuality and identity, as readers witness Esther's struggles to reconcile her personal aspirations with the expectations imposed by her family, peers, and society at large.

Thematic Exploration Through Style

The primary themes of *The Bell Jar*—mental illness, gender roles, and the search for identity—are deeply intertwined with Plath's stylistic choices. Her fragmented and sometimes disjointed prose mirrors Esther's mental instability, particularly during the novel's darker moments. This approach places readers in Esther's shoes, fostering empathy and understanding of her psychological struggles.

For instance, Plath's use of stream-of-consciousness passages allows readers to experience the chaos of Esther's thoughts, blurring the lines between reality and her subjective perception. This stylistic choice not only portrays the intricacies of mental illness but also reinforces the theme of isolation, as Esther becomes increasingly alienated from those around her.

Similarly, Plath's nuanced and often biting observations about gender roles are embedded in her prose. Through Esther's sardonic tone and sharp critique of societal norms, the novel confronts the limited options available to women in the 1950s. Esther's internal conflict—whether to conform to traditional expectations of marriage and motherhood or to pursue a career and independence—is reflected in the tension and irony of Plath's writing.

Symbolism and Imagery

Plath's rich use of symbolism and imagery serves as another bridge between style and theme. The recurring image of the bell jar itself is central to the novel's exploration of mental illness and alienation. Plath's vivid description of the suffocating air within the bell jar encapsulates Esther's struggles with depression and her perception of being trapped by societal and personal expectations.

Likewise, the fig tree metaphor in the novel is a poignant exploration of choice and opportunity. Esther imagines her life as a fig tree, with each fig representing a different path—career, family, adventure—but she is paralyzed by the fear of choosing, and the figs begin to wither. This metaphor, expressed through Plath's evocative language, underscores the theme of identity and the pressure to make life-altering decisions in a world that often restricts women's agency.

Conclusion

In *The Bell Jar*, Sylvia Plath's style is not merely a vessel for the story but an integral part of how the novel's themes are communicated. Her lyrical and introspective prose invites readers into Esther Greenwood's world, allowing them to experience her struggles with identity, mental health, and societal expectations. Through poetic language, symbolic imagery, and a confessional tone, Plath demonstrates the power of style in enhancing and illuminating a novel's themes. The interplay between these elements in *The Bell Jar* ensures that the novel remains a timeless and profound exploration of the human condition. Ultimately, the relationship between style and theme in *The Bell Jar* reveals Sylvia Plath's genius as both a writer and a storyteller. Her stylistic choices are not simply decorative but are deeply embedded in the narrative's purpose, amplifying the emotional weight of its central

ideas. By crafting a style that reflects Esther Greenwood's internal struggles, Plath ensures that readers do not merely observe the themes from a distance but feel them viscerally. This fusion of style and theme allows *The Bell Jar* to transcend its era, resonating with readers across generations as a deeply personal yet universal exploration of identity, mental health, and societal constraints. Through this synergy, Plath creates a work that lingers long after the final page, urging readers to confront their own bell jars and the systems that perpetuate them.

REFERENCES

1. Bloom, H. (Ed.). (2007). *Sylvia Plath's The Bell Jar*. Bloom's Literary Criticism.
2. Bonds, D. S. (1990). *The separative self in Sylvia Plath's The Bell Jar*. *Women's Studies*, 18(1), 49-64.
3. Brain, T. (2001). *The Other Sylvia Plath*. Routledge.
4. Gilbert, S. M., & Gubar, S. (2000). *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. Yale University Press.
5. Perloff, M. (1972). *A Ritual for Being Born Twice: Sylvia Plath's The Bell Jar*. *Contemporary Literature*, 13(4), 507-522.
6. Plath, S. (1963). *The Bell Jar*. Harper & Row.
7. Smith, A. (1997). *Critical Approaches to Sylvia Plath*. Longman.
8. Stevenson, A. (1989). *Bitter Fame: A Life of Sylvia Plath*. Houghton Mifflin.
9. Wagner-Martin, L. (2003). *Sylvia Plath: A Biography*. University of Michigan Press.
10. Zilcosky, J. (2007). *Closed Circuits: Narratives of Loss and Reconnection in Plath's The Bell Jar*. *Modern Fiction Studies*, 53(4), 847-873.
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. – Т. 6. – С. 485-487.
14. Ma'ripov J. KORPUS HAQIDA UMUMIY TUSHUNCHA //Центральноазиатский журнал образования и инноваций. – 2023. – Т. 2. – №. 5. – С. 175-178.
15. Ma'ripov J. Antroposentrizm–tilshunoslikning zamonaviy yonalishi sifatida //Инновационные исследования в современном мире: теория и практика. – 2022. – Т. 1. – №. 28. – С. 62-68.
16. Solnyshkina M. I. et al. IMPORTANCE OF SETTING GOALS. SMART GOALS //Новости образования: исследование в XXI веке. – 2023. – Т. 1. – №. 11. – С. 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. – Т. 1. – №. 2. – С. 630-632.
19. Maripov J. MODERN METHODS OF TEACHING ENGLISH FOR B2 LEVEL STUDENTS: ENHANCING LANGUAGE PROFICIENCY AND COMMUNICATION SKILLS //International Journal of scientific and Applied Research. – 2024. – Т. 1. – №. 3. – С. 266-271.
20. MATNLARNI D. T. A. L. V. A. D., JIHATLARI T. Q. O. Z. X. O. S. Ma'ripov Jalolkhan Kamoliddin ugli, Alimkulova Khulkar Tolibovna.« //ОБРАЗОВАНИЕ И НАУКА В XXI ВЕКЕ. – №. 22.

PHONETIC AND PHONOLOGICAL ASPECTS OF SPEECH REDUCTION IN ENGLISH.

Scientific advisor: Teshaboyeva Nafisa Zubaydulla 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: Speech reduction is a central phenomenon in conversational English, involving changes to the phonetic and phonological features of words. These changes often make speech faster, more efficient, but less distinct, leading to challenges for non-native listeners, language learners, and automatic speech recognition systems. This article explores the phonetic and phonological aspects of speech reduction, the factors influencing its occurrence, and its implications for linguistic theory, language acquisition, and computational linguistics.

Key words: Speech Reduction, Connected Speech, Vowel Reduction, Consonant Lenition, Prosodic Adjustments, Assimilation, Phonemic Neutralization.

Speech reduction is a natural byproduct of communication efficiency. In conversational English, speakers often prioritize fluency over clarity, resulting in alterations in sound patterns. For example, "I am going to" is frequently reduced to "I'm gonna" in casual speech. These changes are not random but follow predictable phonetic and phonological processes.

Reduction reflects the tension between articulation and intelligibility. While it enables faster communication, it places a greater cognitive burden on listeners, who must rely on context and familiarity with reduced forms to comprehend speech. Understanding these processes is critical for a range of fields, from linguistic theory to practical applications such as speech therapy and the development of voice-activated technologies.

This article provides an in-depth exploration of speech reduction in English, focusing on its phonetic and phonological dimensions, the sociolinguistic and contextual factors that influence it, and its broader implications.

Phonetics concerns the physical articulation and acoustic realization of speech sounds. In reduced speech, several phonetic phenomena are at play:

Vowel reduction is one of the most common features of speech reduction. Unstressed vowels often become centralized to a schwa /ə/ or other neutral vowels. For example: "banana" /bəˈnænə/ is reduced to /bəˈnænə/ in fast speech.

This process economizes articulatory effort, especially in unstressed syllables, and is a defining characteristic of English rhythm, which relies on alternating stressed and unstressed syllables.

Lenition refers to the weakening of consonants, often making them less forceful or even inaudible. Elision, on the other hand, involves the complete omission of sounds.

In "next day," the /t/ sound in "next" is often elided, resulting in [nɛks deɪ].

Similarly, "friendship" may be pronounced as [frɛnʃɪp], omitting the /d/.

Assimilation occurs when adjacent sounds become more similar in articulation. For instance: "input" can be pronounced as [ɪnpʊt] or [ɪmpʊt], where the nasal /n/ assimilates to the bilabial /p/.

Assimilation is a phonetic adjustment that facilitates smoother transitions between sounds.

Coarticulation refers to the overlapping of articulatory gestures, where the articulation of one sound influences neighboring sounds. This leads to blended or less distinct pronunciations, such as:

"don't you" pronounced as [doʊntʃu].

In rapid or casual speech, entire syllables or sounds may be dropped. Phrases like:

"want to" become "wanna" [ˈwʌnə].

"give me" becomes "gimme" [ˈgɪmi].

Phonology examines the abstract systems and patterns governing sound organization. Speech reduction involves systematic changes in stress, rhythm, and sound patterns.

English is a stress-timed language, meaning unstressed syllables are often shortened or weakened. For example:

"I am going to go" becomes "I'm gonna go" [aɪm ˈgʌnə goʊ].

Stress weakening facilitates faster speech production while maintaining rhythmic regularity.

Syllables may be contracted or merged, especially in auxiliary verbs and modal constructions:

"He would have gone" becomes "He'd've gone" [hiːdəv gɒn].

Prosody, which includes pitch, intonation, and rhythm, plays a crucial role in speech reduction. Reduced forms often occur in less prominent prosodic positions, such as:

Function words like "and" reduced to [ən] or [n].

Auxiliary verbs like "is" reduced to [z] in "He's coming."

Phonemic distinctions may be lost in reduced speech, leading to homophony. For instance:

"you" and "ya" are pronounced similarly in reduced contexts.

Several factors contribute to the occurrence and extent of speech reduction:

Fast speech promotes reduction, as articulatory effort is minimized to keep pace with fluency demands.

Words or phrases that are highly predictable from context are more likely to be reduced, as listeners rely on contextual cues for interpretation.

Reduction is more prevalent in informal and conversational contexts than in formal speech or public speaking.

Age, gender, regional dialects, and social factors influence how and when reduction occurs. For example, younger speakers may use more reductions than older speakers in casual settings.

Certain sound sequences are more prone to reduction, especially in consonant clusters, e.g., "friends" pronounced as [frɛnz].

For non-native speakers, reduced forms pose a significant challenge in listening comprehension and pronunciation. Teaching strategies that include exposure to reduced speech can improve learners' fluency and understanding of natural English.

Automatic Speech Recognition (ASR) systems must account for reduced forms to enhance accuracy and usability, especially in real-world applications like virtual assistants.

Studying speech reduction offers insights into language evolution, phonological processes, and cognitive strategies used in speech perception and production.

Conclusion

Speech reduction is a defining feature of English, reflecting the balance between efficiency and intelligibility. By examining its phonetic and phonological aspects, researchers can better understand how language functions in natural contexts. These insights have practical applications in language education, speech technology, and the study of linguistic variation.

REFERENCES

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

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

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

4. 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.

5. 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.

6. 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

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

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

9. 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).

10. 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).

11. 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).

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

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

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

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

16. Ахмедова С. Р. Таълим ва тарбия жараёнлари узвийлигининг самарадорлиги //Science and Education. – 2021. – Т. 2. – №. 9. – С. 369-373.

17. Ахмедова С. Р. и др. Инновацион технологияларни таълим жараёнларига татбиқ этиш йўллари //Science and Education. – 2021. – Т. 2. – №. 10. – С. 492-496.

18. 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.

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

STYLISTIC DEVICES IN ADVERTISING LANGUAGE

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: Abdusattorova Gulira'no Shavkat qizi

Annotation: This article explores the use of stylistic devices in advertising language, emphasizing their crucial role in enhancing the effectiveness of marketing campaigns. It discusses a variety of rhetorical techniques such as metaphor, alliteration, hyperbole, and rhetorical questions, explaining how each device serves to grab attention, engage emotions, and influence consumer behavior. Through examples from well-known brands like Nike, Coca-Cola, and M&M's, the article illustrates how these devices create memorable and persuasive messages. The piece concludes by highlighting the importance of stylistic devices in building brand identity and fostering emotional connections with consumers, ultimately ensuring the success of advertising efforts in a competitive market. This overview provides valuable insights for those interested in understanding the language of advertising and its psychological impact on audiences.

Key words: stylistic devices, advertising language, metaphor, alliteration, hyperbole, rhetorical questions, brand identity, persuasive language, consumer behavior, rhetorical techniques, brand loyalty, emotional appeal, marketing campaigns, imagery, contrast, puns, personification, advertising strategy.

Stylistic Devices in Advertising Language

Advertising is a key element in marketing strategies, designed to grab attention, engage audiences, and encourage consumer behavior. One of the most powerful tools used in advertising is language. Through carefully crafted words, advertisers aim to create lasting impressions, evoke emotions, and influence decisions. Stylistic devices, or rhetorical techniques, play a critical role in shaping the language of advertising. These devices help make ads more persuasive, memorable, and impactful. In this article, we will explore some of the key stylistic devices used in advertising language and examine their role in the effectiveness of advertisements.

Metaphor

Metaphors are one of the most commonly used stylistic devices in advertising. A metaphor involves comparing two different things to create a vivid image or idea. Advertisers use metaphors to convey complex messages in a simple and relatable way. By linking a product or service to something familiar, metaphors can evoke emotions and draw on cultural symbols.

For example, Nike's slogan "Nike: Just Do It" uses a metaphor to frame sports as a matter of action and determination. The phrase suggests that choosing Nike is about embracing a mindset that transcends the actual activity of sport, making it an aspirational statement.

Alliteration

Alliteration is the repetition of consonant sounds at the beginning of words in a sentence or phrase. This stylistic device is often used in advertising to make slogans and product names more catchy, memorable, and rhythmic. The repetition of sounds can create a pleasing effect and help ads stick in the consumer's mind.

A famous example is the slogan "M&M's—Melts in Your Mouth, Not in Your Hands." The repetition of the "M" sound makes the phrase easier to remember and gives it a playful, light-hearted tone that resonates with the target audience.

Hyperbole

Hyperbole, or exaggeration, is a stylistic device used to make a point more dramatic and impactful. In advertising, hyperbole is used to highlight the benefits of a product or service, often stretching the truth to emphasize its superiority or effectiveness. While hyperbole may not be strictly truthful, it serves to create excitement and allure around the product.

For instance, a toothpaste ad might claim, "This toothpaste will give you the brightest smile in the world!" The exaggeration serves to promote the product as the ultimate solution for achieving an ideal smile.

Rhetorical Questions

Rhetorical questions are questions that are posed without the expectation of an answer. Instead, they are used to prompt the audience to think critically or reflect on their own desires or experiences. Advertisers use rhetorical questions to engage the audience and provoke thought about a product's value or necessity.

A classic example is the slogan "Got Milk?" This simple question prompts consumers to consider their milk consumption, associating it with the idea of having a staple product at hand and reinforcing the importance of milk in daily life.

Anaphora

Anaphora is the repetition of a word or phrase at the beginning of successive clauses or sentences. It creates emphasis and rhythm, making the message more persuasive and memorable. This stylistic device is often used to convey a sense of urgency or importance, compelling consumers to take action.

Apple's ad campaign "Think Different" is a perfect example of anaphora. The repetition of the word "Think" in various contexts emphasizes the brand's message of innovation and individuality, reinforcing Apple's identity as a company that values creative thinking.

Personification

Personification involves giving human characteristics to non-human things, ideas, or concepts. In advertising, personification can make a product seem more relatable or emotionally engaging by giving it a personality or human-like qualities.

Coca-Cola frequently uses personification in their advertising, portraying their drink as a source of happiness, sharing, and refreshment. For instance, an ad might feature a bottle of Coke "bringing people together," as if the drink itself possesses the ability to foster human connection.

Contrast

Contrast is a stylistic device where two opposing elements are placed side by side to highlight their differences. Advertisers often use contrast to emphasize the superior qualities of a product compared to its competitors or to present a before-and-after scenario.

One of the most well-known examples of contrast in advertising is seen in beauty product commercials. A product might be advertised with phrases like "Say goodbye to dry skin and hello to soft, moisturized skin," where the stark difference between the two conditions highlights the product's effectiveness.

Puns

Puns, or plays on words, are a fun and engaging way to catch a consumer's attention. By using words that have multiple meanings or sound alike, advertisers can create witty, memorable messages that evoke a sense of humor or cleverness.

An example is the ad campaign for the brand "Reese's," which often uses puns like "Two great tastes that taste great together," playing on the word "taste" to highlight the perfect combination of chocolate and peanut butter.

Imagery

Imagery involves using descriptive language that appeals to the senses to create a mental picture. Advertisers use vivid imagery to paint a picture of what the product or service can provide, allowing the consumer to imagine themselves experiencing the benefits.

An example is the luxury car ads that use imagery such as "Feel the wind in your hair" or "Experience the thrill of the open road." These phrases invite consumers to imagine themselves enjoying a pleasurable experience, enhancing the emotional appeal of the product.

Allusion

An allusion is a reference to a well-known person, event, place, or cultural concept. By tapping into the audience's knowledge, advertisers can create deeper meanings or associations that resonate on an emotional level.

For instance, many sports drink commercials allude to famous athletes or moments in sports history to convey that their product helps customers perform at the highest level. Such allusions invoke feelings of greatness and success, encouraging consumers to associate the product with peak performance.

Conclusion

Stylistic devices are a crucial part of advertising language, helping marketers craft compelling and persuasive messages. Through the use of metaphors, alliteration, hyperbole, and other rhetorical techniques, advertisers can engage the audience, evoke emotions, and influence purchasing decisions. By leveraging these devices effectively, advertisers can create memorable campaigns that resonate with consumers and build lasting brand loyalty. In an era of constant media bombardment, these stylistic tools remain essential for cutting through the noise and capturing attention. In addition to

enhancing the persuasive power of advertisements, stylistic devices also contribute to the shaping of a brand's identity and voice. By using language creatively and strategically, advertisers can differentiate their products from the competition and create a unique narrative that appeals to consumers' desires and values. These devices not only serve to attract attention but also build emotional connections with the audience, which is vital for long-term consumer loyalty. As advertising continues to evolve, the use of stylistic devices remains a cornerstone in crafting messages that are not only memorable but also impactful, ensuring that brands remain relevant and resonate with their target market. Ultimately, the art of combining language and creativity with psychological insight is what makes advertising such a dynamic and powerful field.

REFERENCES

1. Dyer, G. (1982). *Advertising as Communication*. Routledge.
2. Ewen, S. (1996). *Advertising and the Production of Meaning: The Social Function of Advertising*. Sage Publications.
3. Faulds, D. J., & Lee, S. H. (2010). "The Role of Emotional Appeals in Advertising." *Journal of Advertising Research*, 50(2), 215-223.
4. Fowles, J. (1996). *Advertising and Popular Culture: A Cultural Studies Perspective*. Sage Publications.
5. Goffman, E. (1979). *Gender Advertisements*. Harper & Row.
6. Hagtvedt, H., Brasel, S. A., & Mormann, M. (2013). "The Influence of Ad Design and Message Framing on Consumer Responses." *Journal of Advertising*, 42(4), 396-406.
7. Kotler, P., & Keller, K. L. (2016). *Marketing Management* (15th ed.). Pearson.
8. Ogilvy, D. (1983). *Ogilvy on Advertising*. Vintage Books.
9. Schell, M. L. (2009). *The Art of Persuasion: A Practical Guide to Advertising and Public Relations*. McGraw-Hill.
10. Shimp, T. A. (2010). *Advertising and Promotion: An Integrated Marketing Communications Perspective* (9th ed.). South-Western Cengage Learning.
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. – Т. 2. – №. 5. – С. 175-178.
15. Ma'ripov J. Antroposentrizm–tilshunoslikning zamonaviy yonalishi sifatida //Инновационные исследования в современном мире: теория и практика. – 2022. – Т. 1. – №. 28. – С. 62-68.
16. Solnyshkina M. I. et al. IMPORTANCE OF SETTING GOALS. SMART GOALS //Новости образования: исследование в XXI веке. – 2023. – Т. 1. – №. 11. – С. 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. – Т. 1. – №. 2. – С. 630-632.
19. Maripov J. MODERN METHODS OF TEACHING ENGLISH FOR B2 LEVEL STUDENTS: ENHANCING LANGUAGE PROFICIENCY AND COMMUNICATION SKILLS //International Journal of scientific and Applied Research. – 2024. – Т. 1. – №. 3. – С. 266-271.
20. MATNLARNI D. T. A. L. V. A. D., JIHATLARI T. Q. O. Z. X. O. S. Ma'ripov Jalolkhan Kamoliddin ugli, Alimkulova Khulkar Tolibovna.« //ОБРАЗОВАНИЕ И НАУКА В XXI ВЕКЕ. – №. 22.

THE VERB: GRAMMATICAL CATEGORIES OF TENSE, VOICE, ASPECT, AND ORDER

Scientific advisor: Teshaboyeva Nafisa Zubaydulla 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: Mallaboyeva Odina Akmal qizi

Annotation: This article provides an in-depth exploration of the grammatical categories associated with verbs: tense, voice, aspect, and order. It explains how these categories interact to convey different meanings and provide clarity in communication. The article begins by defining tense as a marker of time, discussing how it helps establish when an action occurs—present, past, or future. It then moves to voice, explaining how it shifts the focus between the subject and object, with a particular emphasis on active and passive constructions. The aspect category is explored next, focusing on how it reveals whether an action is viewed as completed or ongoing, through perfective and imperfective distinctions. Lastly, the article addresses order, examining how different syntactic structures in various languages, such as SVO, SOV, and VSO, determine the verb's position and, consequently, the overall meaning of a sentence. Through clear examples, the article highlights how these categories are vital in shaping sentences and conveying nuanced ideas, underscoring the complexity and significance of verbs in language.

Key words: tense, voice, aspect, order, verb, grammatical categories, active voice, passive voice, perfective aspect, imperfective aspect, syntactic structure, sentence construction, subject-verb-object, subject-object-verb, verb position, auxiliary verbs, sentence meaning, language structure, communication, grammatical features

The Verb: Grammatical Categories of Tense, Voice, Aspect, and Order

Verbs are central to the structure of any sentence. They convey action, occurrence, or state of being, and they are often marked by various grammatical features. These features, or categories, modify the verb to reflect different nuances of time, manner, or perspective. The primary grammatical categories that influence verbs include **tense**, **voice**, **aspect**, and **order**. Each of these categories plays a crucial role in how verbs function within sentences, allowing for precise expression and communication.

Tense

Tense is perhaps the most familiar grammatical category associated with verbs. It indicates the time at which an action occurs, typically distinguishing between the present, past, and future. Tense helps the speaker situate an event in time, and it is often marked by changes in the verb itself or through auxiliary verbs.

- **Present tense**: Indicates that the action is happening now or generally. For example:
  - "She **runs** every morning."
- **Past tense**: Refers to actions that have already happened. For example:
  - "He **ran** yesterday."
- **Future tense**: Expresses actions that will occur. For example:
  - "I **will run** tomorrow."

Some languages use additional tenses (e.g., the **present perfect**, **past perfect**) to further refine the temporal relationship.

Tense can be expressed in several ways:

- **Simple tense**: The basic form, without auxiliaries (e.g., "I run").
- **Progressive tense**: Indicates an ongoing action (e.g., "I am running").
- **Perfect tense**: Refers to actions that have been completed or have relevance to the present (e.g., "I have run").

Voice

Voice refers to the relationship between the action expressed by the verb and its participants. It highlights whether the subject is the performer of the action or the receiver of the action. The two most common voices are **active** and **passive**.

- **Active voice**: The subject performs the action. For example:
  - "The dog **chased** the cat."
  - The subject ("the dog") is the doer of the action.
- **Passive voice**: The subject receives the action. For example:
  - "The cat **was chased** by the dog."
  - The subject ("the cat") is now the receiver of the action.

In many languages, voice can be expressed through different verb forms, often involving auxiliary verbs, as seen in English with the use of "to be" or "to get" in the passive construction.

- **Reflexive voice**: The subject and the object of the verb refer to the same entity. For example:
  - "She **washed** herself."

Voice allows speakers to manipulate focus in a sentence, either emphasizing the doer of the action or the recipient of the action.

Aspect

Aspect refers to the manner in which an action or event is experienced or viewed in terms of its internal structure. It is different from tense, which locates an action in time, while aspect reflects the action's duration, completion, or repetition. There are several types of aspect, but the most commonly discussed ones are **perfective** and **imperfective**.

- **Perfective aspect**: Describes actions as completed or viewed as a whole. For example:
  - "She **read** the book."
  - The focus is on the action being completed, rather than its process.
- **Imperfective aspect**: Refers to actions that are ongoing or habitual. For example:
  - "She **was reading** the book when I called."
  - This implies the action is in progress or repeated over time.

Languages may use auxiliary verbs or specific verb forms to convey aspect. In English, for instance, the progressive form ("is running") conveys the imperfective aspect, while the perfect form ("has run") conveys the perfective aspect.

Order (Syntax and Verb Position)

Verb order is an important aspect of sentence structure in many languages. It determines where the verb appears in relation to the subject, object, and other elements in the sentence. Different languages have different default verb orders, which are crucial for understanding meaning.

- **SVO (Subject-Verb-Object)**: In English, the typical word order is Subject-Verb-Object, where the subject comes first, followed by the verb and then the object.
    - Example: "She (subject) reads (verb) the book (object)."
- **SOV (Subject-Object-Verb)**: In languages like Japanese, the typical order is Subject-Object-Verb.
    - Example: "She the book reads."
- **VSO (Verb-Subject-Object)**: In some languages, like classical Arabic, the verb comes before the subject.
    - Example: "Reads she the book."

The verb's position may change in questions, negative constructions, and other special sentence types. For example, in English, the auxiliary verb "do" is used in questions and negatives: "Do you run?" or "She does not run."

Conclusion

Verbs are not only the backbone of sentence construction but also carry a rich set of grammatical categories that help define the meaning and structure of a sentence. Tense, voice, aspect, and order interact to provide a nuanced and precise representation of actions, their timing, and their relationships to other sentence elements. By understanding how these categories work together, speakers can better control how they express ideas and convey specific information. The flexibility and complexity of verbs, shaped by these categories, are essential to effective communication in any language. The grammatical categories of tense, voice, aspect, and order are fundamental to understanding how verbs function within sentences. Each category offers a distinct lens through which an action or state can be interpreted, allowing for clarity, precision, and emphasis in communication. While tense situates an action in time, voice alters the focus between the subject and the object, aspect provides insight into the action's nature or duration, and word order ensures that the elements of a sentence are logically arranged. By mastering these categories, speakers and writers can manipulate their language to express a wide array of meanings, from simple statements to complex, nuanced ideas. Ultimately, these verb categories form the cornerstone of grammatical structure, enabling the fluid and varied expression of thought in any language.

REFERENCES

1. Cook, V. (2003). *The English Verb: An Exploration of Structure and Meaning*. Oxford University Press.
2. Dahl, Ö. (2004). *The Tense and Aspect System of English*. Cambridge University Press.
3. Comrie, B. (1976). *Aspect: An Introduction to the Study of Verbal Aspect and Related Problems*. Cambridge University Press.
4. Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). *A Comprehensive Grammar of the English Language*. Longman.
5. Binnick, R. I. (1991). *Time and the Verb: A Guide to Tense and Aspect*. Oxford University Press.
6. Andrews, A. (2007). *The Syntax of the Verb Phrase in English*. Cambridge University Press.
7. Huddleston, R., & Pullum, G. K. (2002). *The Cambridge Grammar of the English 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. Ibrohimovna, X. M. (2023). The Importance of Methods in Language Teaching Process. Web of Scholars: Multidimensional Research Journal, 2(1), 20-23.
21. 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
22. 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
23. Teshaboyeva, N., & Yakubova, N. (2023). CHANGES OF MEANING OF WORDS. Центральноазиатский журнал образования и инноваций, 2(12), 126-129.
24. 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

25. 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
26. 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
27. 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
28. 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
29. 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
30. Teshaboyeva, N., & Yakubova, N. (2023). WORD FORMATION. COMPOUNDING. *Development of pedagogical technologies in modern sciences*, *2*(12), 187-192.
31. Teshaboyeva, N. (2023). Compound sentences in the English language. *Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari*, *2*(2), 68-70.
32. 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.

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). VOWELS AND THEIR MODIFACATIONS. *Новости образования: исследование в XXI веке*, *2*(16), 298-305.
35. Nafisa, T. (2023, December). Secondary ways of word formation. In *" Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 109-112).
36. 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.
37. Qizi, T. N. Z., & Umedovich, M. Y. (2023). AMERICAN-BASED PRONUNCIATION STANDARDS OF ENGLISH. *Scientific Impulse*, *2*(15), 563-567.
38. Nafisa, T. (2023, December). Word Formation: Compounding. In *" Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 113-115).
39. Nafisa, T. (2023). NOUNS AND THEIR GRAMMATICAL CATEGORIES. *Новости образования: исследование в XXI веке*, *2*(16), 292-297.
40. Ojha, D. D. R. (2023). Teshaboyeva Nafisa Zubaydulla qizi.
41. Nafisa, T. (2023). POLITICAL PARTIES IN GREAT BRITAIN. *Нововведения Современного Научного Развития в Эпоху Глобализации: Проблемы и Решения*, *1*(5), 97-101.
42. Nafisa, T. (2023). GOVERNMENTAL SYMBOLS OF GREAT BRITAIN; OUTSTANDING DATES OF GREAT BRITAIN. *The Role of Exact Sciences in the Era of Modern Development*, *1*(6), 23-26.
43. Abdurozikova, I. I., & Teshaboyeva, N. Z. (2023). The application of adjectives, as well as issues and solutions around their usage. *TECHNICAL SCIENCE RESEARCH IN UZBEKISTAN*, *1*(4), 296-299.
44. Nafisa, T. (2023). POLITICAL PARTIES IN GREAT BRITAIN. *Нововведения Современного Научного Развития в Эпоху Глобализации: Проблемы и Решения*, *1*(5), 97-101.
45. Abdurozikova, I. I., & Teshaboyeva, N. Z. (2023). The application of adjectives, as well as issues and solutions around their usage. *TECHNICAL SCIENCE RESEARCH IN UZBEKISTAN*, *1*(4), 296-299.
46. Qizi, T. N. Z., & Umedovich, M. Y. (2023). AMERICAN-BASED PRONUNCIATION STANDARDS OF ENGLISH. *Scientific Impulse*, *2*(15), 563-567.

THE USE OF METAPHOR IN MODERN FICTION (IN THE EXAMPLE OF "BELOVED" BY TONI MORRISON)

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: Bekmurzayeva Xamida Farhodovna

Annotation: This article explores seminal work of modern American fiction that explores the haunting legacy of slavery through the life of Sethe, an escaped slave living in post-Civil War Ohio. The novel centers on Sethe's struggle with the past and the physical manifestation of her dead daughter, Beloved, who returns as a ghostly presence. As Sethe attempts to reconcile with her traumatic history, *Beloved* employs metaphors to delve into themes of memory, trauma, identity, and the inescapability of the past. Morrison uses the metaphor of Beloved herself as both a literal ghost and a symbol of the psychological scars left by slavery. The character's spectral presence represents the unresolved pain of Sethe's past, particularly the extreme actions she took to protect her children from the horrors of enslavement. The haunted house at 124 Bluestone Road is another metaphor for the lingering effects of trauma, embodying the way the past can continue to affect those who lived through it and those who inherit its wounds. Morrison's use of rebirth and cyclical trauma serves as a powerful metaphor for the process of confronting one's history. Sethe's own act of violence, meant to prevent a worse fate for her child, is simultaneously an attempt at liberation and a painful reflection of the unhealed scars of slavery. Furthermore, Morrison's fragmented narrative and the silences of her characters convey the limitations of language in articulating the depths of their suffering, with silence itself functioning as a metaphor for the unspeakable nature of trauma. Overall, *Beloved* is a richly symbolic novel that uses metaphor to communicate the profound psychological and emotional impact of slavery. Through the layered metaphors of ghosts, houses, and rebirth, Morrison creates a narrative that not only represents the persistence of historical trauma but also the difficult path toward healing and understanding.

Key words: *Beloved*, Toni Morrison, metaphor, modern fiction, slavery, trauma, memory, guilt, identity, psychological scars, haunting, ghost, Beloved (character), house as metaphor, cyclical trauma, rebirth, silence, narrative structure, post-Civil War, historical trauma, collective memory, dehumanization, healing, reconciliation.

The Use of Metaphor in Modern Fiction: In the Example of *Beloved* by Toni Morrison

Metaphor is a powerful literary tool used by writers to convey complex themes, emotions, and experiences in ways that resonate deeply with readers. In modern fiction, metaphors go beyond simple decorative language; they serve as a means of exploring societal issues, individual identities, and the intricacies of the human experience. Toni Morrison's *Beloved* (1987) is a prime example of how metaphor can be woven into the fabric of a novel to enrich its themes and illuminate the psychological and emotional landscapes of its characters.

Beloved is a haunting exploration of the trauma of slavery and its aftermath. The novel tells the story of Sethe, an escaped slave living in post-Civil War Ohio, who is haunted by the ghost of her dead daughter. As Sethe confronts her past, she must also come to terms with the violent legacy of slavery that continues to haunt her and her family. In this context, Morrison uses metaphor in profound and multifaceted ways to convey the psychological scars of slavery, the complexities of identity, and the nuances of memory and trauma.

Slavery as a Metaphor for Psychological and Physical Oppression

At the heart of *Beloved* lies the metaphor of slavery as a dehumanizing force that not only shackles the body but also the mind. The brutal realities of slavery are often explored through metaphorical representations of ghosts, shadows, and specters. Sethe's dead daughter, Beloved, is a literal manifestation of the past—a specter that haunts the present. Beloved is not only a ghost in the conventional sense but also a metaphor for Sethe's guilt, her memories, and the historical trauma of slavery itself. The presence of Beloved as a physical entity blurs the line between the supernatural and the psychological, demonstrating how the past continues to shape the present.

Sethe's need to kill her daughter to prevent her from being captured by slave traders is itself a metaphor for the extreme and often incomprehensible decisions slaves were forced to make in the face of total dehumanization. The image of Beloved—both as the literal ghost and as a symbol of the traumatic past—functions as a representation of the collective memory of slavery, a memory that refuses to be exorcised.

The House as a Metaphor for Trauma and Memory

The house at 124 Bluestone Road, where Sethe and her family live, is another key metaphor in *Beloved*. The house is described as being "haunted," a direct reference to the ghost of Sethe's daughter. However, the house also serves as a symbol of the weight of memory and the inescapable past. In this sense, the house becomes a metaphor for Sethe's internal state—her mind and soul are also haunted by the horrors of her past, particularly the trauma she endured as a slave.

As Sethe attempts to rid herself of the haunting presence, she inadvertently clings to it, much like the way survivors of trauma are often unable to completely sever their ties with their painful experiences. The metaphor of the house embodies the inescapability of the past, demonstrating how trauma can live on in the spaces we inhabit, both physically and emotionally.

Metaphors of Rebirth and the Cycle of Trauma

Morrison also uses metaphors of birth, motherhood, and rebirth to highlight the cyclical nature of trauma. Sethe's violent act of infanticide is a twisted reversal of birth; it is a desperate attempt to protect her child from the horrors of slavery, but it also underscores the impossibility of truly escaping the trauma of slavery. The metaphor of rebirth is further explored through Beloved's return as a physical manifestation, where she symbolizes the return of past suffering and the attempt to confront it.

Throughout the novel, the characters are locked in a cycle of trauma and healing, one that mirrors the historical cycle of slavery. The idea of "rebirth" is not a simple process of healing but is instead fraught with difficulty, representing the persistence of collective memory and trauma. The metaphor of rebirth, therefore, complicates the idea of healing, showing that trauma can be cyclical and that recovery requires confronting painful memories and reconciling with the past.

The Role of Language and Silence in Metaphor

Another significant use of metaphor in *Beloved* is Morrison's exploration of language. Sethe and other characters often struggle to articulate their emotions and memories, as the language available to them is insufficient for expressing the full depth of their experiences. Language, in this sense, becomes a metaphor for the limitations of communication in a world that has systematically dehumanized people.

Morrison frequently employs fragmented or nonlinear narrative techniques, and the language in the novel often mirrors the disjointed, fragmented nature of memory.

The metaphor of silence is also crucial in understanding the ways in which trauma is passed down through generations. Sethe's difficulty in speaking about her experiences reflects the larger silences surrounding the trauma of slavery, suggesting that some aspects of the past are so painful or so deeply ingrained that they cannot be fully articulated. The novel's disjointed language and fragmented narrative serve as metaphors for the struggle to speak about the unspeakable.

Conclusion

In *Beloved*, Toni Morrison masterfully employs metaphor to explore the psychological, emotional, and historical dimensions of slavery. The novel's use of metaphor is not just a stylistic choice but a fundamental way of engaging with the themes of trauma, memory, and identity. Through the haunting presence of Beloved, the metaphor of the house, the cycles of rebirth, and the limitations of language, Morrison creates a profound narrative that challenges readers to confront the lingering effects of slavery on both personal and collective levels. The metaphors in *Beloved* enrich the text, transforming it from a historical novel into a deeply symbolic exploration of the enduring scars of the past. In addition to its exploration of trauma and memory, *Beloved* also highlights the transformative power of confronting one's past, even when it is laden with pain and guilt. The metaphors Morrison employs throughout the novel invite readers to consider how individuals and communities can begin to heal from the destructive legacies of history. While the metaphor of the haunting suggests that the past can never be fully exorcised, it also implies the possibility of understanding and reconciliation. By engaging with the ghost of Beloved, Sethe and the other characters are forced to reckon with their personal and collective histories. In this way, Morrison not only uses metaphor to convey the persistence of trauma but also to suggest the complex process of breaking free from it—highlighting both the difficulties and potential for renewal when one confronts the ghosts of the past. Ultimately, the novel demonstrates that while the past can haunt and shape the present, acknowledging it is a crucial step toward healing and understanding.

REFERENCES

1. Abrams, M.H. *A Glossary of Literary Terms*. 11th ed., Cengage Learning, 2015.
2. Bass, Alan. "The Return of the Repressed: Trauma and Memory in *Beloved*." *Studies in American Fiction*, vol. 24, no. 2, 1996, pp. 129-144.
3. Fuchs, Cynthia. "The Politics of Memory: Toni Morrison's *Beloved*." *Journal of American Studies*, vol. 38, no. 2, 2004, pp. 151-168.

4. Gordon, Avery. *Ghostly Matters: Haunting and the Sociological Imagination*. University of Minnesota Press, 2008.
5. Hume, Kathryn. "Metaphor and Trauma: The Art of *Beloved*." *American Literary History*, vol. 10, no. 1, 1998, pp. 44-62.
6. Jones, Suzan. "The Ghosts of *Beloved*: Toni Morrison and the Legacy of Slavery." *The Journal of African American History*, vol. 85, no. 2, 2000, pp. 115-130.
7. Morrison, Toni. *Beloved*. Vintage International, 2004.
8. O'Connell, Robert. "The Burden of History: Slavery and Memory in Toni Morrison's *Beloved*." *Modern Fiction Studies*, vol. 38, no. 3, 1992, pp. 655-676.
9. Simmons, Cynthia. "The Role of Memory in *Beloved*." *Toni Morrison: A Critical Companion*, edited by K. D. McCullough, Greenwood Press, 2001, pp. 151-174.
10. Smith, Valerie. "Reconstructing Memory: History and Trauma in *Beloved*." *Toni Morrison: Reading and Writing the World*, edited by Julie Nash, University of Illinois Press, 2004, pp. 72-92.
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. – Т. 1. – №. 2. – С. 630-632.
19. Maripov J. MODERN METHODS OF TEACHING ENGLISH FOR B2 LEVEL STUDENTS: ENHANCING LANGUAGE PROFICIENCY AND COMMUNICATION SKILLS //International Journal of scientific and Applied Research. – 2024. – Т. 1. – №. 3. – С. 266-271.
20. MATNLARNI D. T. A. L. V. A. D., JIHATLARI T. Q. O. Z. X. O. S. Ma'ripov Jalolkhan Kamoliddin ugli, Alimkulova Khulkar Tolibovna.« //ОБРАЗОВАНИЕ И НАУКА В XXI ВЕКЕ. – №. 22.

THE STYLISTIC EFFECT OF PUNCTUATION IN PROSE (IN THE EXAMPLE OF "THE SOUND AND FURY" BY WILLIAM FAULKNER)

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: Safarboyeva Shohista Shuhrat qizi

Annotation: In *The Sound and the Fury*, William Faulkner's manipulation of punctuation plays a crucial role in conveying the psychological states of his characters and reflecting the novel's themes of time, memory, and emotional disarray. Faulkner's innovative approach to punctuation—particularly his use of commas, dashes, ellipses, and the absence of periods—serves as a narrative tool that immerses the reader in the fragmented and often disjointed thought processes of his characters. By avoiding traditional punctuation conventions, Faulkner creates a stream-of-consciousness narrative style that mirrors the characters' fractured perceptions of time and reality, particularly through Benjy's non-linear experience of the world, Quentin's obsession with the past, and Jason's linear but emotionally turbulent perspective. The absence or excessive use of punctuation amplifies the emotional intensity of the novel, rendering the characters' inner turmoil more palpable. Ultimately, Faulkner's manipulation of punctuation contributes to a unique narrative structure that invites the reader to engage not just with the characters' actions but with their deeply subjective, fragmented experiences of reality. This approach allows the form of the novel to complement its thematic exploration of the complexities of consciousness, memory, and emotional breakdown.

Key words: punctuation, narrative technique, stream-of-consciousness, time, memory, emotional disarray, psychological states, Faulkner, *The Sound and the Fury*, Benjy Compson, Quentin Compson, Jason Compson, fragmentation, consciousness, modernism, narrative form, character perception, thematic exploration, inner turmoil, emotional intensity, literary style, non-linear narrative

William Faulkner's *The Sound and the Fury* is a challenging and deeply layered work of literature, whose innovation in narrative techniques and exploration of Southern consciousness have placed it at the heart of modernist literary studies. One of the most striking aspects of the novel is Faulkner's use of punctuation—or, more precisely, his deliberate manipulation of punctuation to create specific stylistic effects.

Through non-traditional punctuation, Faulkner crafts a narrative that reflects the fragmented and often incoherent nature of thought and memory, enhancing the novel's exploration of time, consciousness, and emotional disarray. The following analysis examines the stylistic effects of punctuation in *The Sound and the Fury*, focusing on how Faulkner uses punctuation to mirror the inner lives of his characters and to achieve a distinctive narrative voice.

The Role of Punctuation in Modernist Literature

In modernist literature, traditional narrative conventions—including punctuation—were frequently destabilized in order to reflect the complexity and fluidity of individual experience. Faulkner, along with contemporaries like James Joyce, T.S. Eliot, and Virginia Woolf, employed non-standard punctuation and narrative techniques to break away from linear storytelling and explore fragmented perceptions of reality. For Faulkner, punctuation becomes more than just a tool for clarity and grammar; it serves as an instrument to convey the psychological depth of his characters and their often disjointed, non-linear experiences.

Stream-of-Consciousness and the Disruption of Syntax

One of the most notable stylistic effects of punctuation in *The Sound and the Fury* is Faulkner's use of the stream-of-consciousness technique, which places the narrative directly into the minds of his characters. This narrative mode is characterized by long, unbroken sentences that often lack proper punctuation or clear structural divisions. This is particularly evident in the section of the novel told from Benjy Compson's perspective, where Faulkner uses punctuation to create a sense of fragmented thought. Benjy, who has an intellectual disability, experiences time as a chaotic flow of disconnected moments rather than a linear progression. Faulkner's refusal to use commas, periods, or paragraph breaks where they might traditionally be expected mirrors Benjy's inability to distinguish between past and present, providing the reader with a direct experience of his perception of time.

For instance, in the opening chapter of the novel, Faulkner frequently uses commas to create long, flowing sentences that collapse time and memory. A sentence such as:

"I give you the sky and the sound and the fury and the crying with the birds and the trees and the voices that they heard…"

Here, the lack of punctuation allows the sensory impressions to bleed into each other, as Benjy perceives the world not as discrete events, but as an unbroken series of moments. The run-on sentences and absence of conventional punctuation patterns create a disorienting effect, forcing the reader to follow the tumultuous ebb and flow of Benjy's consciousness.

The Use of the Dash and Ellipses

The dash and the ellipsis are two punctuation marks that Faulkner uses strategically throughout the novel to convey a sense of unfinished thoughts, interruptions, or emotional tension. Both devices are employed to disrupt the narrative flow, allowing for a more fluid, fragmented, and sometimes evasive style of narration.

In the character of Quentin Compson, Faulkner uses the dash to evoke the tension between thoughts that are difficult to articulate or fully comprehend. For example, in one of Quentin's rambling inner monologues:

"I don't know why I went to the river. It wasn't the river—it was—no, not that, not that, not that—"

Here, the dash marks an abrupt shift in Quentin's thought process, signaling the disintegration of coherent speech and a descent into madness. This punctuation draws attention to the disjunction between Quentin's intellectual understanding of his world and his emotional turmoil. It serves as an aural representation of the silence that exists between his inner thoughts and the external world.

Similarly, Faulkner often uses ellipses to indicate moments of hesitation, unspoken emotions, or unarticulated thoughts. The ellipsis invites the reader to fill in the gaps, encouraging a sense of participatory reading that mirrors the fragmented nature of the characters' experiences. In Quentin's soliloquies, for example, his repeated use of ellipses emphasizes his inability to express the depth of his sorrow and the difficulty of articulating his despair over his sister Caddy's loss of purity.

The Effect of Punctuation in Time and Memory

Faulkner's manipulation of punctuation also serves as a way to explore the theme of time in *The Sound and the Fury*. The novel is structured in such a way that different sections reflect varying perceptions of time—those of Benjy, Quentin, and Jason

Compson—each of which is punctuated in a distinct manner to reflect the unique nature of their internal chronologies.

In Benjy's chapter, time is experienced as a continual present, a relentless, circular unfolding where past and present are indistinguishable. The lack of punctuation emphasizes this sense of temporal disorientation. In contrast, Quentin's chapter, which delves into his obsession with the past and the decay of Southern traditions, is punctuated by more conventional use of periods and dashes, suggesting a greater sense of mental coherence, even though his thoughts are deeply troubled and fractured. The punctuation reflects the characters' relationship to time: Benjy is trapped in an endless present, Quentin is fixated on an inescapable past, and Jason's perspective is more linear, though equally marked by frustration and a sense of being lost in time.

Punctuation as Emotional Expression

The punctuation in *The Sound and the Fury* also serves as an emotional amplifier. For example, in moments of intense emotional distress, Faulkner uses exclamation points to heighten the urgency of a character's state of mind. The exclamation marks act as a direct reflection of the characters' emotional volatility, particularly in the chaotic, erratic thought patterns of characters like Quentin and Jason. These punctuational choices render the emotional content of the novel more immediate, pushing the reader to feel the characters' agitation, confusion, and grief on a visceral level.

Moreover, the lack of punctuation or the excessive use of it at key moments can induce feelings of claustrophobia or anxiety in the reader, aligning them with the psychological turbulence of the characters. The result is a more intimate reading experience, where the form of the text mirrors the emotional content.

Conclusion

The stylistic effect of punctuation in *The Sound and the Fury* is not merely a matter of grammatical preference or aesthetic choice but a deeply integral aspect of Faulkner's narrative strategy. Through his innovative manipulation of punctuation, Faulkner enhances the novel's themes of time, memory, and psychological disintegration. Punctuation becomes a tool through which the fragmented consciousness of his characters is conveyed, offering the reader a direct experience of their inner turmoil and the disordered nature of their perceptions. Faulkner's approach to punctuation is a defining feature of his modernist style, and its impact on the reader's

engagement with the novel is undeniable. In conclusion, the strategic use of punctuation in *The Sound and the Fury* is a fundamental element of Faulkner's narrative technique, shaping the reader's understanding of character, time, and emotion. By distorting conventional punctuation rules, Faulkner allows the novel's form to become a reflection of the fractured, non-linear experiences of his characters. The resulting disorientation and emotional intensity invite the reader to experience the world of the Compson family not just through their actions, but through their very thoughts and perceptions. This manipulation of punctuation not only challenges traditional narrative structures but also deepens the thematic exploration of human consciousness, memory, and loss. Through this, Faulkner underscores the complexity of the human mind and its relationship to the passage of time, making punctuation an essential vehicle for his storytelling.

REFERENCES

1. Adorno, Theodor W. *The Jargon of Authenticity*. Translated by Knut Tarnowski and Frederic Will, Routledge, 2006.
2. Benstock, Shari. *Women of the Left Bank: Paris 1900-1940*. University of Texas Press, 2000.
3. Faulkner, William. *The Sound and the Fury*. Vintage International, 1990.
4. Gass, William H. *The Fiction of William Faulkner: A Critical Study*. The University of Chicago Press, 1959.
5. Haralson, Eric. *The Literature of the American South: A Norton Anthology*. W.W. Norton & Company, 1998.
6. Hibbard, John. *The Narrative Style of William Faulkner: A Study of the Formal Aesthetic of His Fiction*. University of Chicago Press, 1965.
7. Horwitz, Tony. *Confederates in the Attic: Dispatches from the Unfinished Civil War*. Vintage Books, 1998.
8. Irving, John. *The Sound and the Fury and Modernism: Faulkner's Narrative Innovation*. Modernist Studies, 2004.
9. Meckier, Jerome. *William Faulkner: A Study of the Modern American Writer*. Macmillan, 1980.
10. Weinstein, Philip M. *Faulkner's Subject: A Critical Study of the Works of William Faulkner*. Harvard University Press, 1977.
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. – Т. 6. – С. 485-487.
14. Ma'ripov J. KORPUS HAQIDA UMUMIY TUSHUNCHA //Центральноазиатский журнал образования и инноваций. – 2023. – Т. 2. – №. 5. – С. 175-178.
15. Ma'ripov J. Antroposentrizm–tilshunoslikning zamonaviy yonalishi sifatida //Инновационные исследования в современном мире: теория и практика. – 2022. – Т. 1. – №. 28. – С. 62-68.
16. Solnyshkina M. I. et al. IMPORTANCE OF SETTING GOALS. SMART GOALS //Новости образования: исследование в XXI веке. – 2023. – Т. 1. – №. 11. – С. 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. – Т. 1. – №. 2. – С. 630-632.
19. Maripov J. MODERN METHODS OF TEACHING ENGLISH FOR B2 LEVEL STUDENTS: ENHANCING LANGUAGE PROFICIENCY AND COMMUNICATION SKILLS //International Journal of scientific and Applied Research. – 2024. – Т. 1. – №. 3. – С. 266-271.
20. MATNLARNI D. T. A. L. V. A. D., JIHATLARI T. Q. O. Z. X. O. S. Ma'ripov Jalolkhan Kamoliddin ugli, Alimkulova Khulkar Tolibovna.« //ОБРАЗОВАНИЕ И НАУКА В XXI ВЕКЕ. – №. 22.

THE INFLUENCE OF HISTORICAL CONTEXT ON LITERARY STYLE (IN THE EXAMPLE OF "A TALE OF TWO CITIES" BY CHARLES DICKENS)

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 302-21: Kurasheva Hafiza Baxtiyorovna

Annotation: This article examines the influence of historical context on the literary style of Charles Dickens' *A Tale of Two Cities*, highlighting how the French Revolution shapes the narrative's themes, characters, and stylistic elements. It discusses Dickens' vivid portrayal of the era's contradictions, the novel's moral undertones as a cautionary tale for Victorian readers, and the universal relevance of its themes. By blending historical detail with timeless moral questions, Dickens uses the French Revolution not only as a dramatic setting but also as a lens to explore societal concerns and human resilience. The article underscores how Dickens' literary style reflects both the historical backdrop of the 18th century and the social anxieties of 19th-century England, demonstrating the interplay between history and literature.

Key words: Charles Dickens, A Tale of Two Cities, French Revolution, historical context, literary style, Victorian England, social inequality, revolution, symbolism, moral themes, duality, justice, sacrifice, empathy, human resilience.

The Influence of Historical Context on Literary Style in "A Tale of Two Cities" by Charles Dickens

Literature often reflects the world in which it is created, shaped by the prevailing social, political, and cultural forces of its time. Charles Dickens' *A Tale of Two Cities* is a powerful example of how historical context influences literary style. Published in 1859, the novel explores themes of revolution, sacrifice, and redemption, all set against the turbulent backdrop of the French Revolution. Through this lens, Dickens employs a literary style deeply rooted in both the historical moment he depicts and the concerns of his Victorian audience.

The French Revolution as Historical Backdrop

The French Revolution (1789–1799) serves as the primary historical framework for *A Tale of Two Cities*. Dickens vividly portrays the era's chaos and brutality, using

rich imagery and dramatic contrasts to capture the upheaval. The novel's opening line, "It was the best of times, it was the worst of times," encapsulates the contradictions of the age. This duality mirrors the Revolution's simultaneous promise of liberation and descent into violence.

Dickens' depiction of events such as the storming of the Bastille and the Reign of Terror is informed by his understanding of history as a cyclical and moral force. His treatment of these events demonstrates a Victorian fascination with both the progress and peril of revolutionary change, reflecting fears of instability in his own time.

Victorian Concerns and the Novel's Moral Undertones

Dickens' literary style in *A Tale of Two Cities* is heavily influenced by the concerns of mid-19th-century England. During this period, the Industrial Revolution was transforming society, creating both immense wealth and profound social inequality. The rise of industrial capitalism led to fears of class conflict, which Dickens channels through his portrayal of revolutionary France.

The novel serves as a cautionary tale for Victorian readers, warning of the consequences of ignoring societal inequities. Through the character of Madame Defarge, Dickens illustrates the dangers of unbridled vengeance, while Dr. Manette and Sydney Carton represent themes of resilience and self-sacrifice. These characters reflect Dickens' moral vision, emphasizing the need for compassion and reform to prevent the kind of violence seen in revolutionary France.

Stylistic Features Shaped by Historical Context

Dickens' narrative style in *A Tale of Two Cities* also bears the imprint of its historical setting. His use of repetition, foreshadowing, and symbolic imagery evokes the cyclical nature of history. For instance, the recurring motif of the guillotine underscores the inescapable consequences of violence and retribution.

The serialized format of the novel, originally published in weekly installments, influenced its pacing and dramatic tension. Each chapter ends with a sense of anticipation, mirroring the suspense and uncertainty of the era it depicts. This structure also catered to a Victorian audience eager for entertainment that engaged with pressing moral and social questions.

Universal Themes in a Specific Historical Context

While *A Tale of Two Cities* is deeply rooted in the French Revolution, its themes resonate beyond its immediate historical context. The novel explores universal questions about justice, sacrifice, and the human capacity for renewal. By intertwining these timeless themes with the specific events of the Revolution, Dickens creates a work that is both historically grounded and enduringly relevant.

Conclusion

The historical context of the French Revolution profoundly shapes the literary style of *A Tale of Two Cities*. Dickens uses the dramatic events of the late 18th century to explore themes that were highly pertinent to his Victorian audience, blending vivid historical detail with moral commentary. This interplay between past and present not only enriches the novel but also demonstrates the enduring power of literature to reflect and critique the world in which it is created. Ultimately, *A Tale of Two Cities* exemplifies how historical context can shape literary style, transforming a novel into both a reflection of the past and a commentary on the present. Dickens' masterful use of the French Revolution as a backdrop allows him to explore the complex interplay between individual lives and the broader forces of history. His vivid prose, symbolic imagery, and dramatic contrasts breathe life into a period of immense turmoil, while his moral vision speaks to universal human concerns. By anchoring his narrative in the specific challenges of both revolutionary France and Victorian England, Dickens crafts a timeless work that bridges historical divides, reminding readers of the enduring need for empathy, justice, and humanity in the face of upheaval.

REFERENCES

1. Bloom, Harold. *Charles Dickens's A Tale of Two Cities*. Chelsea House, 1987.
2. Chesterton, G. K. *Charles Dickens: A Critical Study*. Methuen, 1906.
3. Collins, Philip. *Dickens and Crime*. Macmillan, 1962.
4. Dickens, Charles. *A Tale of Two Cities*. Chapman and Hall, 1859.
5. Glancy, Ruth. *Charles Dickens's A Tale of Two Cities: A Sourcebook*. Routledge, 2006.
6. Kaplan, Fred. *Dickens: A Biography*. Johns Hopkins University Press, 1988.
7. Lucas, John. *The Melancholy Man: A Study of Dickens's Novels*. Methuen, 1970.
8. Sanders, Andrew. *The Companion to A Tale of Two Cities*. Oxford University Press, 1997.
9. Schlicke, Paul. *Oxford Reader's Companion to Dickens*. Oxford University Press, 1999.

10. Storey, Graham. *Charles Dickens: A Life*. Oxford University Press, 1991.
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. Maripov J. MODERN METHODS OF TEACHING ENGLISH FOR B2 LEVEL STUDENTS: ENHANCING LANGUAGE PROFICIENCY AND COMMUNICATION SKILLS //International Journal of scientific and Applied Research. – 2024. – T. 1. – №. 3. – C. 266-271.
20. MATNLARNI D. T. A. L. V. A. D., JIHATLARI T. Q. O. Z. X. O. S. Ma'ripov Jalolkhan Kamoliddin ugli, Alimkulova Khulkar Tolibovna.« //ОБРАЗОВАНИЕ И НАУКА В XXI ВЕКЕ. – №. 22.

THE IMPORTANCE OF ALLITERATION IN CHILDREN'S POETRY

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: Rasulova Farangiz Zokir qizi

Annotation: This article explores the significance of alliteration in children's poetry, emphasizing its role in language development, engagement, and creativity. The piece discusses how the repetition of consonant sounds captures children's attention, enhances their phonological awareness, and aids in memorability and recall. It highlights how alliteration serves as a tool for fostering early literacy skills by encouraging children to recognize sound patterns and practice articulation. Furthermore, the article touches on the creative potential of alliteration, allowing children to play with language and build their confidence in both oral and written expression. Ultimately, the article underscores the educational and developmental benefits of incorporating alliteration into children's poetry, framing it as an essential tool for cultivating both linguistic and imaginative growth.

Key words: alliteration, children's poetry, language development, phonological awareness, memory recall, literacy skills, creativity, sound patterns, engagement, early literacy, rhyme, rhythm, playfulness, verbal expression, imagination, cognitive growth, pattern recognition, educational tool, wordplay, storytelling.

The Importance of Alliteration in Children's Poetry

Alliteration, the repetition of the same consonant sounds at the beginning of closely connected words, is a powerful literary device in children's poetry. Though it may seem like a simple technique, its impact on young readers and listeners is profound. This tool is not just a way to make poems more enjoyable to read and listen to, but it plays a crucial role in developing language skills, enhancing memory, and fostering creativity.

Engagement through Sound

One of the primary reasons for using alliteration in children's poetry is its ability to engage young listeners. Children are naturally drawn to sound patterns, and alliteration provides a rhythmic, almost musical quality to a poem. The repetition of

sounds captures attention, making poems more fun and easy to remember. For example, in the classic nursery rhyme *"Peter Piper picked a peck of pickled peppers,"* the alliteration of the "p" sound adds a sing-song feel that intrigues young minds.

This sound-driven engagement also enhances the listening experience, drawing children into the rhythm of the words. By hearing the same consonant sound repeatedly, children are more likely to tune in to the nuances of the language, allowing them to enjoy the poem even before fully understanding its meaning.

Language Development

Alliteration is not just a tool for entertainment; it also aids in language development. Repetition of sounds helps children identify and distinguish between different phonemes, which is a key aspect of phonological awareness—the ability to recognize and work with sounds in spoken language.

As children hear and repeat alliterative phrases, they practice articulating specific consonant sounds, which strengthens their speaking and listening skills. In the early stages of language acquisition, children often repeat alliterative phrases, helping them internalize sound patterns. For instance, a phrase like "Sally sold sea shells by the sea shore" encourages children to focus on the "s" sound, which helps them recognize and use that sound in other contexts.

Memorability and Recall

The musical quality of alliteration makes poetry more memorable. Children, especially younger ones, often have difficulty remembering complex or abstract language. Alliteration, by contrast, creates a memorable pattern that sticks in their minds.

For instance, the repeated consonant sound in *"Bobby baked a big batch of blueberry bread"* provides a catchy rhythm that can make it easier for children to recall the poem. By strengthening the auditory link between words and their meanings, alliteration helps improve memory retention.

This memorability also encourages children to recite poems and stories, allowing them to practice speaking skills while gaining confidence in their verbal abilities. The repetition of sounds also offers a playful challenge, prompting children to memorize poems and recite them with pride.

Creativity and Playfulness

Alliteration invites creativity, encouraging young poets to experiment with words and sounds. The playful nature of alliteration enables children to craft verses that are fun to say and listen to, pushing the boundaries of language in a way that's both imaginative and educational.

In addition, when children are encouraged to create their own alliterative phrases, it sparks their creativity and strengthens their understanding of language as a tool for self-expression. Whether they're creating silly phrases or trying to outdo each other with longer strings of alliteration, children learn to appreciate the versatility of words while having fun with the language.

Building a Foundation for Literacy

As children grow, the phonetic awareness developed through alliteration lays the foundation for reading and writing. By repeatedly hearing and producing alliterative phrases, children develop a better understanding of how words and sounds work together in the construction of language. This understanding makes it easier for them to decode written words when they begin to read, reinforcing the connection between spoken and written language.

In this way, alliteration serves as a bridge between oral language skills and literacy development, playing a pivotal role in a child's early educational journey.

Encouraging Emotional and Cognitive Growth

The catchy, rhythmic nature of alliteration can evoke emotions in children, helping them connect with a poem on a deeper level. When a poem becomes easier to follow and recall, it can open up a child's imagination, allowing them to picture the scenes being described. Alliteration also fosters a sense of pattern recognition, which aids in the development of problem-solving skills, as children begin to anticipate sounds, words, and phrases in the context of a poem.

Conclusion

In children's poetry, alliteration is more than just a stylistic device; it is a vital tool for language development, literacy skills, and creative expression. Its rhythmic quality helps children engage with the language, while the repetition of sounds fosters phonological awareness and memory recall. Moreover, by introducing young readers

to the fun of wordplay, alliteration cultivates creativity, paving the way for future exploration in both written and spoken forms of language. Through this technique, children not only develop vital linguistic skills but also build a lifelong love for the beauty and playfulness of language. Alliteration in children's poetry is not just an aesthetic choice; it is a powerful educational tool that nurtures both cognitive and emotional growth. By engaging children with the playful repetition of sounds, alliteration captures their attention, enhances their phonological skills, and encourages a deeper connection to language. As children experience and create alliterative phrases, they develop a sense of rhythm, pattern, and structure, which are essential for early literacy. Ultimately, this simple yet effective technique helps to instill a lifelong love of language, poetry, and storytelling, providing children with the foundational skills they need for academic success and creative expression.

REFERENCES

1. Anderson, C. (2012). *The Role of Sound in Early Literacy Development*. Cambridge University Press.
2. Bennett, L. (2009). *Playful Poetry: The Power of Rhyme and Rhythm in Children's Literature*. Oxford University Press.
3. Fisher, J. (2015). *Phonological Awareness and Its Impact on Language Acquisition*. Journal of Child Language, 42(3), 453-470.
4. Green, M. (2018). *The Educational Value of Alliteration in Children's Poems*. Child Development Quarterly, 12(2), 87-95.
5. Johnson, A. & Smith, R. (2017). *Building Early Literacy: The Importance of Phonemic Awareness in Young Readers*. Learning Press.
6. Keller, T. (2013). *Creative Language and Play: Exploring the Role of Alliteration in Children's Poetry*. Poetry Journal for Kids, 8(1), 33-40.
7. Morgan, P. (2011). *The Fun of Sound: Exploring the Rhythmic Qualities of Children's Poetry*. New York Children's Press.
8. Williams, S. (2016). *Sound, Memory, and Storytelling: How Alliteration Affects Young Readers*. Early Childhood Education Review, 21(4), 110-120.
9. Ma'ripov J. K. A BRIEF INFORMATION ABOUT TENSES //O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA. – C. 464.
10. Tolibovna A. K. et al. Features Of Anthropocentric Study Of Sacred Texts //Open Access Repository. – 2022. – T. 8. – №. 1. – C. 5-10.
11. 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.

12. Ma'ripov J. KORPUS HAQIDA UMUMIY TUSHUNCHA //Центральноазиатский журнал образования и инноваций. – 2023. – Т. 2. – №. 5. – С. 175-178.
13. Ma'ripov J. Antroposentrizm–tilshunoslikning zamonaviy yonalishi sifatida //Инновационные исследования в современном мире: теория и практика. – 2022. – Т. 1. – №. 28. – С. 62-68.
14. Solnyshkina M. I. et al. IMPORTANCE OF SETTING GOALS. SMART GOALS //Новости образования: исследование в XXI веке. – 2023. – Т. 1. – №. 11. – С. 318-320.
15. 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.
16. Маърипов Д. Psychological value of the novels by agatha christie //Информатика и инженерные технологии. – 2023. – Т. 1. – №. 2. – С. 630-632.
17. Maripov J. MODERN METHODS OF TEACHING ENGLISH FOR B2 LEVEL STUDENTS: ENHANCING LANGUAGE PROFICIENCY AND COMMUNICATION SKILLS //International Journal of scientific and Applied Research. – 2024. – Т. 1. – №. 3. – С. 266-271.
18. MATNLARNI D. T. A. L. V. A. D., JIHATLARI T. Q. O. Z. X. O. S. Ma'ripov Jalolkhan Kamoliddin ugli, Alimkulova Khulkar Tolibovna.« //ОБРАЗОВАНИЕ И НАУКА В XXI ВЕКЕ. – №. 22.

THE INFLUENCE OF TRANSLATION ON LANGUAGE EVOLUTION: LINGUISTIC AND NON-LINGUISTIC PERSPECTIVES

Scientific advisor: Abduraxmanova Zilola Yoqubjon 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 302-21: Eshbekova Laziza Xayrulla qizi

Annotation: This article explores the multifaceted role of translation in the evolution of language from both linguistic and non-linguistic perspectives. It highlights how translation contributes to language change through the introduction of new vocabulary, the influence on syntactic structures, and the spread of idiomatic expressions across languages. The article also examines the broader cultural impacts of translation, particularly in terms of cultural exchange, identity formation, and the politics of language. The linguistic discussion focuses on how translation facilitates the introduction of new terms and concepts into languages, often due to the lack of direct equivalents in the target language. Additionally, the influence of translation on sentence structure and grammar is explored, with a focus on how languages may adopt features from other linguistic systems through constant exposure to translated materials. The article touches on how idioms and colloquial expressions cross linguistic boundaries, enriching the target language and leading to shifts in cultural communication.

Key words: Translation, language evolution, vocabulary, syntax, grammar, idiomatic expressions, cultural exchange, globalization, linguistic identity, post-colonialism, political influence, cultural reclamation, multilingualism, language change, language contact, globalization, cultural influence, linguistic borrowing, language and identity, translation politics, linguistic shift.

The Influence of Translation on Language Evolution: Linguistic and Non-Linguistic Perspectives

Language is a dynamic and evolving system of communication, shaped by a variety of factors including social, cultural, and historical influences. Among these factors, translation plays a significant yet often underappreciated role in shaping how languages evolve. Translation, as the process of converting text or speech from one language to another, does not merely serve as a tool for communication between different language

communities but also acts as a catalyst for linguistic and cultural change. This article explores both the linguistic and non-linguistic perspectives on how translation impacts language evolution.

Linguistic Perspectives: Shaping Language Structure and Vocabulary

Introduction of New Vocabulary and Terminology

One of the most direct ways translation influences language evolution is through the introduction of new words or terms. When translating texts from one language to another, translators often encounter concepts, objects, or phenomena that do not have an exact counterpart in the target language. In such cases, translators either borrow terms directly from the source language, create new words through compounding, or adapt existing terms.

For example, in the late 19th and early 20th centuries, many scientific and technological terms from English and other European languages were introduced into non-European languages like Japanese and Chinese through translation. Terms such as "computer," "internet," and "quantum physics" were absorbed into these languages, enriching their lexicons and enabling speakers to engage with modern scientific discourse. These new terms often influence how speakers conceptualize and engage with technological and social innovations.

Shifting Syntax and Grammar

Translation also has a subtle yet powerful impact on the syntactic and grammatical structures of a language. When translating between languages with different syntactical rules, such as word order, tense usage, or article placement, translators often make conscious choices that can influence the grammar of the target language over time. In some cases, frequent contact with a language that employs different syntactical rules may result in gradual changes within the target language's structure.

For instance, the rise of English as a global lingua franca has led to a noticeable increase in the use of English word order and sentence structures in languages such as German, French, and Spanish. This influence can be seen in colloquial speech and written media, where English-like structures, such as subject-verb-object order or prepositions at the end of clauses, have been adopted.

The Impact of Idiomatic Expressions

Idiomatic expressions often pose challenges in translation, as they do not always have a direct equivalent in the target language. However, through translation, idioms and phrases that were once unique to a particular language can be disseminated across linguistic boundaries. This phenomenon can lead to the emergence of new idioms in the target language or the assimilation of idiomatic expressions from one language into another.

For example, the widespread translation of English-language movies, books, and television shows into other languages has led to the integration of English idiomatic expressions into daily speech in non-English-speaking countries. These phrases often carry the nuances and cultural references of the source language, adding complexity and richness to the target language.

Non-Linguistic Perspectives: Translation's Role in Culture and Identity

Cultural Exchange and Globalization

Translation is not just a linguistic process; it is also deeply intertwined with cultural exchange. By translating literature, art, philosophy, and historical texts, translators act as bridges between cultures, facilitating the flow of ideas, values, and beliefs across national and linguistic boundaries. This exchange is essential for the evolution of cultures and, by extension, languages.

Consider the impact of the translation of classical Greek and Roman texts into Latin and later into the vernacular languages of Europe during the Renaissance. These translations brought ancient philosophical and scientific knowledge to the forefront of European intellectual life, sparking new lines of inquiry and contributing to the development of modern Western thought.

In the contemporary world, translation plays a key role in the global spread of cultural products such as literature, music, film, and fashion. As these cultural forms gain popularity in non-native-speaking communities, they often lead to linguistic shifts. For instance, the global popularity of Hollywood films has led to the incorporation of American slang and cultural references into everyday language around the world.

Language and National Identity

Translation also has profound implications for national and linguistic identity. Language is an integral part of cultural identity, and translations of national literature, religious texts, and political works can shape how individuals relate to their heritage. In post-colonial contexts, translation has been a tool for reclaiming and reasserting linguistic and cultural autonomy.

For example, in the early 20th century, the translation of works from European languages into indigenous African languages was a way of resisting colonial linguistic imposition. Writers like Ngũgĩ wa Thiong'o argued for the importance of writing and translating in native languages as a means of fostering cultural identity and independence.

The Politics of Translation

Translation is often not a neutral process. Translators make choices about which texts to translate, how to translate them, and what cultural nuances to emphasize or omit. These decisions can have significant political and ideological implications. During periods of political upheaval or ideological conflict, the act of translation can be a powerful tool for shaping public opinion and creating narratives that support certain political agendas.

For instance, the translation of religious texts such as the Bible has had far-reaching consequences in the development of global Christianity. The translation of the Bible into local vernacular languages allowed for the spread of Christian doctrine in previously non-Christian regions, but it also led to the emergence of different sects and interpretations of Christianity based on regional linguistic and cultural contexts.

Conclusion

Translation is a dynamic force in the evolution of language, with both linguistic and non-linguistic consequences. From enriching vocabulary and altering grammatical structures to facilitating cultural exchange and shaping national identities, translation is an essential driver of language change. As the world becomes more interconnected through globalization, the role of translation in language evolution is likely to continue growing, fostering new linguistic innovations and facilitating the exchange of ideas across cultures.

The influence of translation underscores the importance of understanding language as a fluid and adaptive system, constantly evolving in response to the movements of people, ideas, and technologies across time and space. In this way, translation serves as both a reflection of and a force behind the ongoing evolution of human language.

REFERENCES

1. Abduraxmanova, Z., & Mamurova, M. (2021). THEORETICAL APPROACH TO SPEECH DISFLUENCIES IN SIMULTANEOUS INTERPRETATION. In *МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ* (pp. 43-45).
2. Абдурахманова, З. (2022). Analysis of pauses and interuptions as elements of linguistic production in simultaneous interpretation. *Современные инновационные исследования актуальные проблемы и развитие тенденции: решения и перспективы*, *1*(1), 533-535.
3. M. Baker, *In other words: A coursebook on translation* (2nd ed.). Routledge, 2011.
4. M. Cronin, *Translation and globalization*. Routledge, 2006.
5. E. Gentzler, *Contemporary translation theories* (2nd ed.). Routledge, 2001.
6. T. Hermans, *Translation in systems: Descriptive and system-oriented approaches explained*. Routledge, 2014.
7. Ngũgĩ wa Thiong'o, *Decolonising the mind: The politics of language in African literature*. James Currey, 1986.
8. L. Venuti, *The translator's invisibility: A history of translation*. Routledge, 1995.
9. Fayzullayeva, U. (2023, March). NEW VIEWS IN UNDERSTANDING POSTMODERN PHILOSOPHY. In Proceedings of International Conference on Educational Discoveries and Humanities (Vol. 2, No. 4, pp. 114-118).
10. Fayzullaeva, U., & Togaev, S. (2024). "POSTMODERNISM" ITS ORIGINS AND DEVELOPMENT. SO 'NGI ILMIY TADQIQOTLAR NAZARIYASI, 7(3), 19-22.
11. Tog'Ayev Sarvar Eshniyoz, O. G., & Fayzullayeva, U. (2023). Understanding Postmodernism: Postmodern Culture and Philosophy.
12. Fayzullaeva, U., & Togaev, S. (2024). A LITERARY PHENOMENON IN THE POSTMODERN ERA. IJODKOR O'QITUVCHI, 4(37), 146-148.

STYLISTIC ANALYSIS OF A SPECIFIC AUTHOR'S WORK

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 302-21: Meliyeva Rushona Qahramon qizi

Annotation: This article explores the stylistic features of a specific author's work, highlighting key elements such as diction, syntax, tone, and the use of literary devices. It examines how these stylistic choices contribute to the thematic depth and emotional resonance of the author's writing. By analyzing examples from the author's texts, the article demonstrates how their unique voice and techniques enhance narrative engagement and reader experience. The dual conclusions underscore the importance of stylistic analysis in understanding the artistry of storytelling, emphasizing that an author's style is integral to the impact and longevity of their work.

Key words: Stylistic analysis, diction, syntax, tone, literary devices, narrative voice, author's style, thematic depth, storytelling, literary techniques, emotional resonance, narrative engagement, literary analysis.

Stylistic Analysis of a Specific Author's Work

Stylistic analysis is a critical approach to understanding the unique features of an author's writing. By examining aspects like diction, syntax, tone, and literary devices, we can uncover the techniques that distinguish an author's voice. This article will explore the stylistic hallmarks of [Author's Name], a literary figure renowned for [his/her/their] distinctive approach to storytelling.

Diction and Word Choice

One of the defining characteristics of [Author's Name]'s work is [his/her/their] precise and evocative use of language. [Author] often employs [specific type of diction, e.g., "elevated diction, full of classical references" or "colloquial and conversational tone"] to immerse readers in [his/her/their] world. For example, in [specific work], phrases like "[quote]" showcase [his/her/their] ability to convey [emotion, setting, or theme].

This choice of language also reflects [Author's Name]'s thematic focus. For instance, the use of [specific language style, e.g., "harsh consonants and fragmented syntax"] in [work] mirrors the themes of [alienation, chaos, beauty, etc.].

Syntax and Sentence Structure

[Author's Name]'s manipulation of sentence structure is another striking feature. [He/She/They] often [describe specific tendency, e.g., "employs long, meandering sentences with multiple clauses to build tension" or "uses short, punchy sentences to convey urgency"]. In [specific work], for instance, the sentence "[quote]" demonstrates [his/her/their] ability to create rhythm and flow, drawing the reader into the narrative.

Additionally, [Author's Name]'s use of [specific technique, e.g., "parallelism" or "unexpected sentence fragments"] adds a layer of meaning. This technique often enhances [an aspect of the text, e.g., "emotional intensity" or "narrative pacing"].

Tone and Voice

The tone in [Author's Name]'s works is often [describe tone, e.g., "melancholic," "satirical," or "hopeful"]. In [specific work], [his/her/their] tone shifts between [describe contrast, e.g., "cynicism and tenderness"], reflecting the complexity of [a theme or character]. This dynamic tone ensures that readers remain engaged and challenged.

[Author's Name]'s voice, marked by [specific qualities, e.g., "sharp wit and an undercurrent of irony"], is unmistakable. [He/She/They] often addresses themes of [relevant themes] with [specific quality, e.g., "biting humor" or "poignant sincerity"], making [his/her/their] works resonate deeply with readers.

Use of Literary Devices

Literary devices are central to [Author's Name]'s style. [He/She/They] frequently employs [device, e.g., "metaphor," "symbolism," or "alliteration"] to reinforce [themes, imagery, or character development]. For example, in [specific work], the recurring motif of [symbol] serves as a metaphor for [theme or concept].

Moreover, [Author's Name]'s use of [another literary device] is noteworthy. [He/She/They] uses this device to [specific purpose, e.g., "bridge past and present timelines" or "create a dreamlike atmosphere"]. This approach not only enriches the narrative but also provides readers with layers of meaning to unpack.

Conclusion

The stylistic elements of [Author's Name]'s writing are integral to [his/her/their] identity as an author. Through careful word choice, deliberate sentence structure, a dynamic tone, and skillful use of literary devices, [he/she/they] crafts works that are both thought-provoking and emotionally resonant. Analyzing these stylistic features allows readers to appreciate not just the stories [Author's Name] tells but also the masterful way [he/she/they] tells them. By focusing on these elements, we gain a deeper understanding of what makes [Author's Name] a compelling and influential figure in the literary world. Ultimately, the stylistic choices of [Author's Name] are not merely aesthetic but serve a larger purpose in shaping the reader's experience. Every word, sentence, and literary device works in harmony to convey [his/her/their] vision, creating a profound connection between the narrative and its audience. By dissecting these elements, we not only gain insight into [Author's Name]'s creative genius but also develop a greater appreciation for the art of storytelling itself. This analysis reaffirms the idea that style is not just a vessel for content but a powerful tool that transforms ideas into lasting literary works.

REFERENCES

1. Abrams, M. H. *A Glossary of Literary Terms*. Wadsworth Publishing, 2015.
2. Bloom, Harold. *The Western Canon: The Books and School of the Ages*. Harcourt Brace, 1994.
3. Chatman, Seymour. *Story and Discourse: Narrative Structure in Fiction and Film*. Cornell University Press, 1978.
4. Eagleton, Terry. *How to Read Literature*. Yale University Press, 2013.
5. Genette, Gérard. *Narrative Discourse: An Essay in Method*. Cornell University Press, 1983.
6. Leech, Geoffrey N., and Short, Michael H. *Style in Fiction: A Linguistic Introduction to English Fictional Prose*. Pearson, 2007.
7. Lodge, David. *The Art of Fiction*. Viking Penguin, 1992.
8. Rimmon-Kenan, Shlomith. *Narrative Fiction: Contemporary Poetics*. Routledge, 2002.
9. Wellek, René, and Warren, Austin. *Theory of Literature*. Harcourt, Brace & World, 1956.
10. Woolf, Virginia. *The Common Reader: First Series*. Hogarth Press, 1925.
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. – Т. 8. – №. 1. – С. 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. – Т. 6. – С. 485-487.
14. Ma'ripov J. KORPUS HAQIDA UMUMIY TUSHUNCHA //Центральноазиатский журнал образования и инноваций. – 2023. – Т. 2. – №. 5. – С. 175-178.
15. Ma'ripov J. Antroposentrizm–tilshunoslikning zamonaviy yonalishi sifatida //Инновационные исследования в современном мире: теория и практика. – 2022. – Т. 1. – №. 28. – С. 62-68.
16. Solnyshkina M. I. et al. IMPORTANCE OF SETTING GOALS. SMART GOALS //Новости образования: исследование в XXI веке. – 2023. – Т. 1. – №. 11. – С. 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. – Т. 1. – №. 2. – С. 630-632.
19. Maripov J. MODERN METHODS OF TEACHING ENGLISH FOR B2 LEVEL STUDENTS: ENHANCING LANGUAGE PROFICIENCY AND COMMUNICATION SKILLS //International Journal of scientific and Applied Research. – 2024. – Т. 1. – №. 3. – С. 266-271.
20. MATNLARNI D. T. A. L. V. A. D., JIHATLARI T. Q. O. Z. X. O. S. Ma'ripov Jalolkhan Kamoliddin ugli, Alimkulova Khulkar Tolibovna.« //ОБРАЗОВАНИЕ И НАУКА В XXI ВЕКЕ. – №. 22.

THE EXPLORATION OF DICTIONARY TYPES AND THEIR IMPORTANCE IN LANGUAGE LEARNING

Xayrullayeva Sevinch Nizomiddin qizi

Student of Jizzakh branch of the National university of Uzbekistan

sevinchsmile044@gmail.com

Scientific advisor: Abduraxmanova Zilola, teacher of Jizzakh branch of the National University of Uzbekistan

abduraxmanova@jbnuu.uz

Annotation: Dictionaries are essential tools in language acquisition, communication, and comprehension. With the development of linguistics and digital technology, dictionaries have evolved to address different needs, leading to a wide range of dictionary types. This paper explores various types of dictionaries—monolingual, bilingual, specialized, historical, and digital—and their associated user groups. By examining the unique functions of these dictionary types and analyzing user behavior, this study aims to present a comprehensive overview of how dictionary varieties are tailored to meet specific linguistic needs. The analysis also highlights the importance of understanding dictionary users' profiles to improve usability and relevance in language learning, translation, and academic research.

Keywords: Dictionary types, dictionary users, monolingual dictionary, bilingual dictionary, specialized dictionary, digital dictionary, language acquisition, lexicography, language learning, language proficiency.

Dictionaries have long served as foundational language resources, facilitating understanding across linguistic and cultural boundaries. Over time, they have diversified to accommodate the specialized needs of language learners, translators, researchers, and other professionals. In response to advances in digital technology and linguistics, dictionary types have expanded to include both traditional print formats and sophisticated digital platforms. This paper categorizes dictionaries based on type and investigates how different user groups interact with them, focusing on the motivations behind dictionary usage and the advantages of specific formats for distinct purposes. There are some kind of dictionary varieties such as monolingual dictionaries, bilingual dictionaries, specialized dictionaries, historical dictionaries and digital dictionaries. Monolingual dictionaries provide word meanings, usage examples, pronunciation, and other linguistic information in a single language. Common among native speakers, they support advanced language users in refining their comprehension and vocabulary.

Major examples include the Oxford English Dictionary and Merriam-Webster's Dictionary. Monolingual dictionaries play a vital role in language proficiency, particularly in academic and literary contexts. Bilingual dictionaries offer translations between two languages, bridging the gap for non-native speakers or language learners. They often include equivalent phrases, examples, and cultural nuances, making them invaluable for translation, tourism, and intercultural communication. This type caters primarily to language learners, travelers, and professionals engaged in multilingual environments. Specialized dictionaries focus on specific fields, such as medicine, law, science, or technology. By providing domain-specific vocabulary, they aid professionals, researchers, and students in understanding technical terminology. Examples include Black's Law Dictionary for legal terms and Dorland's Medical Dictionary for healthcare-related language. Historical dictionaries, like the Oxford English Dictionary, trace the etymology and evolution of words over time. Linguists, etymologists, and historians use these resources to examine language changes, social influences on vocabulary, and the historical context of word development. These dictionaries are particularly valuable in academic research and historical studies. Digital dictionaries, accessible via the internet or as mobile applications, provide users with instant access to linguistic information. In addition to standard definitions, many offer added functionalities such as audio pronunciation, real-time translation, and contextual usage examples. Popular examples include Google Translate, Linguee, and digital versions of traditional dictionaries. They are widely used across various demographics due to their convenience and accessibility.

Dictionaries are indispensable resources for language learners, offering guidance on pronunciation, definitions, word usage, and cultural nuances. This article explores how dictionaries support language learning at different stages, from vocabulary building in early stages to mastering idioms and colloquialisms at advanced levels. With the evolution of digital dictionaries, learners now have access to interactive tools that adapt to diverse linguistic needs. Language learning is a complex process requiring tools that provide accurate, accessible information on word meanings, pronunciation, grammar, and usage. Dictionaries are vital in this process, serving as reliable references that support learners in building vocabulary and understanding the nuances of language. In language learning dictionaries can help students in vocabulary building, understanding pronunciation and phonetics, grammatical and contextual understanding, learning idioms, slang, and colloquialisms, developing cultural awareness and encouraging autonomous learning, as well. With both print and digital dictionaries available today, learners can choose resources that best meet their needs at any proficiency level.

In conclusion, dictionaries remain fundamental tools in language acquisition, comprehension, and communication, evolving in response to the needs of diverse user groups. By exploring various types—monolingual, bilingual, specialized, historical, and digital—this paper underscores the unique functions that each dictionary type offers, highlighting how they cater to different linguistic and professional requirements. As digital technology advances, dictionaries have become more accessible, interactive, and adaptable, enhancing their role in language learning and professional use. Understanding the profiles and motivations of dictionary users enables lexicographers and developers to improve dictionary usability, relevance, and efficacy. Ultimately, dictionaries will continue to bridge linguistic and cultural gaps, supporting language learners, translators, researchers, and professionals in navigating the complexities of language and communication in a globalized world.

References:

1. Béjoint, H. (2010). The Lexicography of English. Oxford University Press.
2. Atkins, B. T., & Rundell, M. (2008). The Oxford Guide to Practical Lexicography. Oxford University Press.
3. Hartmann, R. R. K., & James, G. (1998). Dictionary of Lexicography. Routledge.
4. Nesi, H. (2014). "Dictionary Use by English Language Learners." Language Teaching, 47(1), 38-55.
5. Lew, R. (2015). "Research into the Use of Online Dictionaries." International Journal of Lexicography, 28(2), 232-253.
6. Fuertes-Olivera, P. A., & Bergenholtz, H. (2011). E-Lexicography: The Internet, Digital Initiatives, and Lexicography. Bloomsbury Academic.
7. Tolibovna A. K. et al. Features Of Anthropocentric Study Of Sacred Texts //Open Access Repository. – 2022. – T. 8. – №. 1. – C. 5-10.
8. 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.

BOSHLANG'ICH SINF MUSIQA DARSLARIDA ILG'OR PEDAGOGIK TEXNOLOGIYALARDAN FOYDALANISH

F.A.Jalilov, Buxoro Turkiston yangi innovatsiyalar universiteti magistranti

Umumta'lim maktablari "Musiqa madaniyati" darslarida musiqa ta'limi va tarbiyasini amalga oshira borar ekanmiz,o'qituvchi oldida o'quvchilarni eng avvalo musiqa san'atiga, o'zi o'tayotgan darsga, berilayotgan bilimlar, o'rganilayotgan kuy - qo'shiqlarga qiziqish va havas uyg'otish vazifasi turmog'i lozim. Maktabda, ayniqsa boshlang'ich sinflarda qo'shiq aytish,musiqa tinglashga bo'lgan qiziqish va moyillik, asta - sekin yoshlarning musiqa san'atiga bo'lgan ijobiy munosabatlari, qolaversa ehtiyojlarining rivojlanib, shakllanib borishida muhim o'rin tutadi.

Musiqa darsi o'z tabiatiga ko'ra ham san'at, ham tarbiya darsidir. Uni rang - barang, sermazmun va qiziqarli tashkil qilish har bir o'qituvchidan katta pedagogik va professional mahorat talab qiladai . "Bolalarni san'atga o'rgatish nihoyatda murakkab" - deb ta'kidlaydi taniqli kompozitor - pedagog D.B.Kabalevskiy, hamma murakkabligi shundaki, ularni emotsional tarzda qiziqtirmay turib chinakam san'atga o'rgatish mutlaqo mumkin emas.

Bu o'rinda musiqiy mashg'ulotlar jarayonida o'quvchilarning ijodiy faolligini ta'minlash alohida ahamiyatga molik. Musiqani tushunish, uning hissiy - emotsional ta'siridan bahramand bo'lish bilim, malaka va ko'nikmalar qatori emotsional his - tuyg'ularning ishtirokiga ham bog'liq. Asarni ijro va idrok etishda his - tuyg'ular qanchalik faol va chuqur bo'lsa, ularni tushunish va o'zlashtirish, ta'sirlanish shuncha ongli va samarali bo'ladi. Bu holatlar esa o'z o'rnida ijodiy faollik natijasida sodir bo'ladigan jarayondir. Zero, zerikarli va bir xillik sinfda jonli hissiyot holatini vujudga keltira olmaydi. O'quvchilarni darsga qiziqtirish birinchi navbatda tinglash va ijro etish uchun tanlanadigan repertuar va uslublarga (an'anaviy yoki interfaol metodlar) bog'liq. Boshlang'ich sinflar uchun tanlanadigan asarlar repertuarining asosiy mezoni ularning yoshi, qiziqishi, bilim va malakalari, ko'nikmalari darajasiga bog'liq.

Shunga muvofiq qo'llaniladigan metodlar ham ko'proq o'yin xarakterida bo'lishi maqsadga muvofiq bo'ladi. Sho'x, o'yinbop, raqs ishtirokida turli musobaqa tarzida uyushtiriladigan va tematikasi bolalar dunyosiga mos ertak qahramonlari, hayvonlar, parrandalar, o'simliklar, tabiat manzaralari, qushlar obrazlari bilan bog'liq asarlar o'quvchilarda darsga nisbatan qiziqish va havas uyg'ota oladi, estetik hissiyotlarini, musiqiy qobilyatlarini o'stirib boradi. Bu o'rinda zamonaviy qo'shiqlar qatori xalq qo'shiqlaridan, qardosh xalqlar va kompozitorlari asarlaridan foydalanish darslarni yanada sermazmun va faol bo'lishini ta'minlaydi, yoshlarda xalq musiqa

merosiga bo‘lgan mehr va muhabbat tuyg‘ularini shakllanishiga kuchli ta’sir etadi. Har bir darsda ijodiy faollik yuzaga keladi.

Zamonaviy musiqa madaniyati darslarini badiiy - pedagogik asar deb hisoblash mumkin. Chunki uni o‘qituvchi o‘z individual ijodidan va tajribasidan kelib chiqqan holda yaratadi. Darsning kompozitsiyasi va dramaturgiyasi, uning badiiy - pedagogik g‘oyasi, maqsad va vazifalari, shakllari, metodik usullari va texnologiyalari ham o‘quvchilarda musiqaga, o‘quv materiallariga qiziqishni o‘stirish, ularga musiqa san’ati va madaniyatining ma’naviy mazmunini singdirish, zamonaviy musiqali ijodiy faoliyatni anglashi - bularning hammasi o‘qituvchining ijodiy yondashuvchanligining mahsuli hisoblanadi.

Ma’lumki, har qanday pedagogik texnologiya ta’limning yangi loyihasini rivojlantiruvchi ta’lim tamoillariga asoslangan bo‘lib, o‘quvchi shaxsiga yo‘naltirilgan bo‘lishi kerak. O‘qituvchi va o‘quvchi, o‘quvchilar va o‘qituvchining hamkorligi o‘zaro muloqot, bir - biriga ko‘rsatadigan ta’siri zamonaviy talablar asosida tashkil topishi lozim. Bunday jarayonda o‘quvchilar bilan hamkorlikda ishlash malakalari shakllanadi. O‘quvchilarning faol, samarali faoliyat ko‘rsatishiga yo‘naltirilgan ta’lim jarayonining metodik ishlanmasidan farqli ravishda, ta’limning pedagogik texnologiyasi ta’lim oluvchilarga qaratiladi, shuningdek, ularning shaxsiy va o‘qituvchi bilan birgalikdagi faoliyatini hisobga olgan holda o‘quv materialini o‘zlashtirishiga sharoit yaratadi.

Pedagogik texnologiya turini tanlash dars va mashg‘ulotlarda qaysi darajadagi bilim va ko‘nikmalarni o‘zlashtirish nazarda tutilganligiga bog‘liqdir.

O‘qitish jarayonida qo‘llaniladigan texnologiyalar juda ko‘p. Bu texnologiyalar o‘quvchilarning yosh xususiyatiga, ko‘pchilikni o‘qitishga yoki individual mashg‘ulotlarga mo‘ljallangan bo‘ladi.

Hozirgai kunda yangi pedagogik texnologiyalarni o‘quv jarayoniga tadbiq etishga bo‘lgan qiziqish kundan - kunga kuchayib bormoqda. Chunki, pedagogik texnologiya va interfaol metodlar o‘quvchi yoshlarni puxta bilim va malakalarni egallashlarini yengillashtiradi, qulaylik tug‘diradi. Shu o‘rinda biz o‘zimizning amaliy tajribamizda qo‘llagan ayrim texnologiyalarga qisqacha to‘xtalib o‘tamiz.

1.Raqs + tabassum

Bu texnologiyalardan ko‘proq boshlang‘ich sinflarda foydalanish mumkin. Boshlang‘ich sinf darsliklaridan o‘rin olgan “Qari navo”, “Usmoniya”, “Andijon polkasi”, “Dilxiroj” raqs kuylarida qo‘llash yaxshi natija beradi. Bunda o‘yin - raqsga jalb etilgan o‘quvchilar hohlagan holatda turadilar. O‘qituvchi yoqimli musiqa ostida barcha o‘quvchilarni raqsga taklif etadi.

1. O‘quvchilar erkin raqsga tushadilar. Musiqa tugagach yonida, to‘g‘risida to‘xtagan do‘stiga tabassum bilan olqishlovchi so‘z aytishi kerak.

2. Hammaga tanqid qiluvchi yoki ko‘ngilni qoldiruvchi so‘z aytish qat’iy man qilinadi. O‘quvchilarga quyidagicha murojaat qilish mumkin: “Sizni raqs tushishingizdan xursand bo‘ldim”, “Siz chiroyli raqs tushar ekansiz”, “Sizning raqs usullaringiz menga juda yoqdi” va h.k.

Muhokama uchun savollar:

1. Musiqa sizda qanday taassurot uyg‘otdi?
2. Atrofdagilarning tabassumini ko‘rganda nimani his qildingiz?
3. Kimni olqishi sizga ko‘proq ma’qul bo‘ldi? Nima uchun?
4. Keyingi safar kim bilan raqsga tushishni hohlaysiz?

2. Pantomima uslubi

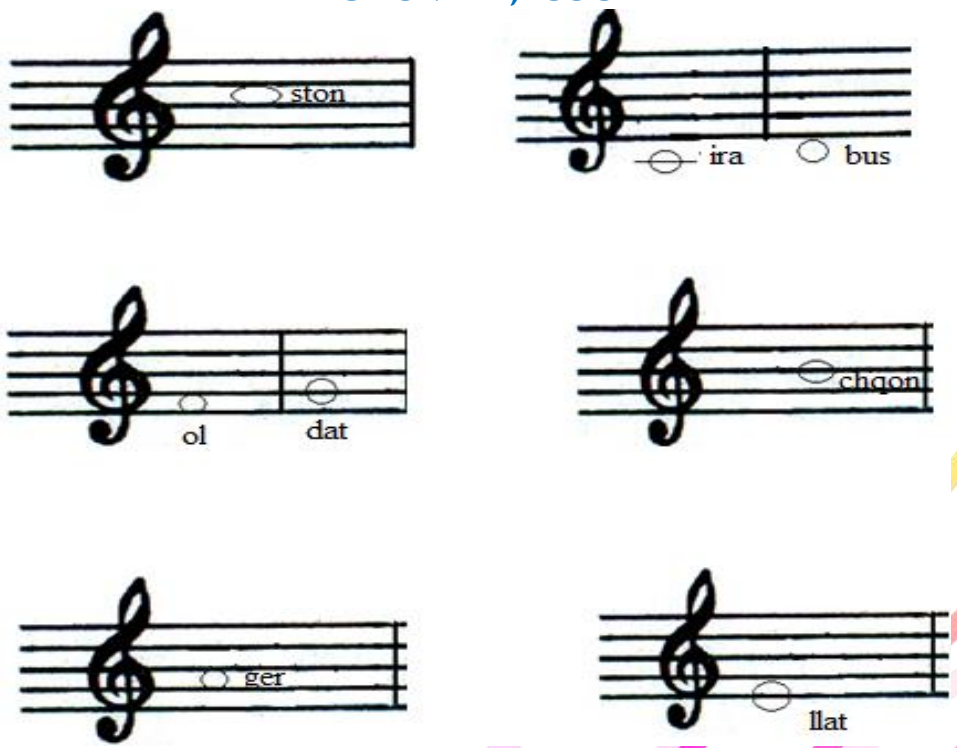
O‘quvchilar doira shaklida o‘tiradi. O‘qituvchi o‘quvchilarga cholg‘u asboblarining rasmini tarqatadi. O‘quvchilarning vazifasi ushbu cholg‘u asboblarida qanday holatda kuyni ijro etilishini harakatlar bilan ko‘rsatishdan iborat. Qolganlar esa kuzatib, qaysi cholgu asbobi ko‘rsatilayotganligini topishi kerak. Masalan, rasmda doira surati aks etgan bo‘lsa, stulda o‘tirgan holda qo‘l harakati bilan ko‘rsatib beradi, karnay, surnay, g‘ijjak, rubob, dutor, fortepiano, cholg‘u asboblari mos qo‘l harakatlari bilan tasvirlanadi. 5 - 6 ta o‘quvchining chiqishidan so‘ng muhokama qilinadi.

3. “Bilag‘onlar ko‘chasi” uslubi

Bu texnologiyada o‘quvchilar guruhlarga bo‘linadi (4-5 ta), har bir guruhga bastakorlarning portretlari ko‘rsatiladi. O‘quvchilar bastakorlarning hayoti, faoliyati, asralari nomlarini aytishadi, asarlaridan ayrim parchalarni kuylab berishadi.

4. “Jumboq ko‘chasi” uslubi

Bu uslubda guruhlarga bo‘lingan o‘quvchilar e’tiboriga rebus yechish vazifasi yuklatiladi.



5. "Aqliy hujum" metodi

"Aqliy hujum" - sinfdagi har bir o'quvchiga o'qituvchi qo'ygan savol yoki muammo yuzasidan o'z fikrini bayon etishga imkon beruvchi o'quv uslubidir. Uslub mohiyati o'qituvchi tomonidan belgilangan muammo yoki savol yuzasidan ehtimol tutiladigan hamma fikrlar variantlarini bir yerga jamlashistisno tariqasida ta'lim oluvchilarning barcha fikrlarini, shu jumladan aytarli to'g'ri bo'lmaganlarini ham inobatga olishdan iborat.

Bunda yaxshi ishtirok etish uchun ana shu fikrlarning barchasini doskaga yoki maxsus yozuv qog'oziga yozib borish kerak. Bu narsa bayon etilgan fikrlarning keyingi tahlilida o'quvchilarni qo'yilgan savol yoki muammoni to'g'ri tushunishiga imkoniyat beradi.

"Aqliy hujum"ni o'tazish uslublari

1.O'qituvchi sinfga savol, topshiriq yoki muammo tashlaydi va o'quvchilarga o'z fikrlarini bildirishni taklif qiladi.

2.Istisno tariqasida barcha fikrlar (qancha ko'p bo'lsa shuncha yaxshi) doskada yoki filipchartga yozib boriladi.

3.Barcha fikrlar yozib olingandan keyin o‘qituvchi o‘quvchilar bilan barcha g‘oyalarni shakllantiradi, aytilgan fikrlarga tuzatishlar kiritiladi. Keyinchalik undan foydalanish maqsadida eng muhimlari ajratib ko‘rsatiladi.

“Aqliy hujum”ni o‘tkazish qoidalari

1.“Aqly hujum” o‘tkazish uchun belgilangan vaqt reglamentiga rioya etish;

2.Belgilangan vaqt doirasida barcha hohlovchilarga o‘z fikrini bayon etish imkoniyatini berish;

3.O‘quvchilar tomonidan aytilgan fikrlar tanqid va muhokama qilinmasligi, baholanmasligi lozim;

4.Zarurat bo‘lgan holatda bayon etilgan fikrga tuzatishlar kiritish kerak. Lekin bu g‘oya yoki fikrni aniq va qisqacha ifodalash maqsadida bo‘lishi;

6. Tarmoqlar (Klaster) metodi

Fikrlarning tarmoqlanishi - bu pedagogik strategiya bo‘lib, u o‘quvchilarni biror bir mavzuni o‘rganishlariga yordam berib, mavzu haqida aniq fikr, tushunchani erkin va ochiq ravishda ketma - ketlik bilan tarmoqlashga o‘rgatadi. Bu biron bir mavzuni chuqur o‘rganish, o‘quvchilarning fikrlash faoliyatini jadallashtirish hamda kengaytirish uchun yordam beradi. Mavzu bo‘yicha tasavvurlarini chizma shaklida ifodalashga undaydi.



Klaster usuli:

Bu usulni qo‘llaganda “kalit” so‘z doskaga yoziladi. Klaster usulida o‘zbek xalq cholg‘u asboblari to‘g‘risidagi ma’lumotlar keltiriladi va guruhlar bo‘yicha

tartibga solib boriladi. Dars oxirida o‘tilgan mavzu yuzasidan uyga vazifa topshiriladi. Bu usul o‘quvchilarni o‘z nuqtai nazarini asoslash, boshqalarning g‘oyalariga kirib bora olish, guruh bo‘lib ishlash malakasini oshiradi.

Xulosa qilib aytganda boshlang‘ich sinf o‘quvchilarini Ilg‘or pedagogik texnologiyalar vositasida musiqaga bo‘lgan qiziqishini kuchaytiribgina qolmay, Vatanga, xalqqa, san’atga, madaniyatga, o‘z xalqi va o‘zga xalqlar tarixiga hurmat e’tiborini oshiradi. Shu asosda mustahkam vatanparvarlik tuyg‘ulari hamda o‘quvchining e’tiqodi uning axloqiy-estetik fazilatlarining ijobiy shakllanishi va rivojlanishining omili hisoblanadi.

Adabiyotlar:

1. Sh. Yo‘ldoshev, S.Usmonov Pedagogik texnologiya asoslari. Toshkent-2001y.
2. G.Sharipova “Musiqa o‘qitish metodikasi”. TDPU, 2004 - yil.
3. O.Ibrohimov Musiqa. 4-sinf uchun darslik. Toshkent, G‘. G‘ulom nomidagi nashriyot. 2009 - yil.
4. A.Mansurov, D.Karimova Musiqa. 5-sinf uchun darslik. Toshkent, G‘. G‘ulom nomidagi nashriyot - matbaa ijodiy uyi. 2010 - yil.

STRESS VA UNING INSON PSIXOLOGIYASIGA TA'SIRI: SABABLARI, BELGILARI VA UNGA QARSHI KURASHISH USULLARI

Akramov Ibroximjon Axrorjon o‘g‘li

islomjonakramov240@gmail.com

O'zbekiston Milliy Universiteti Jizzax filiali Psixologiya fakulteti 3-kurs talabasi

Annotatsiya: Stress - bu odamning jismoniy va psixologik salomatligiga salbiy ta'sir ko'rsatuvchi kuchli ruhiy holat bo'lib, uning sabablari ichki va tashqi omillardan kelib chiqadi. Stressning psixologik belgilariga bezovtalik, qayg'u, g'azab, diqqatni jamlashdagi qiyinchiliklar, salbiy fikrlar va o'z-o'ziga ishonchsizlik kiradi. U uzoq davom etganida, ruhiy kasalliklarni, masalan, depressiya va bezovtalikni keltirib chiqarishi mumkin. Stressni boshqarish uchun bir nechta samarali usullar mavjud. Vaqtni boshqarish, jismoniy faoliyat, nafas olish mashqlari, meditatsiya va salbiy fikrlarni ijobiy fikrlar bilan almashtirish stressni kamaytirishga yordam beradi. Ijtimoiy qo'llab-quvvatlash va kreatif faoliyat ham odamni stressdan xalos qiladi. Shuningdek, dam olish texnikalari va mindfulness mashqlari yordamida stressni boshqarish mumkin. Bularning barchasi stressni engishda muhim rol o'ynaydi va odamning ruhiy va jismoniy salomatligini yaxshilashga yordam beradi. Bu yondashuvlar individual tarzda qo'llanilishi kerak, chunki har bir inson stressga nisbatan turlicha reaktsiya qiladi.

Kalit so'zlar: stress, psixologik belgilari, stressni boshqarish, vaqtni boshqarish, jismoniy faoliyat, nafas olish mashqlari, meditatsiya, salbiy fikrlar, ijtimoiy qo'llab-quvvatlash, kreatif faoliyat, dam olish texnikalari, mindfulness, stressni kamaytirish, ruhiy salomatlik.

Stress - bu odamning ichki yoki tashqi tahdidlar (tashvishlar, bosim, o'zgarishlar)ga javoban yuzaga keladigan fiziologik va psixologik holat. Stressning tabiati har bir insonda farq qiladi, chunki har birimiz hayotiy vaziyatlarga turlicha javob beramiz. Stress psixologiyada biror kishining muammolarni yechishda yoki kundalik hayotda duch keladigan qiyinchiliklarga nisbatan reaktsiyasi sifatida ko'rib chiqiladi. Stressning sabablari juda ko'p va ular turli xil ichki va tashqi omillarga bog'liq. Ichki sabablari o'zidan juda ko'p narsa talab qilish yoki mukammallikka intilish, o'zini befoyda deb hisoblash yoki o'z qobiliyatlariga shubha qilish kabi holatlar bo'lishi mumkin. O'zlikni past baholash yoki o'z-o'ziga yuqori talablar qo'yish ko'plab stresslarga olib keladi. Bundan tashqari, boshqaruvni yo'qotish hissi yoki hayotdagi

o'zgarishlar, noaniqliklar ham stressni keltirib chiqaradi. Odamlar o'z hayotlarida boshqaruvni his qilmaslikdan xavotirlanadilar, bu esa ular uchun qo'rquv va stressni keltirib chiqaradi. Ijtimoiy ta'sirlar, ya'ni boshqalar tomonidan o'zini qanday ko'rishiga, qanday baholanayotganiga e'tibor berish ham stressning ichki sababi bo'lishi mumkin. Tashqi sabablari esa ishdagi bosim, jiddiy topshiriqlar, qisqa muddat ichida ko'proq ishlash talab qilinishi, ish joyida noxush munosabatlar yoki yetishmovchiliklar stressni keltirib chiqarishi mumkin. Uzoq ish soatlari yoki o'zgartirishlar ham odamni charchatadi va stressni kuchaytiradi. Moliyaviy qiyinchiliklar, qarzlar, oylikni to'lashdagi qiyinchiliklar yoki moliyaviy noaniqlik odamlarni juda stressga soladi. Moliyaviy xavotirlar hayotning boshqa sohalariga ham ta'sir qiladi. Oila ichidagi muammolar, masalan, ajralish, ota-onalar bilan munosabatlar, bolalar bilan bog'liq masalalar ko'plab stressni keltirib chiqaradi. Oila a'zolarining sog'lig'i yoki boshqa shaxsiy muammolar ham stressning tashqi sababi bo'lishi mumkin. Tashqi ijtimoiy bosim, jamiyatning talablariga javob berishga intilish, ijtimoiy normativlarga rioya qilish, boshqalarga o'xshashlik yoki jamiyatdagi o'rningizni saqlash kabi bosimlar stressni keltiradi. Ijtimoiy aloqalardagi noaniqlik yoki ijtimoiy izolyatsiya ham stressni kuchaytirishi mumkin. Biologik va genetik sabablari ham mavjud. Ba'zi odamlar stressga nisbatan ko'proq moyil bo'lishi mumkin, bu genetik omillarga bog'liq bo'lishi mumkin. Agar odamning oilasida stress, bezovtalik yoki depressiya kasalliklari mavjud bo'lsa, uning stressga qarshi chidamliligi ham kamayishi mumkin. Kimyoviy o'zgarishlar, masalan, serotonin yoki dopamin darajasining pasayishi, odamni stressga moyil qiladi. Tashqi muhit omillari ham stressni keltirishi mumkin. Mevsimiy o'zgarishlar, ob-havo sharoitlari yoki tabiiy ofatlar, masalan, zilzila yoki to'fon, ham odamda stressni kuchaytiradi. Uzoq muddatli kasallik yoki jismoniy zaiflik stressni keltirishi mumkin. Insonning jismoniy holati yomonlashsa, bu psixologik ta'sirni kuchaytiradi. Psixologik sabablari esa o'tmishdagi travmalar bo'lishi mumkin. Odamlar o'tmishdagi travmatik tajribalar tufayli stressga moyil bo'lishi mumkin. Bu tajribalar odamning psixologiyasida iz qoldirishi va stressni kuchaytirishi mumkin. Hayotdagi o'zgarishlar, yangi vaziyatlar yoki kelajakdagi noaniqliklar odamda stressni keltiradi. O'zgarishlar bilan bog'liq bo'lgan stress "o'zgarishlar stressi" deb ataladi. Stressning sabablari juda xilma-xil va individual bo'lishi mumkin. Boshqa odamlarning vaziyatiga qarab, har bir inson o'ziga xos tarzda stressni boshdan kechirishi mumkin. Shuning uchun stressni aniqlashda va unga qarshi kurashishda individual yondashuv zarur.

Stressning psixologik belgilari odamning ruhiy holatida sezilarli o'zgarishlarga olib keladi. Bezovtalik, g'azab va qayg'u kabi his-tuyg'ular kuchayadi. Stressli sharoitlarda odam o'zini noqulay his qiladi va doimiy xavotir yoki umidsizlik hissi paydo bo'lishi mumkin. Shuningdek, stress fikrlash jarayoniga ham ta'sir qiladi, diqqatni jamlashda

qiyinchiliklar yuzaga keladi, odamlar o'zlariga ishonchsiz bo'lib, salbiy fikrlar va kelajakdagi yomon holatlar haqida o'ylashadi. Bunday holatlar qarorlar qabul qilishni qiyinlashtiradi va harakatlar sekinlashadi. Stressning ta'siri odamning xulq-atvoriga ham sezilarli ta'sir qiladi, chunki ijtimoiy aloqalar buzilishi, do'stlar yoki oiladan uzoqlashish kabi holatlar kuzatiladi. Stressning uzoq davom etishi, depressiya va bezovtalikni kuchaytirishi mumkin, bu esa o'z-o'ziga zarar keltirishi ehtimolini oshiradi.

Stressni boshqarish va unga qarshi kurashish usullari odamning ruhiy va jismoniy salomatligini saqlashda juda muhimdir. Stressni samarali boshqarish uchun bir nechta yondashuvlar mavjud bo'lib, ular har bir insonning o'ziga xos holatlariga qarab farq qiladi. Birinchi navbatda, vaqtni boshqarish juda muhimdir. Odamlar o'z ishlarini rejalashtirib, muhim vazifalarni birinchi o'ringa qo'yishlari kerak. Samarali vaqtni boshqarish stressni kamaytiradi va odamga o'z faoliyatini boshqarish imkonini beradi. Ish va dam olish o'rtasidagi muvozanatni saqlash, stressni kamaytirishga yordam beradi.

Fizikaviy faoliyat ham stressni boshqarishning eng samarali usullaridan biridir. Jismoniy mashqlar, masalan, yugurish, suzish yoki yoga, stressni kamaytiradi va organizmni yaxshilaydi. Bu mashqlar nafaqat jismoniy sog'liqni yaxshilashga yordam beradi, balki endorfinlar ishlab chiqarilishini rag'batlantiradi, bu esa kayfiyatni ko'taradi va stressni kamaytiradi. Shuningdek, nafas olish mashqlari, chuqur nafas olish va meditatsiya stressni kamaytirishga yordam beradi. Bu usullar nafaqat tana, balki ruhni ham tinchlantiradi.

O'z fikrlarini boshqarish va salbiy o'ylashni to'xtatish ham stressni kamaytirish uchun muhimdir. Salbiy fikrlarni ijobiy fikrlar bilan almashtirish, insonning umumiy ruhiy holatini yaxshilaydi. Stressli vaziyatlarda ijobiy yondashuvni saqlash, stressni kamaytirishga yordam beradi. Bundan tashqari, ijtimoiy qo'llab-quvvatlash ham stressni boshqarishda muhim rol o'ynaydi. Oila a'zolari, do'stlar yoki terapevtlar bilan ochiq va samimiy suhbatlar odamga stressni engishda yordam beradi. Ijtimoiy aloqalar va qo'llab-quvvatlash shaxsning hissiy barqarorligini ta'minlaydi va stressni kamaytiradi.

Kreativ faoliyat ham stressni boshqarish uchun samarali usuldir. Musiqa tinglash, rasm chizish, yozish yoki boshqa ijodiy ishlar odamni stressdan chiqarishga yordam beradi. Ijodiy faoliyat odamning diqqatini stressli vaziyatlardan chalg'itib, uni yanada tinchlantiradi. Yana bir muhim usul bu — dam olish texnikalari va o'z-o'zini tiklash. Dam olish mashqlari, masalan, yoga yoki mindfulness, odamning tanasini va ongini tinchlantiradi va stressni kamaytiradi.

Yuqorida aytib o'tilgan barcha usullar stressni boshqarish va unga qarshi kurashishda samarali bo'lib, odamning ruhiy va jismoniy salomatligini saqlashga yordam beradi. Har bir inson o'ziga mos usullarni tanlab, stressni samarali tarzda boshqarishi mumkin.

Xulosa sifatida aytish mumkinki, stress — bu insonning ruhiy va jismoniy salomatligiga salbiy ta'sir ko'rsatuvchi holat bo'lib, uning sabablari ichki va tashqi omillar orqali yuzaga keladi. Stressning psixologik belgilariga bezovtalik, qayg'u, g'azab, salbiy fikrlar va diqqatni jamlashdagi qiyinchiliklar kiradi. Stressni boshqarish uchun turli usullar mavjud, jumladan vaqtni boshqarish, jismoniy faoliyat, nafas olish mashqlari, meditatsiya va salbiy fikrlarni ijobiy fikrlar bilan almashtirish. Shuningdek, ijtimoiy qo'llab-quvvatlash va kreativ faoliyat ham stressni kamaytirishga yordam beradi. Bularning barchasi stressni samarali tarzda boshqarish va odamning ruhiy salomatligini yaxshilash uchun zarurdir. Har bir inson o'ziga mos usullarni tanlab, stressga qarshi kurashishi kerak.

Foydalanilgan adabiyotlar:

1. Sh. I. Mirzaev – Psixologiya va stress, O'zbekiston Milliy Universiteti, 2015
2. O. Sh. Tashkentov – Stress va uning boshqarilishi, Fan, 2012
3. F. B. Qodirov – Psixologiyada stress va unga qarshi kurashish usullari, O'zbekiston Yozuvchilar Uyi, 2018
4. M. A. Salimov – Sog'liq va stress: Psixologiya yondashuvi, Sharq, 2016
5. D. S. Rasulov – Stress va psixologik qarshilik, O'zbekiston Matbuot, 2019

IJTIMOIY PSIXOLOGIYA: INSONLARNING JAMIYATDAGI O‘ZARO TA'SIRI, XATTI-HARAKATLARI VA GURUH DINAMIKASINI TAHLIL QILUVCHI ILMIY SOHA SIFATIDA

M. Rahmatullayeva.
Mirzo Ulug‘bek nomidagi O‘zbekiston Milliy unversitetining Jizzax filiali
Psixologiya fakulteti “Oila psixologiyasi” yo‘nalishi o‘qituvchisi
mushtariyraxmatullayeva38@gmail.com
Abdullayev Ismatullo Ne'matullo o'g'li
O'zbekiston Milliy Universiteti Jizzax filiali Psixologiya fakulteti 3-kurs talabasi
ismatulloabdullayev01@gmail.com

Annotatsiya: Ijtimoiy psixologiya odamlarning bir-biriga ta’sirini, jamiyatdagi o‘zaro munosabatlar jarayonlarini va ijtimoiy muhit inson fikri, hissiyotlari va xatti-harakatlariga qanday ta’sir qilishini o‘rganadi. Ushbu soha individual xulq-atvor va guruh dinamikasi o‘rtasidagi o‘zaro bog‘liqlikni tahlil qiladi. Ijtimoiy idrok, konformizm, stereotiplar, nizolar va ularni hal qilish kabi mavzular uning markaziy yo‘nalishlaridan biridir. Ijtimoiy psixologiya insonlarning atrofdagi hodisalarni tushunishi va ularga moslashishini aniqlab, shaxslararo munosabatlar samaradorligini oshirishda muhim rol o‘ynaydi.

Kalit so‘zlar: *Ijtimoiy psixologiya, ijtimoiy idrok, konformizm, stereotiplar, guruh dinamikasi, ijtimoiy ta’sir, nizolarni hal qilish, shaxslararo munosabatlar, liderlik, ijtimoiy muhit.*

Ijtimoiy psixologiya insonlarning ijtimoiy muhitda qanday o'zgarishlar va ta'sirlar orqali o'z xulq-atvorlarini shakllantirishi, qarorlar qabul qilishda guruhlar va jamiyatdagi aloqalar qanday rol o'ynashi bilan shug'ullanadi. Guruhlar va ijtimoiy ta'sirlar insonlarning hayotiga ta'sir ko'rsatadigan juda muhim psixologik hodisalardir. Insonlar o'zlarining ijtimoiy muhitida qanday qarorlar qabul qilishi, qanday xulq-atvorlarni namoyon etishi va qanday ijtimoiy o'zgarishlarga duch kelishi guruhlarning ta'siri va ijtimoiy psixologik qonuniyatlarga asoslanadi. Ushbu maqolada ijtimoiy psixologiyaning guruhlar va ijtimoiy ta'sirlar sohasidagi asosiy g'oyalari, guruhlarning tarkibi, tuzilishi va ularning inson xulq-atvoriga ta'sirini o'rganish ko'zda tutilgan.[1] Ijtimoiy psixologiya — bu insonlarning fikrlashi, his-tuyg'ulari va xatti-harakatlariga boshqa odamlarning ta'sirini o‘rganadigan psixologiya sohasi. Bu yo‘nalish

[1] Ikromova S. Ijtimoiy psixologiya, International online conference, 2024. 271 -bet

shaxslararo munosabatlar, guruhlar ichidagi hamkorlik va qarama-qarshilik, ijtimoiy ta'sir, stereotiplar, xulq-atvor motivlari kabi masalalarni tadqiq qiladi.

Ijtimoiy idrok — bu odamlarning o‘zaro munosabatlarida boshqalarni qanday tushunishi, baholashi va ularga nisbatan munosabat bildirish jarayonidir. Bu tushuncha shaxslarning atrofdagilar haqida qanday ma'lumot to‘plashi va uni qanday qayta ishlashini o‘z ichiga oladi. Ijtimoiy idrok orqali biz boshqalarning niyatlari, hissiyotlari va harakatlari haqida fikr shakllantiramiz. Ijtimoiy idrokning asosiy jarayonlari insonlarning boshqalarni qanday tushunishi va ularga nisbatan munosabat bildirishini tashkil etuvchi muhim bosqichlardir. Birinchi navbatda, odamlar boshqalar haqidagi ma'lumotlarni ajratib olishadi. Bu jarayonda diqqat asosan yuz ifodalari, tana tili, ovoz ohangi va boshqa signallarga qaratiladi. Ushbu belgilar boshqalarning kayfiyati, niyatlari yoki hissiy holatini anglashda asosiy manba bo‘lib xizmat qiladi.

Keyingi bosqichda kuzatilgan ma'lumotlar talqin qilinadi. Insonlar boshqalarning xatti-harakatlari sabablarini izohlashga harakat qiladi, bu esa atributsiya jarayoni deb ataladi. Masalan, kimningdir jiddiy ohangda gapirishi uning g‘azabda yoki charchaganligi deb tushunilishi mumkin. Bu talqinlar ko‘pincha individual tajriba va kontekstga bog‘liq bo‘ladi.

Shuningdek, ijtimoiy idrokda stereotip va oldindan shakllangan fikrlar muhim rol o‘ynaydi. Insonlar odatda boshqalarni muayyan guruh yoki mavqe asosida baholashadi. Bu esa ba’zan noto‘g‘ri xulosalarga olib kelishi mumkin, chunki stereotiplar ko‘pincha yuzaki va umumlashtirilgan bo‘ladi. Oxirgi bosqich hissiy munosabatning shakllanishidir. Boshqalar haqidagi idrok bizning ularga bo‘lgan hissiy javoblarimizni belgilaydi. Masalan, boshqalarning mehribonligi yoki samimiyligi haqidagi idrok ularga nisbatan hurmat va ishonch hissini uyg‘otadi, aksincha, salbiy xulosalar antipatiyaga olib kelishi mumkin. Ushbu jarayonlarning har biri insonlarning ijtimoiy aloqalarini samarali ravishda tashkil etishda va ularni anglashda muhim o‘rin tutadi.

Ijtimoiy idrok insonlarning samarali aloqa qilishiga, hamkorlikka kirishishiga va nizolarni oldini olishiga yordam beradi. Shu bilan birga, noto‘g‘ri idroklar nizolarga yoki tushunmovchiliklarga olib kelishi mumkin, shuning uchun bu jarayonni anglash va rivojlantirish muhim ahamiyatga ega. Ijtimoiy ta’sir — bu odamlarning bir-birining fikriga, his-tuyg‘ulariga va xatti-harakatlariga ko‘rsatadigan ta’siri bo‘lib, u insonning jamiyatdagi hayotida muhim rol o‘ynaydi. Bu jarayon turli ko‘rinishlarda namoyon bo‘ladi: bir shaxsning boshqasiga bevosita ta’siri, guruhning shaxsga ko‘rsatadigan bosimi yoki jamiyatdagi umumiy me’yorlar orqali o‘rnatilgan ta’sir. Ijtimoiy ta’sirning eng keng tarqalgan shakllaridan biri konformizm bo‘lib, bunda inson o‘z fikrlari yoki xatti-harakatlarini atrofdagilarnikiga moslashtiradi. Odamlar odatda jamiyatga

moslashish orqali o‘zlarini xavfsizroq his qilishadi va rad etilishdan qochishga harakat qilishadi.

Bo‘ysunish ham ijtimoiy ta’sirning muhim ko‘rinishlaridan biridir, bunda shaxs muayyan talab yoki ko‘rsatmaga rioya qiladi. Bu ko‘pincha rahbarlar yoki ijtimoiy qoidalar orqali amalga oshiriladi. Boshqa bir shakl ijtimoiy tasdiq bo‘lib, bunda odamlar boshqalarning fikr va harakatlarini asos sifatida qabul qilib, ularga moslashadi, ayniqsa, yangi yoki noma’lum vaziyatlarda. Ba’zida ijtimoiy ta’sir manipulyatsiya shaklida ham namoyon bo‘ladi, bunda boshqalar hissiy yoki qaror qabul qilish jarayoniga o‘z manfaatlarini ko‘zlab ta’sir ko‘rsatadi. Shu bilan birga, liderlik ijtimoiy ta’sirning ijobiy ko‘rinishi bo‘lib, bunda yetakchilar boshqalarga o‘z maqsadlarini qabul qildira oladi va guruh ichida uyg‘unlikni ta’minlaydi. Ijtimoiy ta’sirga shaxsning o‘ziga xos xususiyatlari, ijtimoiy kontekst va shaxsiy munosabatlar katta ta’sir ko‘rsatadi. Masalan, insonning o‘ziga bo‘lgan ishonchi va mustaqil fikrlash qobiliyati ta’sirga bo‘lgan qarshilikni kuchaytiradi, yaqin munosabatlar esa odatda begona insonlarning ta’siriga qaraganda kuchliroq bo‘ladi. Shu bois, ijtimoiy ta’sirni tushunish va uni to‘g‘ri boshqarish odamlar o‘rtasidagi munosabatlarni yaxshilash, nizolarni kamaytirish va jamiyatda muvozanatni saqlashda muhim ahamiyatga ega.

Munozara va nizolarni hal qilish insonlar va guruhlar o‘rtasidagi tushunmovchiliklarni bartaraf etish va murosaga erishish jarayonidir. Nizo yoki kelishmovchiliklar har qanday ijtimoiy munosabatlarning tabiiy qismidir, chunki har bir insonning manfaatlari, qadriyatlari va qarashlari bir-biridan farq qiladi. Biroq, bu kelishmovchiliklarni to‘g‘ri boshqarish nafaqat nizolarni yechishga, balki munosabatlarni yanada mustahkamlashga yordam beradi. Nizolarni hal qilish jarayonida birinchi qadam muammoni aniqlash va uning sabablarini tushunishdir. Har ikki tomonning nuqtai nazarini tinglash, ularning his-tuyg‘ulari va ehtiyojlarini inobatga olish muhimdir. Bunda samimiy va hurmatli muloqot asosiy o‘rinni egallaydi. Tomonlar bir-birining fikrlarini to‘g‘ri tushunish uchun ochiq muloqot olib borishi kerak, bu esa tushunmovchiliklarning oldini olishga yordam beradi. Kelishuvga erishishda murosaga kelish va o‘zaro manfaatlarni hisobga olish zarur. Bu jarayonda tomonlar o‘z pozitsiyalarini emas, balki muammoni hal qilishga qaratilgan yechimlarni taklif qilishlari kerak. Ba’zida vositachilik yoki uchinchi tomon yordami ham samarali bo‘ladi, chunki neytral pozitsiyadagi shaxs nizoni ob’ektiv baholay oladi va murosaga erishishda yordam beradi. Nizolarni hal qilish jarayonida emotsiyalarni boshqarish katta ahamiyatga ega. Salbiy his-tuyg‘ularni jilovlash va vaziyatga mantiqiy yondashish kelishuvni osonlashtiradi. Tomonlarning bir-biriga hurmat bilan munosabatda bo‘lishi va kelishilgan qarorlarni amalga oshirishga intilishi nizoning samarali yechim topishiga xizmat qiladi.

Munozara va nizolarni hal qilish nafaqat mavjud muammoni bartaraf etishga, balki tomonlar o‘rtasidagi ishonchni oshirishga, kelajakda shunga o‘xshash vaziyatlarning oldini olishga va ijobiy munosabatlarni rivojlantirishga yordam beradi. Bu jarayon o‘zaro hamkorlik va muvozanatni saqlashda muhim ahamiyatga ega bo‘lib, ijtimoiy hayotning ajralmas qismi sanaladi.

Xulosa shundan iboratkin, ijtimoiy psixologiya insonlar o‘rtasidagi o‘zaro ta’sirlar, fikrlar, hissiyotlar va xatti-harakatlarni o‘rganib, ijtimoiy muhitning shaxs va guruhlar hayotiga ta’sirini aniqlaydi. Bu soha ijtimoiy idrok, konformizm, stereotiplar va nizolarni hal qilish kabi jarayonlarni o‘rganish orqali insonlarning jamiyatdagi o‘zini tutishining murakkabligini tushunishga yordam beradi. Ijtimoiy psixologiyaning o‘rganilishi nafaqat individual va guruhlararo munosabatlarni yaxshilashga, balki jamiyatning ijtimoiy va madaniy rivojlanishiga ham hissa qo‘shadi.

Foydalanilgan adabiyotlar:

1. Ismoilova, N. and Abdullayeva, D. , Ijtimoiy psixologiya, O‘zbekiston Faylasuflari Milliy Jamiyati Nashriyoti, 2013
2. Karimova, V. M. , Ijtimoiy psixologiya, O‘zbekiston Respublikasi Oliy va O‘rta Maxsus Ta’lim Vazirligi, 1994
3. Rahmatullayeva M. O ‘QUVCHI SHAXSINI RIVOJLANTIRISHNING ASOSIY YO ‘NALISHLARI //Журнал Педагогики и психологии в современном образовании. – 2021. – Т. 1. – №. 4.
4. Sohibjon o’g’li, M. O. (2024, March). BO’LAJAK PEDAGOGLARNING PEDAGOGIK-PSIXOLOGIK JIHATLARI. In *E Conference Zone* (pp. 6-10).
5. Rahmatullayeva, M. (2023). GORDON ALPORTNING SHAXS XUSUSIYATLARI KONSEPSIYASI HAQIDA. *Журнал Педагогики и психологии в современном образовании*, *3*(3), 180-185.
6. ahmatullayeva, M., & Esanboyev, T. (2023). KICHIK MAKTAB YOSHI VA O‘SMIRLIK DAVRIDA MEN KONSEPSIYASINING SHAKLLANISHI. *Журнал Педагогики и психологии в современном образовании*, *3*(3), 186-191.
7. Rahmatullayeva, M., & Toshtemirova, N. (2023). SHAXSNING SOTSIAL-MADANIY NAZARYASI KREN XORNI TALQINDA. *Журнал Педагогики и психологии в современном образовании*, *3*(3), 174-179.
8. Rahmatullayeva, M. (2023). BF SKINERNING OPERANT XULQ-ATVOR NAZARIYASI. *Журнал Педагогики и психологии в современном образовании*, *3*(3), 199-204.

9. Gulnoza, R., Mushtariy, R., & Makhliyo, S. (2023). The physiological basis of temperament: unraveling the complexities of human nature. *Journal of Academic Research and Trends in Educational Sciences*, *2*(2), 243-247.
10. Rahmatullayeva, M., & Norqulova, I. (2023). BO 'LAJAK PEDAGOGLARNING KASBIY MOSLASHTIRISH OMILLARI VA SHART-SHAROITLARI. *Журнал Педагогики и психологии в свременном образовании*, *3*(3), 83-88.
11. Gulnoza, R., Mushtariy, R., & Yoqubjon, M. (2023). Therapy, physiology of sensation and perception. *Journal of Academic Research and Trends in Educational Sciences*, *2*(2), 214-219.
12. Rahmatullayeva, M., Khasanov, F., & Abduganieva, A. (2023). ATTENTION AND MEMORY AS A MENTAL PROCESS. *Наука и инновация*, *1*(10), 60-62.
13. Rashidova, G., Raxmatullayeva, M., Saidov, S., & Egamqulova, S. (2023). Caracter, ability, and action: the unity of human activity. *Наука и инновация*, *1*(10), 152-155.

INKLYUZIV TA`LIM MODELLARI

Rahmatullayeva Mushtariy Parda qizi
Mirzo Ulug‘bek nomidagi O‘zbekiston Milliy unversitetining Jizzax filial
Psixologiya fakulteti, o’qituvchisi
Quvonov Elbek Abduxalil O’gli
Mirzo Ulug‘bek nomidagi O‘zbekiston Milliy unversitetining Jizzax filiali
“Filologiya va tillarni o’qitish” yo’nalishi talabasi

Anotatsiya: Mazkur maqolada inklyuziv ta'limning mazmuni, ahamiyati va asosiy modellari tahlil qilingan. Inklyuziv ta'lim barcha o‘quvchilarning imkoniyatlari va ehtiyojlarini inobatga olgan holda, teng imkoniyatli ta'lim tizimini yaratishni nazarda tutadi. Maqolada inklyuziv ta'limning tarixiy rivojlanishi, global tajribalari, uning ijtimoiy-psixologik foydalari va o‘qituvchilarni tayyorlashdagi dolzarb masalalar yoritilgan. Shuningdek, inklyuziv ta'limni joriy etishda uchraydigan muammolar va ularni hal qilish yo‘llari ko‘rib chiqilgan. Muallif ushbu modelning nafaqat ta'lim tizimi, balki jamiyat rivoji uchun muhim ekanligini ta'kidlaydi va uning kelajak uchun o‘rni haqida fikr yuritadi. Maqola ta'lim sohasi mutaxassislari, pedagoglar hamda jamiyatda inklyuzivlikni rivojlantirishga qiziquvchi har bir kishi uchun mo‘ljallangan.

Kalit so’zlar: inklyuziv ta'lim, maxsus ehtiyojli bolalar, ta'lim tizimi, teng imkoniyatlar, individual yondashuv, bag‘rikenglik, Salamanca deklaratsiyasi, pedagoglar tayyorgarligi, jamiyat rivoji, global tajriba, moslashtirilgan ta'lim, ijtimoiy adolat, resurs xonalari, integratsiya, o‘quvchilarning ehtiyojlari.

INKLYUZIV TA'LIM MODELLARI

Hozirgi davrda ta'lim sohasida innovatsion yondashuvlar tobora ommalashib bormoqda. Ular orasida inklyuziv ta'lim modellari alohida o‘rin tutadi. Inklyuziv ta'limning maqsadi – har bir o‘quvchini, ularning imkoniyatlari, ehtiyojlari va qobiliyatlaridan qat’i nazar, yagona ta’lim tizimida qamrab olishdir. Bu nafaqat ta’limga bo‘lgan huquqni ta’minlash, balki jamiyatda bag‘rikenglikni shakllantirishda muhim ahamiyatga ega.

INKLYUZIV TA'LIMNING MAZMUNI

Inklyuziv ta'lim – bu barcha o‘quvchilar, shu jumladan, jismoniy yoki intellektual nogironlikka ega bo‘lgan bolalar, ijtimoiy qiyinchiliklarga uchragan o‘quvchilar ham

bir xil ta’lim olish imkoniyatiga ega bo‘ladigan yondashuvdir. Bu tizimda o‘quv muassasalari barcha bolalarga moslashtirilgan bo‘lishi kerak. Ya’ni, ularga qulay muhit yaratish, maxsus metodikalar va vositalarni joriy etish talab qilinadi.

INKLYUZIV TA'LIM MODELLARINING ASOSIY TAMOYILLARI

1. **Bag‘rikenglik va tenglik:** Har bir bolaning ta'lim olish huquqi hurmat qilinadi. Hech kim chetda qolmasligi lozim.
2. **Moslashuvchanlik:** Ta'lim tizimi turli ehtiyoj va imkoniyatlarga moslashgan bo‘lishi kerak.
3. **Hamkorlik:** Pedagoglar, ota-onalar, psixologlar va boshqa mutaxassislar birgalikda ishlaydi.
4. **Individuallashtirilgan yondashuv:** Har bir bolaning ehtiyojlari hisobga olinadi va ularning rivojlanishi uchun alohida dasturlar tuziladi.

INKLYUZIV TA'LIM MODELLARINING TURLARI

Inklyuziv ta'lim turli shakllarda amalga oshiriladi. Quyida uning asosiy modellari bilan tanishamiz:

1. **Integratsiyalashgan model:** Nogiron bolalar oddiy maktablarda ta'lim oladi, ammo ular uchun maxsus yordam ko‘rsatiladi.
2. **Resurs xonalari modeli:** Nogiron yoki maxsus ehtiyojlarga ega bolalar uchun maktab ichida maxsus resurs xonalari tashkil etiladi. Bu yerda ular maxsus o‘qituvchilar yordamida qo‘shimcha mashg‘ulotlardan foydalanadi.
3. **To‘liq inklyuziya modeli:** Barcha bolalar yagona sinfda, yagona dastur asosida ta’lim oladi. Ushbu modelda o‘qituvchilar va yordamchi xodimlar bolalarga moslashuvchan ta’lim olish imkonini beradi.
4. **Gibrid model:** Ushbu modelda integratsiyalashgan va maxsus ta’lim elementlari uyg‘unlashadi.

INKLYUZIV TA'LIMNING AFZALLIKLARI

Inklyuziv ta’lim nafaqat nogiron bolalar, balki butun jamiyat uchun ham ko‘plab foyda keltiradi:

- Bolalarda bag‘rikenglik, hamdardlik va jamoadoshlik fazilatlarini rivojlantiradi.
- Ijtimoiy adolatni ta'minlashga hissa qo‘shadi.
- Har bir bolaga o‘z qobiliyatlarini namoyon qilish uchun imkon yaratadi.

MUAMMOLAR VA YECHIMLAR

Inklyuziv ta’limni joriy etishda ayrim qiyinchiliklar yuzaga kelishi mumkin. Masalan, maktab infratuzilmasining mos emasligi, pedagoglarning yetarlicha tayyorlanmaganligi va jamiyatda mavjud stereotiplar. Ushbu muammolarni hal qilish uchun quyidagi chora-tadbirlarni amalga oshirish lozim:

- O‘qituvchilar uchun maxsus treninglar tashkil etish.
- Maktablarda zamonaviy moslashuv uskunalari o‘rnatish.
- Ota-onalar va jamiyatni inklyuziv ta’limning foydalari haqida xabardor qilish.

INKLYUZIV TA'LIMNING TARIXIY ASOSLARI

Inklyuziv ta’lim g‘oyasi inson huquqlari, xususan, ta’lim olish huquqi tamoyillariga asoslanadi. Bu yondashuv XX asrning ikkinchi yarmida, nogironligi bo‘lgan bolalarning umumta’lim muassasalariga jalb qilinishiga qaratilgan xalqaro harakatlar natijasida shakllandi. 1994-yilda Salamanca deklaratsiyasi qabul qilinganidan so‘ng inklyuziv ta’limning ahamiyati jahon miqyosida tan olindi. Ushbu hujjatda barcha bolalar, jumladan, maxsus ehtiyojlarga ega bolalar uchun umumiy ta’lim tizimlarining ochiqligi va moslashuvchanligi ta’minlanishi lozimligi qayd etilgan.

INKLYUZIV TA'LIM VA GLOBAL TAJRIBA

Bugungi kunda dunyoning ko‘plab mamlakatlarida inklyuziv ta’lim tizimi muvaffaqiyatli joriy etilmoqda. Quyida ba’zi davlatlarning tajribasini ko‘rib chiqamiz:

- **Finlandiya:** Bu davlatda ta’lim tizimi butunlay inklyuziv tamoyillar asosida tashkil etilgan. Har bir bola uchun individual ta’lim rejasi ishlab chiqiladi.
- **Yaponiya:** Maktablarda maxsus ehtiyojlarga ega bolalar uchun yordamchi xodimlar tayinlanadi va ular umumiy ta’lim sinflarida ta’lim oladi.
- **AQSh:** Individual Ta'lim Rejasi (Individualized Education Plan, IEP) amaliyoti keng qo‘llanilib, har bir bolaga mos yondashuv ishlab chiqiladi.
- **O‘zbekiston:** O‘zbekistonda ham so‘nggi yillarda inklyuziv ta’limni rivojlantirishga katta e’tibor qaratilmoqda. Jumladan, maxsus ehtiyojlarga ega bolalar uchun moslashtirilgan dasturlar va resurs markazlari tashkil qilinmoqda.

INKLYUZIV TA'LIMNING IJTIMOIY-PSIXOLOGIK FOYDALARI

Inklyuziv ta’lim nafaqat o‘quvchilarga, balki jamiyatga ham katta ijobiy ta’sir ko‘rsatadi. Quyidagi jihatlar buni ko‘rsatib beradi:

1. **Jamoaviylik hissini rivojlantirish:** Turli ehtiyojlarga ega bolalar birgalikda ta'lim olganida, ular bir-birini hurmat qilish va tushunishni o'rganadi.
2. **Stereotiplarni yengish:** Inklyuziv muhit bolalar va kattalarda mavjud noto'g'ri tushunchalarni bartaraf etadi.
3. **Qobiliyatlarni rivojlantirish:** Maxsus ehtiyojlarga ega bolalar uchun moslashtirilgan ta'lim ularning qobiliyatlarini to'liq namoyon etish imkonini beradi.

O'QITUVCHILAR ROLI VA ULARNI TAYYORLASH

Inklyuziv ta'limni muvaffaqiyatli amalga oshirish uchun o'qituvchilarning tayyorgarligi muhim ahamiyatga ega. Ular quyidagi ko'nikmalarga ega bo'lishlari lozim:

- **Moslashuvchan metodikalarni qo'llash:** Turli ehtiyojlarga ega bolalar uchun mos usullarni tanlash.
- **Psixologik tayyorgarlik:** Maxsus ehtiyojlarga ega bolalar bilan ishlashda sabr va tushunishga asoslangan yondashuvni rivojlantirish.
- **Jamoaviy hamkorlikni yo'lga qo'yish:** Psixologlar, ijtimoiy xodimlar va ota-onalar bilan faol hamkorlik qilish.

O'zbekiston misolida, pedagoglarni inklyuziv ta'limga tayyorlash maqsadida maxsus kurslar va seminarlar tashkil qilinmoqda. Bu jarayonni yanada takomillashtirish uchun xalqaro tajribalarni o'rganish va ularni milliy tizimga moslashtirish talab etiladi.

MUAMMOLAR VA ULARNI HAL QILISH YO'LLARI

Inklyuziv ta'limni joriy etishda bir qator qiyinchiliklar yuzaga kelishi mumkin. Quyida asosiy muammolar va ularni hal qilish yo'llari keltirilgan:

1. **Infratuzilma yetishmovchiligi:** Ko'plab maktablarda nogiron bolalar uchun zarur sharoitlar yetarli emas.
    - **Yechim:** Maktab binolarini moslashtirish, masalan, panduslar, maxsus liftlar va sanitariya xonalarini tashkil etish.
2. **Pedagoglarning malaka yetishmovchiligi:** O'qituvchilar maxsus ehtiyojlarga ega bolalar bilan ishlashda qiyinchiliklarga duch keladi.
    - **Yechim:** Pedagoglar uchun doimiy ravishda maxsus treninglar va amaliy seminarlar tashkil etish.

3. **Jamiyatda stereotiplar mavjudligi:** Ba’zan ota-onalar yoki boshqa o‘quvchilar inklyuziv ta’limga nisbatan salbiy munosabatda bo‘lishadi.
    - **Yechim:** Jamiyatni xabardor qilish uchun axborot kampaniyalarini o‘tkazish va ijtimoiy loyihalarni amalga oshirish.

KELAJAK UCHUN INKLYUZIV TA'LIMNING AHAMIYATI

Inklyuziv ta'lim kelajakka qaratilgan rivojlanish tamoyilidir. U barcha bolalarga o‘z qobiliyatlarini namoyon etish imkoniyatini beradi. Bunday ta’lim tizimi nafaqat bolalarning rivojlanishini, balki butun jamiyatning ijtimoiy birdamligini ta’minlashga xizmat qiladi.

Inklyuziv ta’lim orqali biz tenglik va adolatni nafaqat ta’limda, balki hayotning barcha jabhalarida mustahkamlashimiz mumkin. Shu bois, har bir mamlakatning ta’lim siyosatida inklyuzivlik tamoyillarini joriy etish asosiy maqsadlardan biri bo‘lib qolishi lozim.

XULOSA

Inklyuziv ta'lim modellari – bu nafaqat ta’lim tizimining rivojlanish yo‘nalishi, balki yanada tenglikka asoslangan jamiyat barpo etishning muhim vositasi hamdir. Bu yondashuv har bir bola hayotida katta ahamiyat kasb etadi va ularga kelajakda muvaffaqiyatli shaxs bo‘lib shakllanishlariga yordam beradi. Shu bois, inklyuziv ta’limni rivojlantirish va uni hayotga joriy etishga qaratilgan sa’y-harakatlarni kuchaytirish lozim. Inklyuziv ta'lim bugungi kunning zamonaviy ta'lim tizimidagi eng dolzarb va muhim yondashuvlardan biridir. U bolalarning ehtiyojlari va qobiliyatlarini inobatga olgan holda, barcha uchun teng imkoniyatlar yaratishni maqsad qilib qo‘yadi. Ushbu model nafaqat bolalarning ta’lim olish huquqini ta’minlaydi, balki jamiyatda bag‘rikenglik, o‘zaro hurmat va birdamlik muhitini rivojlantirishga ham xizmat qiladi.

O‘zbekistonda inklyuziv ta’limni rivojlantirish yo‘lida boshlangan dastlabki qadamlar e’tiborga loyiqdir. Maxsus ehtiyojlarga ega bolalar uchun moslashtirilgan dasturlar, pedagoglarni tayyorlash bo‘yicha kurslar va ijtimoiy tashabbuslarning amalga oshirilishi bu sohada ijobiy o‘zgarishlarni boshlab berdi. Biroq, bu jarayonni takomillashtirish uchun yanada keng qamrovli ishlarni amalga oshirish zarur. Inklyuziv ta'lim – bu nafaqat bir tizim, balki jamiyatning yuksak ma'naviyatini shakllantirishga qaratilgan yo‘l. Ushbu yondashuvni hayotga samarali tatbiq etish orqali biz kelajak avlod uchun yanada adolatli va bag‘rikeng jamiyatni yaratishimiz mumkin. Shu boisdan, har bir maktab, har bir pedagog va har bir jamiyat a'zosi bu

jarayonda faol ishtirok etishi lozim. Inklyuziv ta'limning muvaffaqiyati shundaki, har bir bola o‘zini qadrlangan va teng huquqli shaxs sifatida his qilishi uchun barcha zarur shart-sharoitlarni yaratish mumkin. Faqatgina shundagina ta'lim haqiqiy ma'noda barcha uchun ochiq va adolatli bo‘ladi.

Foydalanilgan adabiyotlar ro’yxati:

1. Jahon sog‘liqni saqlash tashkiloti (WHO). "Maxsus ehtiyojli bolalar uchun ta’lim bo‘yicha xalqaro yondashuvlar".
2. O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning ta’lim va tarbiya tizimini takomillashtirishga qaratilgan qarorlari va farmonlari.
3. Salamanca deklaratsiyasi va harakatlar dasturi (1994). Inklyuziv ta’lim asoslari.
4. UNESCO. "Inklyuziv ta’limni rivojlantirish bo‘yicha xalqaro strategiyalar".
5. Vygotskiy, L.S. "Psixologik rivojlanish va maxsus ehtiyojli bolalar".
6. Xolmurodov, D. "O‘zbekistonda inklyuziv ta’lim: imkoniyatlar va istiqbollar".
7. Yevropa Ta’lim Fondi (ETF). "Inklyuziv ta’limning ijtimoiy-psixologik ahamiyati".
8. Рахматуллаева, П. М., & Маҳкамова, М. А. (2022). ЁШЛАР ТАЪЛИМ СИФАТИНИ ОШИРИШДА МОТИВАЦИЯНИНГ ЎРНИ ЁХУД УЛКАН МАҚСАДЛАР САРИ ДАСТЛАБКИ ҚАДАМ. *Central Asian Research Journal for Interdisciplinary Studies (CARJIS)*, (Special Issue 1), 160-163.
9. Rahmatullayeva, M., Rashidova, G., & Karakulova, U. (2023). XXI ASRDA PEDAGOGIK TEXNOLOGIYALAR VA PEDAGOGIK MAHORAT. *Журнал Педагогики и психологии в современном образовании*, *3*(1).
10. Rahmatullayeva, M. (2021). XALQ PEDAGOGIKASIDA TA'LIM VA TARBIYA MASALARI. *Журнал Педагогики и психологии в современном образовании*, *1*(4).
11. Abdulla, S., & Abduvakilovna, K. U. (2022). AXBOROT SAVODXONLIGI VA AXBOROT IZLASH XULQ-ATVORIDAGI PSIXOLOGIK OMILLAR. *International Journal of Contemporary Scientific and Technical Research*, 586-589.
12. Rahmatullayeva, M., Umida, K., & Gulnoza, R. (2023). BOSHQARUV PSIXOLOGIYASI VA BU BORADAGI ILMIY YONDASHUVLAR. *Журнал Педагогики и психологии в современном образовании*, *3*(1).
13. Karakulova, U., Rashidova, G., & Raxmatullayeva, M. (2023). DEVIANT XULQ-ATVOR RIVOJLANISHIDA OILAVIY MUNOSABATLARNING

TA'SIRI. *Журнал Педагогики и психологии в современном образовании*, *3*(1).

14. Rahmatullayeva, M., Karakulova, U., & Xaydarqulov, H. (2023). O 'QITUVCHI VA TALABALAR O 'RTASIDA SHAXSLARARO MUNOSABATLARNING PEDAGOGIK-PSIXOLOGIK XUSUSIYATLARI. *Журнал Педагогики и психологии в современном образовании*, *3*(1).
15. Rahmatullayeva, M., & Ahmedova, L. (2023). GO 'DAKLIK DAVRI TO 'G 'RISIDA PEDAGOGIK ILMIY DUNYOQARASHNING SHAKLLANISHI. *Журнал Педагогики и психологии в современном образовании*, *3*(1).
16. Rahmatullayeva, M. (2021). O 'QUVCHI SHAXSINI RIVOJLANTIRISHNING ASOSIY YO 'NALISHLARI. *Журнал Педагогики и психологии в современном образовании*, *1*(4).
17. Rahmatullayeva, M., & Karimova, N. (2023). MAKTABGACHA TA'LIM MUASSALARI BOSHQARUVINING DOLZARB MUAMMOLARI. *Журнал Педагогики и психологии в современном образовании*, *3*(2).
18. Rahmatullayeva, M., Karakulova, U., & Anvarova, S. (2023). OLIY O 'QUV YURTLARIDA BO 'LAJAK O 'QITUVCHILARNI KASBIY MOSLASHTIRISHNING PEDAGOGIK-PSIXOLOGIK JIHATLARI. *Журнал Педагогики и психологии в современном образовании*, *3*(2).
19. Rahmatullayeva, M., & Toshbekov, H. (2023). MAKTABGACHA YOSHDAGI BOLALARDA AGRESSIV XULQ-ATVOR VA UNI KORREKSIYALASH YO 'LLARI. *Журнал Педагогики и психологии в современном образовании*, *3*(2).
20. Rahmatullayeva, M., & Toshbekov, H. (2023). PSIXOLOGNI PSIXOMETRIK JIHATIDAN TAYYORLASH TALABLARI. *Журнал Педагогики и психологии в современном образовании*, *3*(2).
21. Rahmatullayeva, M., & Norqulova, I. (2023). BO 'LAJAK PEDAGOGLARNING KASBIY MOSLASHTIRISH OMILLARI VA SHART-SHAROITLARI. *Журнал Педагогики и психологии в современном образовании*, *3*(3), 83-88.
22. Rashidova G. G. INTERPRETATION AND INTERDEPENDENCE OF THE CONCEPTS OF «COMPETENT» AND «COMPETENCE» //Theoretical & Applied Science. – 2021. – №. 8. – С. 83-89.

23. Rashidova, Gulnoza. "“COMPENTLIK” AND “COMPACTNESS” OF TINCALARING OF TALHS AND JEWELRY." *Mental Enlightenment Scientific-Methodological Journal* 2021.4 (2021): 99-112.
24. Rashidova G. G. Socio Cultural Approach as a Modern Direction of Teacher Training //International Journal of Multicultural and Multireligious Understanding. – 2021. – Т. 8. – №. 8. – С. 169-172.

THE ROLE OF DICTIONARIES IN TRACKING AND INFLUENCING LANGUAGE CHANGE

Suvxonova Xuzayfa Murodullayevna

Student of Jizzakh branch of the National university of Uzbekistan

xuzayfasuvxonova44@icloud.com

Scientific advisor: Abduraxmanova Zilola, teacher of Jizzakh branch of the National University of Uzbekistan

abduraxmanova@jbnuu.uz

Annotation: Language is in constant flux, shaped by societal shifts, technological advancements, and cultural interactions. Dictionaries play a crucial role in documenting and sometimes influencing these changes. This paper explores how dictionaries capture language evolution, from recording new words and meanings to retiring obsolete terms. By examining the lexicographical processes behind dictionary creation and updates, this study highlights dictionaries as essential tools for understanding linguistic shifts, preserving language history, and guiding language use. Through an analysis of contemporary and historical dictionaries, this article underscores the importance of lexicography in reflecting and guiding language development.

Keywords: dictionaries, language change, lexicography, neologisms, language documentation, linguistic evolution, lexicon.

Language changes continuously, evolving to meet the needs of speakers and adapting to new realities. Words may gain new meanings, old words may fade, and entirely new words may emerge to address cultural or technological advancements. Dictionaries serve as both mirrors and influencers of this linguistic dynamism, reflecting changes in language use while shaping linguistic norms. As trusted resources, dictionaries document language developments, helping speakers and learners navigate contemporary vocabulary. Dictionaries track language changes like recording new words and meanings, retiring obsolete terms, reflecting semantic shift, capturing slang and colloquialisms, digital platforms and real-time updates, as well. As new concepts emerge—often driven by technology, science, or social trends—dictionaries adapt by including new words, known as neologisms.

Lexicographers monitor language use through various sources such as media, academic publications, and social platforms to track trending words. For instance, terms like "selfie," "blog," and "cryptocurrency" were introduced as society embraced new technological habits. The inclusion of these words in dictionaries acknowledges their widespread use and ensures that speakers understand and correctly use them. Just as dictionaries add new words, they also phase out obsolete ones that have fallen out of common usage. This process preserves the integrity of contemporary language while documenting the evolution of the lexicon. For instance, terms like "betwixt" and "whilst" have gradually become archaic in many English-speaking regions.

However, historical dictionaries or expanded editions often retain these words to maintain a record of linguistic heritage. Semantic shift, the process by which a word's meaning changes over time, is another crucial aspect of language change that dictionaries document. Lexicographers frequently update definitions to reflect these shifts, such as with the word "mouse," which evolved from referring solely to the rodent to also describing a computer accessory. Tracking semantic changes enables dictionaries to remain relevant and informative, ensuring that users understand both historical and contemporary meanings. Slang and colloquial language are essential to language dynamism, often originating within specific social or cultural groups. Although slang terms may not have enduring significance, their inclusion in dictionaries is vital to capturing cultural moments and social expressions. Words like "cool," "vibe," or "woke" reflect attitudes and ideas of their time and illustrate how language adapts to social attitudes. Digital dictionaries, unlike their printed predecessors, allow for more frequent updates, enabling them to capture language changes in real time. Online dictionaries like Merriam-Webster and Oxford English Dictionary Online regularly add new entries, modify definitions, and respond swiftly to language changes. For instance, the rise of digital slang, such as "LOL," "hashtag," or "selfie," has been captured quickly by online dictionaries, reflecting real-time language use and enabling instant accessibility to current language trends.

One of the influence of dictionaries on language development is standardizing language use. Dictionaries serve as authoritative resources, influencing how speakers perceive and use language. By standardizing spellings, meanings, and pronunciations, dictionaries establish norms for written and spoken language, guiding everything from academic writing to everyday conversation. This standardization reduces ambiguity, fostering clear and effective communication.

Guiding Language Learners: For language learners, dictionaries are invaluable in understanding the evolving nature of a language. By providing current and historical

meanings, examples, and pronunciation guides, dictionaries allow learners to acquire a well-rounded understanding of language. The inclusion of contemporary words and expressions helps learners stay current, while also understanding the contextual background of words with evolving meanings.

Preserving Linguistic Heritage: Historical dictionaries, such as the Oxford English Dictionary (OED), not only record contemporary usage but also trace the history and etymology of words. This preservation provides a historical snapshot of language, capturing linguistic shifts influenced by events, movements, or societal changes. By documenting words and meanings over time, these dictionaries preserve linguistic heritage, offering valuable resources for researchers and language enthusiasts interested in historical linguistics.

Influencing Social and Cultural Perceptions: The decision by lexicographers to include or exclude certain words can influence societal attitudes toward language. For instance, debates often arise over whether to include controversial or informal language, such as slang or derogatory terms, as this reflects on what society considers acceptable or noteworthy. Dictionary inclusion confers a level of legitimacy to words, shaping users' views on their appropriateness and place in language.

In conclusion, dictionaries are not only repositories of words but active participants in the story of language. They track and document changes in vocabulary, meanings, and usage, adapting to reflect society's linguistic needs and changes. Through lexicographical decisions, dictionaries influence language use, standardize terms, and preserve linguistic heritage. In a world where language shifts rapidly in response to technological and cultural evolution, dictionaries remain essential for understanding both the history and the future of language. As digital platforms continue to evolve, dictionaries are well-positioned to capture linguistic trends in real-time, making them an indispensable resource in a dynamic language landscape.

References:

1. Aitchison, J. (2001). Language Change: Progress or Decay? Cambridge University Press.
2. Simpson, J. A., & Weiner, E. S. C. (1989). The Oxford English Dictionary (OED). Oxford University Press.
3. Landau, S. I. (2001). Dictionaries: The Art and Craft of Lexicography. Cambridge University Press.
4. McKean, E. (2005). The Oxford Essential Guide to Lexicography. Oxford University Press.

5. Jackson, H. (2002). Lexicography: An Introduction. Routledge.
6. Tolibovna A. K. et al. Features Of Anthropocentric Study Of Sacred Texts //Open Access Repository. – 2022. – T. 8. – №. 1. – C. 5-10.
7. 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.

МУДДАТИГА ЕТИЛМАСДАН ТУҒИЛГАН ЧАҚАЛОҚЛАРДА COVID-19 НИНГ ЎПКА ТЎҚИМАСИГА САЛБИЙ ТАЪСИРИ

Каримов Р.Х[1]., Ражапов А.А[2]., Тажибаева М.Р[3].
Тошкент тиббиёт академияси Урганч филиали "Патоморфология" кафедраси доцент (PhD)[1].
Тошкент тиббиёт академияси Урганч филиали "Патоморфология" кафедраси катта ўқитувчиси (PhD)[2].
Тошкент тиббиёт академияси Урганч филиали "Жамоат саломатлиги ва умумий гигиена" кафедраси асистенти[3].

Аннотация: Ушбу тезисда пандемия даврида туғилган чақалоқларнинг нима сабабдан нобуд бўлиши, ўлим кўрсаткичлари ўртасида айнан қайси касалликллар билан яъни организмдаги кайси аъзонинг етишмовчилиги сабаб бўлаётганлиги ўрганилган. Қолаверса чақалоқларнинг вазни, жинси, ёши, назологик жихатдан ёндашилган.

Муомманинг долзарблиги: пандемия даврида туғилган чақалоқларнинг нима сабабдан нобуд бўлиши, ўлим кўрсаткичлари ўртасида айнан қайси касалликллар билан яъни организмдаги кайси аъзонинг етишмовчилиги сабаб бўлаётганлиги, COVID-19 касаллигининг таркалиши оқибатидан SARS-CoV-2 лаборатор текширувлар натижасида аниқланиши кўпчилик хомиладор аёллар ва чақалоқларда нохуш воқеаларга сабаб бўлиши ва бу ўз навбатида тиббиёт сохасида мухим долзарб муоммаларга айланмоқда Қолаверса чақалоқларнинг вазни, жинси, ёши, назологик жихатдан ёндашилган.

Калит сўзлари: чақалоқ, пневмония, пневмопатия, янги туғилганлик, неонатал давр, етилмаганлик, перинатал ўлим, пневмопатия, янги туғилган чақалоқлар асфиксияси, нафас бузилиш синдроми, бронхопневмония.

Ишнинг мақсади: Хоразм вилоят патологик анатомия бюроси ва вилоят перинатал марказининг туғруқ бўлимида пандемия даврида туғилган чақалоқларда пневмония касаллиги билан касалланган чақалоқларнинг ўпкасидаги патоморфологик ўзгаришларни аниқлаш. Аниқлаш жараёнида гисталогик преапаратлардан фойдаланиб, пневмония касаллигини олдини олиш бўйича тиббиёт ОТМ лари талабалари, шу соха мутахассислари учун ўқув, услубий қўлланмалар ишлаб чиқиш.

Текшириш методи ва материллари: текшириш учун Хоразм вилояти патологик анатомия бюросида ва вилоят перинатал марказидан пандемия

даврида туғилган чақалоқларнинг касаллик тарихи, патологоанатомик гистопрепаратлар, ПЦР ва ИФА тестлардан фойдаланилди.

Текширув натижалари: олиб борилган тадқиқот ишида, Урганч шахрида яшовчи 25 нафар хомиладорликнинг 38-39 хафталигида туғилган чақалоқларнинг кўпчилиги қиз бола жинсига мансублиги табиий йўл билан туғдирилган. Туғилган чақалоқларнинг кўпчилиги пневмония билан касалланган. Чақалоқлардаги бу касалликлар, хомиладор аёллар COVID-19 билан оғриганликлари ва бу касалликларни ПЦР ва ИФА тест лаборатор текширувлар тасдиқлаган.

Янги туғилган чақалоқлар 72 соатдан кейин SARS-CoV-2 га текширилганда уларнинг лаборатор натижаларида SARS-CoV-2 га чалинганликлари аниқланди ва бу ўз навбатида чақалоқларга SARS-CoV-2 оналардан юққанлиги маълум бўлди.

Хулоса ўрнида шуни айтиш мумкинки, пандемия даврида COVID-19 билан касаллинган хомиладор аёллардан туғилган чақалоқларнинг 60% да SARS-CoV-2 дан кейинг асорат сифатида пневмония касаллиги кузатилган. Бу касаллик асосан хомиладорликнинг 38 хафталигида 96% ни ташкил қилган бўлиб, ўғил болаларга қараганда киз болаларда кўп учраган, яъни 60%ни ташкил этган.

SARS-CoV-2 юқтирган чақалоқларнинг аксариятида пневмония касаллигига қўшилиб, бронхопневмония, нафас бузилиш синдроми каби касалликлар хам аниқланди. Бу уларнинг тириклик пайтида ташқи омилларнинг натижасидан келиб чиққан бўлиши мумкин.

Фойдаланилган адабиётлар:

1. Artikova D. O., Ruzmetova D. T. XORAZM VILOYATIDA HOMILADOR AYOLLARDA SIYDIK YO 'LLARI INFEKSIYASINI KECHISHI VA UNGA OLIB KELUVCHI OMILLAR //INTERNATIONAL JOURNAL OF SCIENCE AND EDUCATION. – 2022. – Т. 1. – №. 1. – С. 3-4.

2. Bekchanov A. J. et al. Causes of death in infants born to women affected by Covid-19 disease //American Journal of Pediatric Medicine and Health Sciences (2993-2149). – 2023. – Т. 1. – №. 5. – С. 34-38.

3. 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.

4. Каримов Р., Авезов М. Оценка перинатальных случаев смерти, уровня

и состояния заболеваний уха, горла и носа //Журнал вестник врача. – 2021. – Т. 1. – №. 1. – С. 60-63.

5. 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.

6. Karimov R. X, & Musaev U. M. (2023). ANALYSIS OF RESEARCH AND COMMISSION FORENSIC EXPERTISES CONDUCTED ON LIVING PERSONS. *American Journal of Pediatric Medicine and Health Sciences (2993-2149)*, *1*(5), 61–63. Retrieved from http://grnjournal.us/index.php/AJPMHS/article/view/423

7. 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.

8. Каримов, Р. Х., Мусаев, У. М., Рузметова, Д. Т., & Султанов, Б. Б. (2023, October). ЯТРОГЕНИЯ В НЕОНАТОЛОГИИ (ПО ДАННЫМ ЛЕТ. ОБЗОР). In *International conference on multidisciplinary science* (Vol. 1, No. 3, pp. 76-78).

9. 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.

10. 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.

11. 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.

12. 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.

13. 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.

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. Sabirjanovich Y. B. et al. ETHERIOLOGICAL FACTORS OF DEATH IN PNEUMONIAS FOUND IN NEWBORNS //EUROPEAN JOURNAL OF MODERN MEDICINE AND PRACTICE. – 2023. – Т. 3. – №. 8. – С. 1-4.

16. Юлдашев, Б. С., Каримов, Р. Х., & Бекчанов, А. Ж. (2023, July). COVID-ўтказган оналардан туғилган чақалоқларда пневмония касаллигининг асоратлари. In *Past and Future of Medicine: International Scientific and Practical Conference* (Vol. 2, pp. 10-12).

17.Юлдашев, Б. С., Каримов, Р. Х., & Джуманиязова, Н. С. (2024). COVID-19 ЎТКАЗГАН ЧАҚАЛОҚЛАРДА ЛИМФА ТУГУНЛАРИНИНГ МОРФОЛОГИК ХУСУСИЯТЛАРИ (ХОРАЗМ ВИЛОЯТИ ПАТОЛОГИК АНАТОМИЯ ЭКСПЕРТИЗА БЮРОСИ, ХОРАЗМ ВИЛОЯТ ПЕРИНАТАЛ МАРКАЗИ). *Молодые ученые*, *2*(3), 15-16.

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

19.Юлдашев, Б. С., Каримов, Р. Х., & Джуманиязова, Н. С. (2024). ПАНДЕМИЯ ДАВРИДА ПНЕВМОНИЯ КАСАЛЛИГИ БИЛАН КАСАЛЛАНГАН ЧАҚАЛОҚЛАРДА ЛИМФА ТУГУНЛАРИНИНГ МОРФОЛОГИК ХУСУСИЯТЛАРИ ЎЛИМ САБАБЛАРИ. *AMALIY VA TIBBIYOT FANLARI ILMIY JURNALI*, *3*(1), 197-201.

20.Юлдашев Б. С., Каримов Р. Х., Бекчанов А. Ж. COVID-19 ЎТКАЗГАН ЧАҚАЛОҚЛАРДА ПНЕВМОНИЯНИНГ МОРФОЛОГИК ХУСУСИЯТИ //International Scientific and Practical Conference of Students and Young Scientists" Sustainable Development: Problems, Analysis, Prospects"(Poland). – 2023. – С. 26-28.

21.Yuldashev B. S. et al. Causes of Pneumonia In Infants Born of Mothers Infected With Covid-19 //International Journal of Integrative and Modern Medicine. – 2023. – Т. 1. – №. 1. – С. 9-16.

22.Yuldashev, B. S., Kuruyazov, A. Q., Khodzhimuratov, O., & Karimov, R. X.

(2023). OCCURRENCE OF CLINICAL PALATE AND LIP DEFECT WITH FACIAL ANOMALIES IN KHORAZM REGION. *International Bulletin of Medical Sciences and Clinical Research*, *3*(11), 80-85.

23. 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

24. 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

25. Рузибаев, Р. Ю., Шейхова, Х. К., & Каримов, Р. Х. (2024). МОРФОМЕТРИЧЕСКАЯ ХАРАКТЕРИСТИКА АНОМАЛЬНЫХ МАТОЧНЫХ КРОВОТЕЧЕНИЙ У ЖЕНЩИН, ПРОЖИВАЮЩИХ В ХОРЕЗМСКОЙ ОБЛАСТИ. *AMERICAN JOURNAL OF APPLIED MEDICAL SCIENCE*, *2*(5), 61-69.

26. Ражапов Адилбек Анварбекович, Каримов Расулбек Хасанович, Ходжаева Дилфуза Камиловна, & Бекчанов Азизбек Жуманазарович. (2025). БОШ МИЯ ТУҒРУҚ ЖАРАЁНЛАРИДА ЧАҚАЛОҚЛАР ЎЛИМИ. INTERNATIONAL CONFERENCE OF NATURAL AND SOCIAL-HUMANITARIAN SCIENCES, 1(9), 25–27. https://doi.org/10.5281/zenodo.14599032

27. Ражапов Адилбек Анварбекович, Каримов Расулбек Хасанович, Ходжаева Дилфуза Камиловна, & Бекчанов Азизбек Жуманазарович. (2025). ТУҒРУҚ ТРАВМАЛАРИДА ЧАҚАЛОҚЛАРНИНГ ЎЛИМ САБАБЛАРИ. INTERNATIONAL SCIENTIFIC INNOVATION RESEARCH CONFERENCE, 1(9), 20–22. https://doi.org/10.5281/zenodo.14609231

OTA-ONANING SHAXS SIFATIDA YETILGANLIGINI OILADAGI TARBIYA XARAKTERIGA TA'SIRI.

Supervisor: Raxmatullayeva Mushtariy
Jizzakh branch of the National University
of Uzbekistan named after Mirzo Ulugbek
The faculty of Psychology, department of Foreign languages
Student of group 402 -22: Xaydarova Madina

Annotatsiya: Ota-onaning faol pozitsiyasining qarama-qarshi tomoni ota-onaning o'ziga ishonchsizligi va o'zini past baholashiga asoslangan shubhali pozitsiyadir . Ikki farzandli oilalarda ota-onalarni tarbiyalashning o'ziga xos omillari himoya mexanizmining namoyon bo'lishini aniqlaydi.

Shaxsiy yetuklikning eng batafsil tavsifini P. M. Yakobson (1981) bergan. U buni **ijtimoiy -tarixiy hodisa** sifatida belgilagan , chunki turli ijtimoiy sharoitlarda etuklik tushunchasi har xil mazmunga ega. Darhaqiqat, zamonamizning ijtimoiy ongida yetuk shaxs mezoni mavjud. Bu shaxs ongining ma'lum darajada rivojlanishini, uning baholash va mulohazalarini, uning xatti-harakatlari va harakatlarini tartibga solishni, voqelikning turli tomonlariga (tabiiy va ijtimoiy) munosabatini nazarda tutadi. Bizning madaniyatimizga xos bo'lgan yetuk shaxs g'oyasi aniq shaxslararo aloqalar jarayonida insonning harakatlari, xatti-harakatlari va harakatlariga atrofdagi odamlarning munosabati tabiatida. U jamiyat tomonidan kattalarga yuklangan qonunchilik va xulq-atvor normalarining tabiatida ifodalanadi. Insonning jamiyatdagi o'rnini qanchalik adekvat tushunishida, qaysi dunyoqarash yoki falsafaga amal qilishida, uning ijtimoiy institutlarga (axloqiy me'yorlar, huquqlar, qonunlar, ijtimoiy qadriyatlar) munosabati qanday ekanligida ifodalangan **ijtimoiy etuklik** tushuniladi .

Ijtioiy yetuklikkam fuqarolik *yetukligi,* ya'ni o'z Vatani, xalqi, jamiyat oldidagi burchini, o'z mehnati uchun mas'ul tni anglash;

-*axloqiy* - axloqiy me'yorlarni tushunish, qabul qilish va amalga oshirish, rivojlangan vijdonning mavjudligi, odamlarning bir-biriga bo'lgan munosabatlarining belgilangan me'yorlariga muvofiq harakat qilishga tayyorlik, sevish va his qilish qobiliyati, sevgida mas'uliyat, oila qurish va uning kelajagi;

estetik - kundalik hayotda, san'atda va tabiatda go'zallikni uning u yoki bu ko'rinishi va shakllarida idrok etishning yetarlicha rivojlangan qobiliyati.

-*axloqiy* - axloqiy me'yorlarni tushunish, qabul qilish va amalga oshirish, rivojlangan vijdonning mavjudligi, odamlarning bir-biriga bo'lgan munosabatlarining belgilangan me'yorlariga muvofiq harakat qilishga tayyorlik, sevish va his qilish qobiliyati, sevgida mas'uliyat, oila qurish va uning kelajagi;

-*estetik* - kundalik hayotda, san'atda va tabiatda go'zallikni uning u yoki bu ko'rinishi va shakllarida idrok etishning yetarlicha rivojlangan qobiliyati.

L. I. Bojovich ta'kidlaydiki, *psixologik jihatdan yetuk shaxs - bu ma'lum, yetarlicha* yuqori ruhiy rivojlanish darajasiga yetgan shaxs. Ushbu rivojlanishning asosiy xususiyati odamda o'ziga bevosita ta'sir ko'rsatadigan holatlardan (va hatto ularga qaramasdan) mustaqil ravishda o'zini tutish qobiliyatining paydo bo'lishi, o'z oldiga ongli ravishda qo'yilgan maqsadlarga asoslanadi . Bunday qobiliyatning paydo bo'lishi inson xatti-harakatlarining reaktiv emas, balki faolligini belgilaydi. Bu iroda bilan bog'liq bo'lib, u insonning xatti-harakatlarini ongli ravishda nazorat qilishni ta'minlaydi.

Oldingi bosqichlarda dunyo bilan o'zaro munosabatlarning eng yuqori darajasida va ularning har biri uchun o'z o'rnini belgilash, yetuk shaxs yengishi kerak bo'lgan hayotiy vaziyatlarning tipologiyasi bilan belgilanadi. Shaxsiy kamolot davrida faoliyatning har xil turlari birlashtirilib, o'zining to'liq rivojlangan shakllarida inson hayotining turli xil kombinatsiyalangan usullarini keltirib chiqaradi, shaxsiy rivojlanishni sifat jihatidan yangi bosqichga ko'taradi.

Shaxsiy yetuklik insonning ma'naviy, intellektual va jismoniy qobiliyatlarini eng yuqori darajada rivojlanishiga erishish tendentsiyasi bilan tavsiflanadi. Yetuk shaxsning quyidagi xususiyatlari ajralib turadi: rivojlangan mas'uliyat hissi, boshqa odamlarga g'amxo'rlik qilish zarurati, jamiyat hayotida faol ishtirok etish va o'z bilim va qobiliyatlaridan samarali foydalanish qobiliyati, boshqa shaxs bilan psixologik yaqinlik; eng muhimi o'zini o'zi anglash yo'lida turli xil hayotiy muammolarni konstruktiv hal qilish.

P. M. Yakobson yetuk shaxsning quyidagi psixologik xususiyatlarini aniqlaydi:

- ijodkorlikka intilish, hayotning turli sohalarida ijodkorlikning namoyon bo'lishi;

- ijtimoiy hayotning juda keng ko'lamli hodisalariga (turli xil janr va shakllardagi san'atga, uning turli ko'rinishlarida odamlar hayotiga; ilmiy bilimlar, axloq, g'oyalar dunyosi) bilan bog'liq nozik sezgirlik. va hokazo;

- selektiv xarakterga ega bo'lgan, lekin uni keltirib chiqaradigan hodisalarning keng doirasiga ega bo'lgan yetarlicha hissiy sezgirlik; atrofdagi dunyo hodisalari,

ijtimoiy hodisalar, insoniy munosabatlarning ma'lum bir sohasiga nisbatan yuqori darajadagi hissiy sezgirlikni namoyon etish qobiliyati ;

- harakatlarda shaxsning o'zi ochib bermoqchi bo'lgan o'ziga xos imkoniyatlarini amalga oshirish qobiliyati ;

- o'z-o'zini tashkil qilish vazifalariga xizmat qiladigan o'zining ruhiy qiyofasini aks ettirish . Bunday o'z-o'zini tashkil etishning maqsadlari juda xilma-xil va kengdir - axloqiy o'zini o'zi takomillashtirish, intellektual o'sish, estetik rivojlanish va boshqalar.

R. M. Shamionov fikricha, shaxsiy kamolot murakkab shakllanish bo'lib, uning omillari tuzilmasi faoliyatning turli sohalarida mas'uliyat, hissiy yetuklik, xatti-harakatlarning o'zini o'zi boshqarishi, mustaqillik, o'z-o'zini aks ettirishning adekvatligi, o'z-o'zini anglash kabi sifatlardan iborat. Shaxsiy yetuklik shaxsning umumiy tuzilishining bir qismi bo'lib, bir qator shaxsiy xususiyatlar, masalan, xushmuomalalik, ijtimoiy talablarga rioya qilish, yumshoqlik, radikallik, ishonchlilik, bag'rikenglik, o'ziga ishonch, tabiiylik bilan bog'liq bo'ladi.

A.A.Rean shaxsiy yetuklikning to'rtta asosiy komponentini belgilaydi: mas'uliyat, bag'rikenglik, o'z-o'zini rivojlantirish va ijobiy fikrlash (asosiy integrativ komponent).

Shaxsiy yetuklikning yetarli emasligi ko'rsatkichlari quyidagilardir: shaxsiy nizolarning mavjudligi, tashvish, noaniqlik, ruhiy stress, nevrotik reaktsiyalar belgilari , o'tkir xususiyatlar, turli xil shaxsiy sohalarning yetuklik darajasining yetarli emasligi, mikrosotsial jarayonlarga to'liq mos kelmaslik, o'zini o'zi boshqarishda qiyinchiliklar, o'z holatlarini, his-tuyg'ularini, xatti-harakatlarini va boshqalarni tartibga solishda qiyinchiliklarga uchrashi.

N. R. Bityanovaning fikricha, har tomonlama rivojlangan va yetuk shaxs roliga hech kim da'vo qila olmaydi. O'z -o'zini rivojlantirish - bu erishish maqsadga muvofiq emas, balki doimiy jarayon. U, shuningdek, yetuk shaxs bilan yetuk yoki nevrotik shaxs o'rtasidagi sifat jihatidan farqni ko'rdi. Aksincha, balog'atga yetmagan shaxslarning xatti-harakati, asosan, bolalik tajribasidan kelib chiqadigan ongsiz motivlar bilan boshqariladi.

Shunday qilib, yetuk shaxs uchun qanday mezonlar taklif qilinmasin, ularning barchasida faol shaxs g'oyasi paydo bo'ladi, yangi vazifalar qo'yiladi, turli maqsadlarga intiladi - bir so'z bilan aytganda, qarama-qarshi jarayonning sub'ekti sifatida shaxs haqida. uning hayot yo'lidan Shaxs shaxs tomonidan tarbiyalanadi degan

fikrga asoslanib, ota-onaning shaxsiy yetukligi oila tarbiyasida eng muhim omil hisoblanadi, deb taxmin qilish mumkin.

"Shaxsning shakllanishi to'g'risida" maqolasida C. G. Jung ota-onalarning shaxsiyatini rivojlantirish zarurligini juda yaxshi ko'rsatib beradi: "Ular doimo bolani shaxs sifatida tarbiyalash kerakligini takrorlaydilar. Albatta, men bu yuksak tarbiyaviy idealga ta'zim qilaman. Biroq, kim shaxsni tarbiyalashga chaqiriladi? Avvalo, bular eng oddiy, qobiliyatsiz ota-onalar bo'lib, ular ko'pincha o'zlari, yarmi yoki hatto butun umri davomida asosan bolalar bo'lib qoladilar. Biz bolalarda o'zgartirmoqchi bo'lgan hamma narsa, birinchi navbatda, o'zimizni o'zgartirishimiz lozim bo'ladi. Hech kim o'zi shaxs bo'lmasa, shaxsni tarbiyalay olmaydi. Shaxsiyat - bu eng yuqori hayotiylik, individual mavjudlikni mutlaq qabul qilish va eng katta tanlash erkinligi bilan umumiy ahamiyatga ega bo'lgan narsaga eng muvaffaqiyatli moslashish –natijasidir. Masalan, J. Gabriel Bolduin va Sheferning tadqiqotlariga asoslanib, bolalarning shaxsiyati qaysidir ma'noda ularning ota-onalari shaxsiyatini aks ettiradi, degan xulosaga keladi.

M.Zemska ota-onaning shaxsiyati va ularning pozitsiyalari bolaning rivojlanayotgan shaxsiga katta ta'sir ko'rsatadi, deb ta'kidlaydi. Bola o'z ko'z o'ngida ota-onasi yoki hayotidagi boshqa muhim shaxslarning namunasiga ega bo'lib, model deb ataladigan bo'lsa, nafaqat ularning oddiy harakatlariga taqlid qiladi, balki ularning xatti-harakatlarining umumiy tendentsiyalarini ham o'zlashtiradi.

Oilaviy ta'lim uslubi otalar va onalarning shaxsiy fazilatlari, ularning hayot haqidagi g'oyalari bilan belgilanadi. Muayyan shaxsiy xususiyatlarga ega ota-ona oilaviy ta'limning ma'lum bir uslubini amalga oshiradi. Masalan, ekstrovert onalar, bunday onaning faol o'zini o'zi anglashi bilan ajralib turadi, bu boshqa narsalar qatorida bolada o'zini anglash istagini o'z ichiga oladi. Unda mustaqillik, tashabbusni qo'llab-quvvatlaydi va oxir-oqibat bolangizning faol o'zini o'zi anglashiga hissa qo'shadi. Bunday onalarning oilasida bola tarbiyasi bilan bog'liq ta'lim qarama-qarshiliklari kamroq seziladi.

Foydalanilgan adabiyotlar:

1. Ismoilova, N. and Abdullayeva, D. , Ijtimoiy psixologiya, O'zbekiston Faylasuflari Milliy Jamiyati Nashriyoti, 2013
2. Karimova, V. M. , Ijtimoiy psixologiya, O'zbekiston Respublikasi Oliy va O'rta Maxsus Ta'lim Vazirligi, 1994
3. Rahmatullayeva M. O 'QUVCHI SHAXSINI RIVOJLANTIRISHNING ASOSIY YO 'NALISHLARI //Журнал Педагогики и психологии в современном образовании. – 2021. – Т. 1. – №. 4.

4. Sohibjon o'g'li, M. O. (2024, March). BO'LAJAK PEDAGOGLARNING PEDAGOGIK-PSIXOLOGIK JIHATLARI. In *E Conference Zone* (pp. 6-10).
5. Rahmatullayeva, M. (2023). GORDON ALPORTNING SHAXS XUSUSIYATLARI KONSEPSIYASI HAQIDA. *Журнал Педагогики и психологии в современном образовании*, *3*(3), 180-185.
6. ahmatullayeva, M., & Esanboyev, T. (2023). KICHIK MAKTAB YOSHI VA O'SMIRLIK DAVRIDA MEN KONSEPSIYASINING SHAKLLANISHI. *Журнал Педагогики и психологии в современном образовании*, *3*(3), 186-191.
7. Rahmatullayeva, M., & Toshtemirova, N. (2023). SHAXSNING SOTSIAL-MADANIY NAZARYASI KREN XORNI TALQINDA. *Журнал Педагогики и психологии в современном образовании*, *3*(3), 174-179.
8. Rahmatullayeva, M. (2023). BF SKINERNING OPERANT XULQ-ATVOR NAZARIYASI. *Журнал Педагогики и психологии в современном образовании*, *3*(3), 199-204.
9. Gulnoza, R., Mushtariy, R., & Makhliyo, S. (2023). The physiological basis of temperament: unraveling the complexities of human nature. *Journal of Academic Research and Trends in Educational Sciences*, *2*(2), 243-247.
10. Rahmatullayeva, M., & Norqulova, I. (2023). BO 'LAJAK PEDAGOGLARNING KASBIY MOSLASHTIRISH OMILLARI VA SHART-SHAROITLARI. *Журнал Педагогики и психологии в свременном образовании*, *3*(3), 83-88.
11. Gulnoza, R., Mushtariy, R., & Yoqubjon, M. (2023). Therapy, physiology of sensation and perception. *Journal of Academic Research and Trends in Educational Sciences*, *2*(2), 214-219.
12. Rahmatullayeva, M., Khasanov, F., & Abduganieva, A. (2023). ATTENTION AND MEMORY AS A MENTAL PROCESS. *Наука и инновация*, *1*(10), 60-62.
13. Rashidova, G., Raxmatullayeva, M., Saidov, S., & Egamqulova, S. (2023). Caracter, ability, and action: the unity of human activity. *Наука и инновация*, *1*(10), 152-155.

RIVOJLANISHIDA OG'ISH BO'LGAN BOLALAR TARBIYALANAYOTGAN OILA.

Supervisor: Raxmatullayeva Mushtariy
Jizzakh branch of the National University
of Uzbekistan named after Mirzo Ulugbek
The faculty of Psychology, department of Foreign languages
Student of group 402 -22: Mo'minova Odina G'ulom qizi

Rivojlanishda kechikishlar bo'lgan bolani tarbiyalash ota-onalar uchun o'ziga xos qiyinchiliklarni keltirib chiqarishi mumkin va buning psixologik jihatlarini tushunish tegishli yordam va g'amxo'rlik ko'rsatish uchun juda muhimdir. Rivojlanishda kechikishlar bo'lgan bolalarni tarbiyalashda e'tiborga olish kerak bo'lgan asosiy psixologik omillar mavjud.

Psixologik moslashuv: Rivojlanishda kechikishlar bo'lgan bolalarning ota-onalari stress, qayg'u, aybdorlik va tashvish kabi turli xil hissiy reaksiyalarni boshdan kechirishi mumkin. Bu reaksiyalar bolaning rivojlanishi ijtimoiy normalardan, bolaning kelajagi haqidagi tashvishlardan yoki bolaning ehtiyojlarini boshqarish bilan bog'liq qiyinchiliklardan farq qilishi mumkinligini anglashdan kelib chiqishi mumkin. Ota-onalarning psixologik moslashuvini tushunish va hal qilish ularning farovonligini oshirish va bolasini samarali qo'llab-quvvatlash qobiliyatini oshirish uchun muhimdir.

Ota-ona va bola munosabatlarining asosiy jihati hisoblanadi. Rivojlanishda kechikishlar bo'lgan bolalar bo'lsa, ota-onalar o'z umidlarini moslashtirishlari va bolasi bilan bog'lanish va muloqot qilishning muqobil usullarini topishlari kerak bo'lishi mumkin. Xavfsiz bog'lanishni shakllantirish bolaning hissiy rivojlanishi va ota-onalarning ota-onalik samaradorligini his qilishlari uchun muhimdir. Ota-onalar rivojlanishida kechikishlar bo'lgan bolani tarbiyalashda stress va talablarni boshqarish uchun turli xil kurash strategiyalarini qo'llashlari mumkin. Ushbu strategiyalar moslashuvchan (masalan, ijtimoiy yordam izlash, muammolarni hal qilish, o'z-o'zini parvarish qilish) yoki noto'g'ri (masalan, qochish, rad etish, ortiqcha nazorat) bo'lishi mumkin. Ota-onalar foydalanadigan kurash strategiyalarining turlarini tushunish qo'shimcha yordam yoki aralashuv zarur bo'lgan joylarni aniqlashga yordam beradi.

Ota-onalarning o'z-o'zini samaradorligi ota-onalarning o'z farzandlarining ehtiyojlarini muvaffaqiyatli qondirish qobiliyatiga va samarali ota-onaga bo'lgan ishonchini anglatadi. Rivojlanishda kechikishlar bo'lgan bolalar kontekstida ota-onalar o'zlarining samaradorlik tuyg'usini sinab ko'radigan qiyinchiliklarga duch kelishlari mumkin. Ota-onalarga o'ziga bo'lgan ishonchni oshirish, ularning ota-onalik

ko‘nikmalarini oshirish va farzandining noyob ehtiyojlarini qondirishga yordam berish uchun tegishli resurslarni taqdim etishda yordam berish muhimdir. Rivojlanishda kechikishlar bo‘lgan bolani tarbiyalash izolyatsiya qilish mumkin va ota-onalar ijtimoiy qo‘llab-quvvatlash tarmoqlaridan foydalanishlari mumkin. Xuddi shunday vaziyatlarda boshqa ota-onalar bilan bog‘lanish, qo‘llab-quvvatlash guruhlariga qo‘shilish yoki professional yordam xizmatlariga kirish qimmatli hissiy yordam, ma’lumot almashish va amaliy resurslarni ta’minlaydi. Ijtimoiy qo‘llab-quvvatlash yolg‘izlik tuyg‘usini yengillashtirishi, ota-onalarning tajribasini tasdiqlashi va o‘rganish va o‘sish uchun imkoniyat yaratishi mumkin.

Ota-onalarga farzandining ehtiyojlarini himoya qilish huquqini berish juda muhimdir. Ota-onalar farzandining rivojlanishidagi kechikishlar, ta’lim olish huquqlari, mavjud resurslar va aralashuv imkoniyatlari haqida ma’lumotga ega bo‘lishi kerak. Ota-onalarga advokat sifatida vakolat berish ularga farzandining ta’limi, terapiyasi va umumiy farovonligi bo‘yicha qaror qabul qilish jarayonlarida faol ishtirok etish imkonini beradi. Rivojlanishda kechikishlar bo‘lgan bolani tarbiyalash ota-onalar o‘rtasidagi munosabatlarga ta’sir qilishi mumkin. Ota-onalar davolanish usullari haqida turlicha fikrda bo‘lishlari, turli xil kurash strategiyalariga ega bo‘lishlari yoki g‘amxo‘rlik qilish mas’uliyati doirasida munosabatlariga vaqt topishda qiyinchiliklarga duch kelishlari mumkin. Sog‘lom muloqotni qo‘llab-quvvatlash, tushunishni rivojlantirish va ota-onalarga dam olish imkoniyatini berish munosabatlar farovonligini oshirishi mumkin.

Shuni tan olish kerakki, har bir oilaning tajribasi o‘ziga xosdir va psixologik jihatlar rivojlanishning o‘ziga xos kechikishiga, kechikishning og‘irligiga, individual va oilaviy dinamikaga qarab farq qilishi mumkin. Ota-onalarga har tomonlama yordam ko‘rsatish ularning psixologik ehtiyojlarini qondirish, chidamlilikni oshirish va farzandlariga eng yaxshi g‘amxo‘rlik ko‘rsatishga imkon berishni o‘z ichiga oladi. Bolaning sog‘lig‘i buzilgan oila psixologiyasi bolaning sog‘lig‘i holatining bolaga va butun oilaga psixologik ta’sirini tushunish va hal qilishga qaratilgan. Bu bolaning sog‘lig‘ining buzilishi barcha oila a’zolari uchun turli xil hissiy, kognitiv va ijtimoiy oqibatlarga olib kelishi mumkinligini tan oladi. Muhim jihatlardan biri oila a’zolarining hissiy reaksiyalari va ularga qarshi kurashish mexanizmlarini tushunishdir.

Bolaning sog‘lig‘ining buzilishi oiladagi odatiy faoliyat va rollarni buzishi mumkin, bu esa oila dinamikasi, muloqot shakllari va qaror qabul qilish jarayonlarida o‘zgarishlarga olib keladi. Oila psixologlari potentsial muammolarni aniqlash, muloqot va muammolarni hal qilish ko‘nikmalarini yaxshilash hamda qo‘llab-quvvatlovchi va mustahkam oila muhitini yaratish uchun oilalar bilan ishlashi mumkin. Bundan

tashqari, bolaning sog‘lig‘i buzilgan oilaning psixologiyasi ko‘pincha bolaning ehtiyojlarini qondirishni o‘z ichiga oladi. Bu bolaning hissiy farovonligini qo‘llab-quvvatlash, chidamlilikni oshirish va moslashuvchan kurash strategiyalarini rivojlantirishni o‘z ichiga olishi mumkin.

Asosiy e’tibor bolaga sog‘lig‘ining holatini tushunish va moslashtirish, stressni boshqarish, o‘z-o‘zini hurmat qilish va sog‘lom kurashish mexanizmlarini rivojlantirishga yordam beradi. Umuman olganda, bolaning sog‘lig‘i buzilgan oila psixologiyasi oilalarga bolaning sog‘lig‘i bilan bog‘liq muammolarni hal qilishda har tomonlama yordam berishga qaratilgan. Bu bolaning ham, oilaning ham umumiy farovonligi va mustahkamligini oshirishga yordam beradi. Bolalar salomatligining buzilishi psixologiyasi sog‘liqni saqlash sharoitlari yoki buzilishlarining bolaning rivojlanishi, xatti-harakati, his-tuyg‘ulari va umumiy farovonligiga psixologik ta’sirini tushunishni o‘z ichiga oladi. U bolalar salomatligining buzilishi tibbiy aralashuvlar bilan bir qatorda hal qilinishi kerak bo‘lgan muhim psixologik oqibatlarga olib kelishi mumkinligini tan oladi. Bolalar salomatligi kasalliklari psixologiyasining bir jihati jismoniy sog‘lik muammolari bilan birga yuzaga kelishi mumkin bo‘lgan psixologik sharoitlarni baholash va tashxislashdir. Masalan, surunkali kasalliklari yoki nogironligi bo‘lgan bolalar tashvish, ruhiy tushkunlik yoki moslashish buzilishi kabi ruhiy salomatlik holatini ham boshdan kechirishi mumkin.

Psixologlar bolaning umumiy hayot sifatini yaxshilash uchun ushbu komorbid psixologik muammolarni aniqlash va davolash uchun ishlaydi. Yana bir jihat - bolalarning sog‘lig‘i bilan kurashishda yordam berish. Psixologlar bolalarga ularning tashxisini tushunishga yordam beradi, ularning kasalliklari haqida psixo-ta’lim beradi va ularga alomatlar va davolanishni boshqarish ko‘nikmalarini o‘rgatadi. Bu ularning salomatligi bilan bog‘liq salbiy fikrlar yoki qo‘rquvlarni bartaraf etish uchun dam olish usullarini, stressni boshqarish strategiyalarini yoki kognitiv-xulq-atvor usullarini o‘rgatishni o‘z ichiga olishi mumkin. Bundan tashqari, bolalar salomatligining buzilishi psixologiyasi bolaning va uning oilasining hissiy farovonligini qo‘llab-quvvatlashni o‘z ichiga oladi

Psixologlar, shuningdek, sog‘liqni saqlash tizimlari, maktablar va boshqa sharoitlarda bolaning ehtiyojlarini himoya qilishda hal qiluvchi rol o‘ynaydi. Ular davolanish rejalari va ta’lim muassasalarida bolaning psixologik farovonligi hisobga olinishini ta’minlash uchun tibbiyot mutaxassislari, o‘qituvchilar va tarbiyachilar bilan hamkorlik qiladi. Umuman olganda, bolalar salomatligi buzilishlarining psixologiyasi sog‘lig‘i bo‘lgan bolalarning jismoniy va psixologik farovonligi o‘rtasidagi murakkab o‘zaro bog‘liqlikni tan oladi. U bolaning umumiy faoliyatini yaxshilash, hayot sifatini yaxshilash, psixologik o‘sishi va rivojlanishini qo‘llab-quvvatlashga qaratilgan.

Oilaning ijtimoiy funksiyalari reproduktiv (biologik nasl) tarbiyaviy (yosh avlodni jamiyat hayotiga tayyorlash) iqtisodiy va iqtisodiy (uy xo'jaligi, nogiron oila a'zolarini qo'llab-quvvatlash va homiylik qilish) ma'naviy va hissiy (shaxsiy rivojlanish, ma'naviy o'zaro boyitish, nikoh ittifoqida do'stona munosabatlarni saqlash) bo'sh vaqt (oddiy bo'sh vaqtni tashkil etish, qiziqishlarni o'zaro boyitish) jinsiy (jinsiy ehtiyojlarni qondirish). Oila tarkibini har tomonlama o'rganishda ular murakkab kombinatsiyada ko'rib chiqiladi. Demografik nuqtai nazardan oilalarning bir necha turlari va ularning tashkil etilishi mavjud.

Foydalanilgan adabiyotlar:

1. Ismoilova, N. and Abdullayeva, D. , Ijtimoiy psixologiya, O'zbekiston Faylasuflari Milliy Jamiyati Nashriyoti, 2013
2. Karimova, V. M. , Ijtimoiy psixologiya, O'zbekiston Respublikasi Oliy va O'rta Maxsus Ta'lim Vazirligi, 1994
3. Rahmatullayeva M. O 'QUVCHI SHAXSINI RIVOJLANTIRISHNING ASOSIY YO 'NALISHLARI //Журнал Педагогики и психологии в современном образовании. – 2021. – Т. 1. – №. 4.
4. Sohibjon o'g'li, M. O. (2024, March). BO'LAJAK PEDAGOGLARNING PEDAGOGIK-PSIXOLOGIK JIHATLARI. In *E Conference Zone* (pp. 6-10).
5. Rahmatullayeva, M. (2023). GORDON ALPORTNING SHAXS XUSUSIYATLARI KONSEPSIYASI HAQIDA. *Журнал Педагогики и психологии в современном образовании*, *3*(3), 180-185.
6. ahmatullayeva, M., & Esanboyev, T. (2023). KICHIK MAKTAB YOSHI VA O'SMIRLIK DAVRIDA MEN KONSEPSIYASINING SHAKLLANISHI. *Журнал Педагогики и психологии в современном образовании*, *3*(3), 186-191.
7. Rahmatullayeva, M., & Toshtemirova, N. (2023). SHAXSNING SOTSIAL-MADANIY NAZARYASI KREN XORNI TALQINDA. *Журнал Педагогики и психологии в современном образовании*, *3*(3), 174-179.
8. Rahmatullayeva, M. (2023). BF SKINERNING OPERANT XULQ-ATVOR NAZARIYASI. *Журнал Педагогики и психологии в современном образовании*, *3*(3), 199-204.
9. Gulnoza, R., Mushtariy, R., & Makhliyo, S. (2023). The physiological basis of temperament: unraveling the complexities of human nature. *Journal of Academic Research and Trends in Educational Sciences*, *2*(2), 243-247.
10. Rahmatullayeva, M., & Norqulova, I. (2023). BO 'LAJAK PEDAGOGLARNING KASBIY MOSLASHTIRISH OMILLARI VA

SHART-SHAROITLARI. *Журнал Педагогики и психологии в свременном образовании*, *3*(3), 83-88.

11. Gulnoza, R., Mushtariy, R., & Yoqubjon, M. (2023). Therapy, physiology of sensation and perception. *Journal of Academic Research and Trends in Educational Sciences*, *2*(2), 214-219.
12. Rahmatullayeva, M., Khasanov, F., & Abduganieva, A. (2023). ATTENTION AND MEMORY AS A MENTAL PROCESS. *Наука и инновация*, *1*(10), 60-62.
13. Rashidova, G., Raxmatullayeva, M., Saidov, S., & Egamqulova, S. (2023). Caracter, ability, and action: the unity of human activity. *Наука и инновация*, *1*(10), 152-155.

O'QUVCHILAR JAMOASI - PEDAGOGIK JARAYONNING ASOSIY SHAKLI

Rahmatullayeva Mushtariy Parda qizi- Mirzo Ulug‘bek nomidagi O‘zbekiston Milliy unversitetining Jizzax filiali Psixologiya fakulteti, o’qituvchisi
Valiyev Isom Sherali o’gli -Mirzo Ulug‘bek nomidagi O‘zbekiston Milliy unversitetining Jizzax filiali “Filologiya va tillarni o’qitish” yo’nalishi talabasi

Annotatsiya: Mazkur maqola o‘quvchilar jamoasining pedagogik jarayondagi o‘rni va ahamiyatiga bag‘ishlangan. Unda o‘quvchilar jamoasining mohiyati, ta’limiy, tarbiyaviy, ijtimoiy va psixologik ahamiyati, shuningdek, uni shakllantirish va rivojlantirish yo‘llari ko‘rib chiqilgan. Maqolada o‘quvchilar jamoasini rivojlantirishda yuzaga kelishi mumkin bo‘lgan muammolar va ularning yechimlari tahlil etilgan. Shuningdek, kelajak avlodni shakllantirishda o‘quvchilar jamoasining roli ham yoritib berilgan. Maqola pedagoglar, ota-onalar va ta’lim sohasidagi barcha mutaxassislar uchun foydali bo‘lishi mumkin. Maqola o‘quvchilar jamoasining ta’lim-tarbiya jarayonidagi muhim o‘rnini ochib beradi. Unda jamoaning mohiyati, ahamiyati, uni shakllantirish usullari, yuzaga kelishi mumkin bo‘lgan muammolar va ularning yechimlari tahlil qilinadi. Kelajak avlodni shakllantirishda o‘quvchilar jamoasining roli alohida ta’kidlanadi.

Kalit so‘zlar: O‘quvchilar jamoasi, pedagogik jarayon, ta’lim, tarbiya, ijtimoiy ko‘nikmalar, jamoaviy faoliyat, muammolar, yechimlar, kelajak avlod.

O‘quvchilar jamoasi – pedagogik jarayonning asosiy shakli

Ta’lim-tarbiya jarayonida o‘quvchilar jamoasining o‘rni beqiyosdir. Jamoa nafaqat o‘quvchilarning bilim olishi uchun muhim muhit, balki ularning shaxs sifatida shakllanishida, ijtimoiy ko‘nikmalarini rivojlantirishda ham muhim rol o‘ynaydi. Pedagogik jarayonning asosiy shakli sifatida o‘quvchilar jamoasi ta’lim sifatini oshirish va har bir o‘quvchining potentsialini ochishga xizmat qiladi.

O‘quvchilar jamoasining mohiyati va ahamiyati

O‘quvchilar jamoasi – bu o‘quv muassasasida o‘qiyotgan, umumiy maqsadlar, manfaatlar va qadriyatlar asosida birlashgan, bir-biriga ta’sir o‘tkazadigan bolalar va o‘smirlar guruhidir. Jamoa o‘ziga xos tuzilishga ega bo‘lib, unda har bir a’zoning o‘z o‘rni, vazifasi va mas’uliyati mavjud. Jamoa a’zolari o‘rtasidagi munosabatlar o‘zaro hurmat, ishonch, hamkorlik va yordam asosida quriladi.

O‘quvchilar jamoasining ahamiyati quyidagi jihatlarda namoyon bo‘ladi:

• Ta’limiy ahamiyat: Jamoa o‘quvchilarning o‘quv faoliyatini rag‘batlantiradi, bilim olishga bo‘lgan qiziqishini oshiradi. Jamoaviy loyihalar, munozaralar, tadqiqotlar o‘quvchilarning bilimlarini chuqurlashtirish va amaliy ko‘nikmalarini shakllantirishga yordam beradi.

• Tarbiya ahamiyati: Jamoa o‘quvchilarda axloqiy qadriyatlarni shakllantiradi, mas’uliyat, mehnatsevarlik, vatanparvarlik, do‘stlik, hamdardlik kabi hislatlarni rivojlantiradi. Jamoada o‘quvchilar o‘zaro munosabatlar, muomala madaniyatini o‘rganadilar, o‘z xatti-harakatlari uchun javobgarlikni his qiladilar.

• Ijtimoiy ahamiyat: Jamoa o‘quvchilarni ijtimoiy hayotga tayyorlaydi, ularning kommunikativ ko‘nikmalarini rivojlantiradi, o‘z fikrini erkin ifoda etish, boshqalar bilan muloqot qilish, jamoada ishlash, kelishmovchiliklarni hal qilish kabi ijtimoiy ko‘nikmalarni o‘rgatadi.

• Psixologik ahamiyat: Jamoa o‘quvchilarda o‘ziga ishonch hissini shakllantiradi, ularning shaxsiy o‘sishiga yordam beradi, stressni kamaytiradi, o‘zini qadrlash hissini rivojlantiradi. Jamoa a’zolari bir-birini qo‘llab-quvvatlaydi, rag‘batlantiradi va bu har bir o‘quvchining psixologik salomatligiga ijobiy ta’sir qiladi.

O‘quvchilar jamoasini shakllantirish va rivojlantirish yo‘llari

Pedagoglar o‘quvchilar jamoasini shakllantirish va rivojlantirishda faol rol o‘ynaydi. Buning uchun quyidagi vazifalarni amalga oshirish lozim:

1. Jamoa tuzish va maqsadlarni belgilash: O‘quvchilar bilan birgalikda jamoa maqsadlarini belgilash, har bir a’zoning rolini aniqlash, jamoa a’zolari o‘rtasida ishonchli munosabatlar o‘rnatish.

2. Jamoaviy faoliyatni tashkil etish: Turli xil jamoaviy o‘yinlar, loyihalar, tadbirlar, ekskursiyalar tashkil qilish, o‘quvchilarning birgalikda ishlashini rag‘batlantirish.

3. O‘quvchilar faolligini oshirish: Har bir o‘quvchining faolligini, tashabbuskorligini qo‘llab-quvvatlash, ularning fikrlarini tinglash, o‘zini namoyon etish uchun sharoit yaratish.

4. Jamoa a’zolari o‘rtasida munosabatlarni yaxshilash: O‘zaro hurmat, do‘stlik, hamkorlik tamoyillarini mustahkamlash, kelishmovchiliklarni oqilona hal qilishga o‘rgatish.

5. O‘quvchilarni o‘z-o‘zini boshqarishga jalb qilish: O‘quvchilarning jamoani boshqarishda faol ishtirok etishini ta’minlash, ularga mas’uliyat yuklash.

O‘quvchilar jamoasini rivojlantirishda yuzaga keladigan muammolar va ularning yechimlari

O‘quvchilar jamoasini shakllantirish va rivojlantirish jarayoni doim ham silliq kechmaydi. Ba’zan turli muammolar yuzaga kelishi mumkin. Ulardan ayrimlari:

• Jamoa a’zolari o‘rtasidagi ziddiyatlar: O‘quvchilarning turli xil xarakterga, dunyoqarashga ega bo‘lishi natijasida o‘zaro tushunmovchiliklar, ziddiyatlar yuzaga kelishi mumkin. Bu kabi vaziyatlarda pedagoglar o‘z vaqtida aralashib, o‘quvchilarga muloqot qilish, o‘zaro hurmat qilish va kelishmovchiliklarni tinch yo‘l bilan hal qilishga o‘rgatishlari zarur.

• Jamoaning passivligi: Ba’zi o‘quvchilar jamoaviy faoliyatga qiziqmasligi, passiv bo‘lishi mumkin. Bu holatda pedagoglar har bir o‘quvchining qiziqishlarini hisobga olgan holda, ularni rag‘batlantiruvchi, faolligini oshiruvchi turli xil tadbirlar, o‘yinlar tashkil qilishlari lozim.

• Liderlik masalasi: Jamoada liderlikka intilish, raqobatlashish holatlari yuzaga kelishi mumkin. Pedagoglar liderlikni to‘g‘ri yo‘naltirishlari, o‘quvchilarda jamoaviy ruhni shakllantirishlari, liderlar mas’uliyatini oshirishlari zarur.

• Ota-onalarning ishtiroki yetarli emasligi: Ota-onalarning o‘quvchilar jamoasining faoliyatida yetarli darajada ishtirok etmasligi ham muammo tug‘dirishi mumkin. Bu muammoni bartaraf etish uchun ota-onalar bilan hamkorlikni yo‘lga qo‘yish, ularni jamoa ishiga jalb qilish, farzandlarining o‘sishi va rivojlanishiga qiziqishini oshirish lozim.

• Resurslarning yetishmasligi: Jamoaviy faoliyat uchun zarur bo‘lgan o‘quv qurollari, texnik vositalar va boshqa resurslarning yetishmasligi ham muammo bo‘lishi mumkin. Bu muammoni hal qilish uchun o‘quv muassasasi rahbariyati, ota-onalar va hamkor tashkilotlar bilan birgalikda harakat qilish lozim.

Muammolarning yechimi uchun quyidagilarga e’tibor qaratish lozim:

• Muloqot va o‘zaro tushunish: O‘quvchilar o‘rtasida ochiq muloqotni yo‘lga qo‘yish, ularni o‘z fikrlarini erkin ifoda etishga o‘rgatish, bir-birini tushunish, hurmat qilish va qo‘llab-quvvatlashga o‘rgatish.

• Shaxsiy yondashuv: Har bir o‘quvchining individual xususiyatlarini hisobga olish, ularga o‘z qobiliyatlarini namoyish qilish uchun imkoniyat yaratish.

• Rag‘batlantirish: Jamoaviy faoliyatda faol ishtirok etgan o‘quvchilarni rag‘batlantirish, ularning yutuqlarini tan olish, tanqid qilish o‘rniga qo‘llab-quvvatlash.

• Hamkorlik: Pedagoglar, ota-onalar va o‘quvchilar o‘rtasida hamkorlikni yo‘lga qo‘yish, umumiy maqsadlarga erishish uchun birgalikda harakat qilish.

• Pedagoglarning kasbiy mahorati: Pedagoglarning o‘z kasbiy mahoratini doimiy ravishda oshirib borishi, o‘quvchilar bilan ishlashning zamonaviy usullarini o‘zlashtirishi.

Kelajak avlodni shakllantirishda o‘quvchilar jamoasining o‘rni

O‘quvchilar jamoasi nafaqat ta’lim-tarbiya jarayonining asosiy shakli, balki kelajak avlodni shakllantirishning muhim vositasidir. Jamoada tarbiyalangan o‘quvchilar kelajakda jamiyatning faol a’zolari bo‘lib, mamlakat taraqqiyotiga o‘z hissalarini qo‘shadilar. Ular jamoada ishlash, mas’uliyatni his qilish, o‘zaro yordam berish, muammolarni hal qilish kabi muhim ko‘nikmalarga ega bo‘ladilar. Shuning uchun o‘quvchilar jamoasini shakllantirish va rivojlantirishga jiddiy e’tibor qaratish lozim.

Xulosa

O‘quvchilar jamoasi – pedagogik jarayonning muhim negizidir. U o‘quvchilarning bilim olishida, axloqiy tarbiyasida, ijtimoiy ko‘nikmalarini rivojlantirishda va shaxs sifatida shakllanishida muhim rol o‘ynaydi. Jamoani shakllantirish va rivojlantirish, undagi muammolarni bartaraf etish, o‘quvchilarning faolligini oshirish va kelajak

avlodni yetishtirishda katta mas'uliyatni his qilib yashashimiz zarur. O'quvchilar jamoasi – pedagogik jarayonning muhim tarkibiy qismi va asosiy shaklidir. U ta'lim-tarbiya sifatini oshirish, o'quvchilarni shaxs sifatida shakllantirish va ijtimoiy hayotga tayyorlashda muhim rol o'ynaydi. Pedagoglar o'quvchilar jamoasini shakllantirish va rivojlantirishda faol ishtirok etib, har bir o'quvchining potentsialini ochish va jamiyatga munosib fuqarolar yetishtirishga o'z hissalarini qo'shishlari lozim.

Foydalanilgan adabiyotlar ro'yxati:

1. Abdullayeva, Q. A. (2015). Pedagogika nazariyasi. Toshkent: "Fan va texnologiya".
2. G'oziyev, E. (2002). Psixologiya. Toshkent: "O'qituvchi".
3. Karimov, I. A. (1997). O'zbekiston XXI asrga intilmoqda. Toshkent: "O'zbekiston".
4. Kovalchuk, A. S. (2010). Formirovanie kollektiva v shkole. Moskva: "Prosvesheniye".
5. Lidskaya, E. V. (2008). Psixologiya obrazovaniy. Sankt-Peterburg: "Piter".
6. Mahkamov, U., & Toshpo'latova, N. (2010). Pedagogik mahorat asoslari. Toshkent: "O'zbekiston Milliy Ensiklopediyasi" Davlat Ilmiy Nashriyoti.
7. Mavlonova, R. (2010). Pedagogika. Toshkent: "O'qituvchi".
8. Petrovskiy, A. V. (1984). Teoriya i praktika shkolnogo kollektiva. Moskva: "Pedagogika".
9. Slastenin, V. A. (2000). Pedagogika. Moskva: "Magistr".
10. Xoshimov, K. H., & Nishonova, S. I. (2005). Pedagogika tarixi. Toshkent: "O'qituvchi".
11. Рахматуллаева, П. М., & Маҳкамова, М. А. (2022). ЁШЛАР ТАЪЛИМ СИФАТИНИ ОШИРИШДА МОТИВАЦИЯНИНГ ЎРНИ ЁХУД УЛКАН МАҚСАДЛАР САРИ ДАСТЛАБКИ ҚАДАМ. *Central Asian Research Journal for Interdisciplinary Studies (CARJIS)*, (Special Issue 1), 160-163.
12. Rahmatullayeva, M., Rashidova, G., & Karakulova, U. (2023). XXI ASRDA PEDAGOGIK TEXNOLOGIYALAR VA PEDAGOGIK MAHORAT. *Журнал Педагогики и психологии в современном образовании*, *3*(1).
13. Rahmatullayeva, M. (2021). XALQ PEDAGOGIKASIDA TA'LIM VA TARBIYA MASALARI. *Журнал Педагогики и психологии в современном образовании*, *1*(4).
14. Abdulla, S., & Abduvakilovna, K. U. (2022). AXBOROT SAVODXONLIGI VA AXBOROT IZLASH XULQ-ATVORIDAGI PSIXOLOGIK

OMILLAR. *International Journal of Contemporary Scientific and Technical Research*, 586-589.

15. Rahmatullayeva, M., Umida, K., & Gulnoza, R. (2023). BOSHQARUV PSIXOLOGIYASI VA BU BORADAGI ILMIY YONDASHUVLAR. *Журнал Педагогики и психологии в современном образовании*, *3*(1).
16. Karakulova, U., Rashidova, G., & Raxmatullayeva, M. (2023). DEVIANT XULQ-ATVOR RIVOJLANISHIDA OILAVIY MUNOSABATLARNING TA'SIRI. *Журнал Педагогики и психологии в современном образовании*, *3*(1).
17. Rahmatullayeva, M., Karakulova, U., & Xaydarqulov, H. (2023). O 'QITUVCHI VA TALABALAR O 'RTASIDA SHAXSLARARO MUNOSABATLARNING PEDAGOGIK-PSIXOLOGIK XUSUSIYATLARI. *Журнал Педагогики и психологии в современном образовании*, *3*(1).
18. Rahmatullayeva, M., & Ahmedova, L. (2023). GO 'DAKLIK DAVRI TO 'G 'RISIDA PEDAGOGIK ILMIY DUNYOQARASHNING SHAKLLANISHI. *Журнал Педагогики и психологии в современном образовании*, *3*(1).
19. Rahmatullayeva, M. (2021). O 'QUVCHI SHAXSINI RIVOJLANTIRISHNING ASOSIY YO 'NALISHLARI. *Журнал Педагогики и психологии в современном образовании*, *1*(4).
20. Rahmatullayeva, M., & Karimova, N. (2023). MAKTABGACHA TA'LIM MUASSALARI BOSHQARUVINING DOLZARB MUAMMOLARI. *Журнал Педагогики и психологии в современном образовании*, *3*(2).
21. Rahmatullayeva, M., Karakulova, U., & Anvarova, S. (2023). OLIY O 'QUV YURTLARIDA BO 'LAJAK O 'QITUVCHILARNI KASBIY MOSLASHTIRISHNING PEDAGOGIK-PSIXOLOGIK JIHATLARI. *Журнал Педагогики и психологии в современном образовании*, *3*(2).
22. Rahmatullayeva, M., & Toshbekov, H. (2023). MAKTABGACHA YOSHDAGI BOLALARDA AGRESSIV XULQ-ATVOR VA UNI KORREKSIYALASH YO 'LLARI. *Журнал Педагогики и психологии в современном образовании*, *3*(2).
23. Rahmatullayeva, M., & Toshbekov, H. (2023). PSIXOLOGNI PSIXOMETRIK JIHATIDAN TAYYORLASH TALABLARI. *Журнал Педагогики и психологии в современном образовании*, *3*(2).

24. Rahmatullayeva, M., & Norqulova, I. (2023). BO 'LAJAK PEDAGOGLARNING KASBIY MOSLASHTIRISH OMILLARI VA SHART-SHAROITLARI. *Журнал Педагогики и психологии в современном образовании*, *3*(3), 83-88.
25. Rashidova G. G. INTERPRETATION AND INTERDEPENDENCE OF THE CONCEPTS OF «COMPETENT» AND «COMPETENCE» //Theoretical & Applied Science. – 2021. – №. 8. – С. 83-89.
26. Rashidova, Gulnoza. "“COMPENTLIK” AND “COMPACTNESS” OF TINCALARING OF TALHS AND JEWELRY." *Mental Enlightenment Scientific-Methodological Journal* 2021.4 (2021): 99-112.
27. Rashidova G. G. Socio Cultural Approach as a Modern Direction of Teacher Training //International Journal of Multicultural and Multireligious Understanding. – 2021. – Т. 8. – №. 8. – С. 169-172.

MODULAR TEACHING TECHNOLOGY BASED ON SCIENCE-BASED APPROACH TO ACTIVITY.

Nasimova Zarina Isomiddin qizi
Base doctoral student of Tashkent State Pedagogical University.

Annotation: modular teaching dictates the reading of problematic and difficult lectures that provide generalized information on the major issues of science.

Lectures should focus on developing students ' creative abilities. The practical and laboratory classes of the module are formed together with the lectures, which supplement the content of the lectures with a new material from which they will be studied. Students will have practical skills.

Base words: science, module, macromodule, consortium, MKM.

Science activity approach module in the Education Science system refers to the application of the methodology. The technology of such modular training in the system of higher education in academic lists and professional colleges, educators and the purpose of application in systems of professional development of engineers and pedagogues it is appropriate.

In modular teaching technology based on the approach of activity in science the module itself embodies the following:

• fundamental concepts of educational science - a certain phenomenon, or law, or section, or a major topic, or a group of interrelated concepts;

• to study one or more fundamental concepts of educational science it is aimed at (mastering).

Usually the module will consist of 3-6 hours of lecture sessions and related practical (workshop), laboratory classes.

Based on a strictly systematic (multifaceted) analysis of the apparatus of explanation of Science, the most an effective module is formed. And this is the separation of the group of fundamental phrases, material provides the ability to group logically and compactly.

Since the module is an independent structural unit, in some cases, it gives individual readers the opportunity to listen to a series of modules, not just to scan the fan. This gives rise to the possibility of optimal planning of individual and independent work of senior students.

In modular teaching, the curriculum is complete, concise and through deepening stratification, there is an opportunity to stratify the teaching there will be, that is, it will be possible to individualize training.

The following objectives are pursued in the transition to modular teaching:

- ensuring continuity of teaching (between subjects and within science);
- individualization of training;
-to create sufficient conditions for the independent mastering of the educational material;
- accelerate training;
- achieve effective mastering of science.

Thus, according to the students ' own abilities in modular teaching full necessary conditions are created for the acquisition of knowledge.

The effectiveness of the transition of training to the modular system, to the following factors will depend:

- the level of material and technical base of the educational institution;
- qualification level of professors and teachers;
- students ' level of preparation;
- evaluation of the results;
- didactic materials development;
- analysis of results and optimization of modules.

In the transition to modular training, it is envisaged to carry out:

-on the basis of an in-depth analysis of the working plan, the interrelated disciplines are determined by a group of closely related subjects, namely the entire working plan is regarded as a separate set of macromodules.

In the vast majority of cases, the following three types of macromodules can be formed:

a) which includes humanities;

b) Economic Sciences including;

C) which includes general education, general technical, General professional and specialty subjects.

In the formation of a specialist of any macromodule, his own goal and the function is. The purpose of studying a specific macromodule, which enters into it it follows from the study objectives of the sciences.

A set of learning objectives of any macromodule, public education reflected in the standards, set up the main purpose of specialist training will. The purpose of any macromodule is clearly structured, the science of the first when it begins to be studied, it must be delivered to the students. Each of the macromodules when the next science begins to be studied, it is the objectives of the study of science that students will be brought to your attention:

-within which macromodule sequences are acceptable, within which the subjects are studied, the duration of each series and their study are established. That is, by ensuring the continuity of teaching, it is necessary to achieve a reduction in the duration of the study of Sciences and thereby the duration of the study of macromodule. Subjects with the size of training hours are not on the floor (1-2 classes per week, in some cases 3-hour audience), are included in the list of block subjects, are desirable, and they can be passed in the first or second half of the training semester.

Based on the calculation of vertical close interdependence of macromodules they are formed, but when setting the periods of their study, horizontal connections between macromodules should be taken into account.

-in order to prevent duplication of the instructional material, interdependence of macromodular disciplines, educational programs will be provided.

Modular training technology based on a systematic activity approach.

Systematic activity approach is the study of the activity of a specialist, the list the educational disciplines in which it is necessary to study to carry out activities, determination of the content of educational materials, the structure of modules and the educational process characterized by Organization.

Systematic business approach to modular technology, first of all professional it is used in education. A vivid example of this is Unesco International modules of labor skills "Modules of labor skills(MCM) is a" constiption".".

Counseling, without division into educational disciplines, to holistic teaching it is distinguished by its orientation.

The advantages of the concept are that the design process of the technologies of modules is a clear composition and a complete formation of the form of educational-software documentation in the modular variant.

MCM-modular program of training, analysis of specialist activities, it is formed on the basis of the study of its content and composition, and modular blocks, as well as the tutorial will consist of a collection of modules.

Production activities of a specialist include the fulfillment of a number of production tasks. They, in turn, will consist of production activities (steps of work), which will be performed in the specified sequence. In order to perform the actions that are part of the production task, the worker must have a certain level of theoretical knowledge and practical skills.

List of used literature:

1. Ochilov M. Teacher-the architect of the soul. - T.: Teacher, 2001. - 432 b.
2. Tolipov O'.Q., Usmonboyeva M. Application of pedagogical technologies basics. - T.: Science, 2006. - 262b. - 262b.

3. Farberman B. Advanced pedagogical technologies / T.: Science. 2000. - It's 128b.
4. Hamidov A. New problematic teaching in higher technical educational institutions
pedagogical technologies. - Tashkent: TDTU, 2003. - Twenty-three P.
5. Haydarov B., Nuridinov B. and b. Ways to improve the effectiveness of Education. –T.: Facility, 2002. - 140 b

MARKAZIY OSIYO INTEGRATSIYASI: TARIXIY RIVOJLANISH VA ISTIQBOLLARI

Sayfutdinov Feruz
Osiyo Xalqaro Universiteti "Tarix va Filologiya" Kafedrasi O'qituvchisi
Sharipov Jahongir
Osiyo Xalqaro Universiteti "Ijtimoiy Fanlar va Texnika" fakulteti 2-bosqich talabasi
E- mail : sferuz1011@gmail.com

Markaziy Osiyo – geografik joylashuvi, tabiiy boyliklari va boy tarixiy merosi bilan doim diqqat markazida bo'lgan hudud. Ushbu mintaqa qadimdan Yevropa va Osiyo o'rtasidagi savdo-sotiq yo'llarining chorrahasida alohida ahamiyat kasb etgan. Bugungi kunda Markaziy Osiyo davlatlari o'zaro iqtisodiy, siyosiy va madaniy hamkorlikni mustahkamlash orqali global miqyosdagi mavqeini mustahkamlashga intilmoqda. Bu jarayonni tarixiy nuqtai nazardan ko'rib chiqish va integratsiya masalalarining ildizlarini aniqlash muhim ahamiyatga ega.

Markaziy Osiyo xalqlari o'rtasidagi integratsiya qadimiy davrlardan buyon mavjud bo'lgan. Qadimgi Buyuk ipak yo'li nafaqat savdo-sotiq, balki madaniyat, ilm-fan va dinning tarqalishi uchun ham mustahkam poydevor bo'lgan. Ushbu yo'l orqali Xitoy, Hindiston, Yaqin Sharq va Yevropa mamlakatlari o'rtasida faol aloqalar shakllangan.

1991-yilda SSSR parchalangandan so'ng, Markaziy Osiyo davlatlari mustaqillikka erishdi. Ushbu davrda davlatlar birinchi navbatda o'z mustaqilligini mustahkamlash va milliy manfaatlarini himoya qilishga e'tibor qaratdi. Bu esa mintaqaviy hamkorlik jarayonlarini bir muddat susaytirdi.

So'nggi yillarda integratsiya masalalari yana kun tartibiga qaytdi. 2017-yildan boshlab Markaziy Osiyo davlatlari rahbarlari o'rtasidagi uchrashuvlar va muloqotlar faollashdi. Masalan, Markaziy Osiyo davlatlari rahbarlarining muntazam sammitlari, umumiy iqtisodiy va transport loyihalari, O'zbekiston va Qozog'iston kabi mamlakatlarning faol diplomatik tashabbuslari integratsiyani kuchaytirish uchun muhim omil bo'ldi.

Integratsiyaning asosiy yo'nalishlari

1. Iqtisodiy hamkorlik: Markaziy Osiyo davlatlari o'rtasidagi savdo-sotiq hajmini oshirish va transport infratuzilmasini rivojlantirish uchun xalqaro loyihalar amalga

oshirilmoqda. "Markaziy Osiyo Yangi Ipak Yo'li" loyihasi hamkorlikning yaqqol namunasi bo'la oladi.

2. Energetika sektori: Mintaqaning boy tabiiy resurslari, xususan, gaz va neft konlari umumiy manfaatlar asosida boshqarilsa, bu davlatlarning iqtisodiy mustahkamligi uchun muhim omil bo'ladi.

3. Transport va logistika: Xalqaro tranzit yo'llarini rivojlantirish orqali Markaziy Osiyo Yevropa va Osiyo o'rtasida muhim ko'prik bo'lib xizmat qilmoqda.

4. Madaniy va ilmiy aloqalar: Mintaqa xalqlari o'rtasidagi tarixiy yaqinlik madaniy integratsiyaning asosiy omilidir. Birgalikda ta'lim loyihalari, ilmiy tadqiqotlar va madaniyat festivallari orqali yanada yaqinlashish mumkin.

Integratsiyaning muammolari

Markaziy Osiyo integratsiyasining rivojlanishi yo'lida bir qator qiyinchiliklar mavjud;

Suv va energetika resurslarini boshqarish bo'yicha nizolar; Amudaryo va Sirdaryo daryolari Markaziy Osiyo mintaqidagi suv resurslarining asosini tashkil etib bugungi kunda ushbu daryolardagi suv taqsimoti mintaqa davlatlarining tashqi siyosatiga ta'sir etishi tabiy albatta jumladan Amudaryo suvlarning 46.8% O'zbekiston yerlari sug'orilishiga yo'naltirishi bu masalada katta ehtiyotkorlik va o'zaro hamkorlik masalalarini yanda dolzarb qilib bormoqda.

Chegara masalalari bo'yicha kelishmovchiliklar;

1924-1925 yillardagi "Milliy hududiy chegaralanish" masalasi Markaziy Osiyo davlatlarining asosiy muammosi sifatida qarash mumkin. 2017 yildan o'zaro yaxshi qo'shnichilik siyosati va chegaralarni harbiysizlantrishga doir O'zbekiston Respublikasi prezidenti Shavkat Mirziyayev tashabbusi bilan boshlangan harakatlar bu masalada ancha ijobiy o'zgarishlarga sabab bo'ldi.

Xulosa

Markaziy Osiyo integratsiyasi – tarixiy ildizlarga ega bo'lgan jarayon. Ushbu mintaqadagi davlatlarning iqtisodiy, siyosiy va madaniy jihatdan birlashuvi nafaqat

hududiy, balki global barqarorlik uchun ham muhim ahamiyatga ega. Shu bois, mintaqa davlatlari o‘zaro hamkorlikni yanada kuchaytirish, o‘zaro ishonchni mustahkamlash va umumiy manfaatlarni himoya qilish yo‘lida birgalikda harakat qilishi lozim. Integratsiyaning muvaffaqiyati xalqaro miqyosda Markaziy Osiyoning mavqeini yanada mustahkamlashi aniq.

Foydalanilgan adabiyotlar:

1. Ilniyazovich, S. F. (2023). RAQAMLI TEXNOLOGIYALARNING TARIX FANINI O'QITISHDAGI AHAMIYATI.
2. Ilniyoz o'g'li, S. F. (2023). ETNOGRAFIK TADQIQOTLARDA QORAQALPOQ XALQINING YORITILISHI.
3. Ilniyazovich, S. F. (2024). The Formation of Preliminary Knowledge about the People of Karakalpak. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, *4*(3), 149-155.
4. Sayfutdinov, F. (2024). BUXORO AMIRLIGINING QURILISH TARIXI: MADANIY VA ARXITEKTURA TARAQQIYOTI MEROSI. *Modern Science and Research*, *3*(12), 852-858.
5. Sayfutdinov Feruz Ilniyoz o’g’li. (2023). XX ASR 2-YARMI XXI ASR BOSHLARI ZARAFSHON VOHASIDA ETNOSLARARO MUNOSABATLAR. *TA’LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI*, *3*(9), 1–5. Retrieved from https://sciencebox.uz/index.php/ajed/article/view/7941
6. Sayfutdinov , F. . (2024). ILLUMINATION OF THE SPIRITUAL LIFE OF THE KARAKALPAK PEOPLE IN RESEARCH. *Journal of Universal Science Research*, *2*(5), 441–452. Retrieved from https://inlibrary.uz/index.php/universal-scientific-research/article/view/34891
7. Sayfutdinov , F. (2024). MANG’IT AMIRLARI DAVRIDA BUXORO AMIRLIGI ME’MORCHILIK SOHASI RIVOJI. *Modern Science and Research*, *3*(10), 620–629. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/45335
8. Ilniyazovich, S. F. (2024). Historiography of Various Expeditions and their Results in the Regions Inhabited by Karakalpaks in the First Half of the 20th Century. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, *4*(9), 159-165.
9. Sayfutdinov Feruz Ilniyoz o’g’li. (2023). XIX ASRDA XONLIKLARNING O‘ZARO SAVDO MUNOSABATLARI. *JOURNAL OF SCIENCE*,

RESEARCH AND TEACHING, *2*(8), 111–114. Retrieved from http://jsrt.innovascience.uz/index.php/jsrt/article/view/284

10. Sayfutdinov, F. (2023). ILLUMINATION OF KARAKALPAK PEOPLE IN ETHNOGRAPHIC STUDIES. *Modern Science and Research*, *2*(12), 910–917. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/27281
11. Sayfutdinov, F. (2024). HISTORIOGRAPHY OF INFORMATION ABOUT THE POPULATION OF THE ZARAFSHAN OASIS. (20TH CENTURY). *Modern Science and Research*, *3*(2), 911–914. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/29503
12. Sayfutdinov , F. (2024). ETHNIC COMPOSITION OF THE ZARAFSHAN OASIS (2ND HALF OF THE 20TH CENTURY). *Modern Science and Research*, *3*(1), 577–581. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/28335
13. Sayfutdinov Feruz Ilniyozovich, . (2023). LAND OWNERSHIP RELATIONS BASED ON THE NATIONAL ECONOMY OF KARAKALPAK. *International Journal Of Literature And Languages*, *3*(11), 20–27. https://doi.org/10.37547/ijll/Volume03Issue11-04
14. Sayfutdinov Feruz Ilniyozovich, . (2023). STUDY OF THE KARAKALPAK PEOPLE IN ETHNOLOGICAL SCIENTIFIC WORKS HISTORY . *International Journal Of History And Political Sciences*, *3*(12), 61–68. https://doi.org/10.37547/ijhps/Volume03Issue12-11
15. Sayfutdinov, F. (2023). ANALYSIS OF DATA ON LAND OWNERSHIP AND LIVESTOCK FARMING OF KARAKALPAKS. *Modern Science and Research*, *2*(10), 650–657. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/25727
16. Sayfutdinov Feruz Ilniyazovich, . (2023). USING GIS SOFTWARE AND THE IMPORTANCE OF DIGITAL HISTORY IN THE STUDY OF HISTORY . *International Journal Of History And Political Sciences*, *3*(10), 31–33. https://doi.org/10.37547/ijhps/Volume03Issue10-06
17. Sayfutdinov, F. (2023). THE IMPORTANCE OF DIGITAL TECHNOLOGY IN TEACHING HISTORY. *Modern Science and Research*, *2*(10), 719–723. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/24678
18. Ilniyoz o'g'li, S. F. (2023). *XIX ASRDA XONLIKLARNING O 'ZARO SAVDO MUNOSABATLARI. JOURNAL OF SCIENCE, RESEARCH AND TEACHING*, *2 (8)*, *111–114*.

19. Ilniyoz o'g'li, S. F. (2023). ETNOGRAFIK TADQIQOTLARDA QORAQALPOQ XALQINING YORITILISHI.
20. Rahmonova , S., Xayrullayev , U., & Sayfutdinov, F. . (2025). "ОММАВИЙ МАДАНИЯТ"НИНГ МОҲИЯТИ, ТАРИХИЙ ИЛДИЗИ, ХАРАКТЕРИ ВА РИВОЖЛАНИШ БОСҚИЧЛАРИ. *Modern Science and Research*, *4*(1), 479–488. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/61669
21. Xayrullayev , U., Sayfutdinov , F., & Rahmonova , S. (2025). SHAYBONIYLAR DAVLATI VA USMONLI TURKLAR DAVLATI O'RTASIDAGI DASTLABKI ALOQALAR TAVSIFI. *Modern Science and Research*, *4*(1), 147–154. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/60142

O‘ZBEKISTON RESPUBLIKASIDA QISHLOQ XO‘JALIGI VA SANOAT DIVERSIFIKATSIYASI

Boltayev Oxun Obid o'g'li
Osiyo Xalqaro Universiteti "Tarix va filologiya" kafedrasi o'qituvchisi

Durdiqulov Asqarjon Azizovich
Osiyo Xalqaro Universiteti "Iqtisodiyot va pedagogika " fakulteti Moliya va moliyaviy texnologiyalar yo'nalishi 1-bosqich talabasi
email: 9690798@gmail.com

Annotatsiya: Ushbu maqolada O‘zbekiston Respublikasida qishloq xo‘jaligi va sanoat sektorlarining iqtisodiy rivojlanishdagi o‘rni hamda diversifikatsiya jarayonlarining ijtimoiy-iqtisodiy ahamiyati tahlil qilinadi. Qishloq xo‘jaligining milliy yalpi ichki mahsulotdagi ulushi, ish bilan ta'minlashdagi hissasi va klaster tizimi kabi innovatsion yondashuvlar ko‘rib chiqilgan.

Kalit so'zlar: O‘zbekiston iqtisodiyoti, qishloq xo‘jaligi, sanoat sektori, diversifikatsiya, klaster tizimi, sug‘oriladigan yerlar, energetika avtomobil sanoati kimyo sanoati, farmatsevtika.

O‘zbekiston Respublikasining iqtisodiy rivojlanishida qishloq xo‘jaligi va sanoat sektorlari muhim o‘rin tutadi. Mamlakatning geografik joylashuvi, tabiiy resurslari va mehnat resurslarining ko‘pligi ushbu sohalarni yanada rivojlantirish imkonini beradi. Shu bilan birga, diversifikatsiya – iqtisodiyotning bir necha sohalarini rivojlantirish orqali barqarorlikka erishish – bugungi kunda asosiy ustuvor yo‘nalishlardan biri. Qishloq xo‘jaligi O‘zbekistonda asosiy iqtisodiy tarmoq hisoblanadi. U YaIMning qariyb 27 foizini egallaydi, mamlakatdagi jami aholining 30 foizdan ortig‘ini ish bilan ta'minlaydi, qashshoqlikni kamaytirishga hissa qo‘shadi. Bugungi kunga qadar qishloq xo‘jaligida 20 million gektardan ortiq yer, jumladan, 3,2 million gektar sug‘oriladigan ekin maydonlarida aholi ehtiyojlari uchun oziq-ovqat mahsulotlari, iqtisodiyot tarmoqlari uchun zarur xomashyo yetishtirilmoqda. 2017 yilda klaster tizimining paydo bo‘lishi tufayli qishloq xo‘jaligi yanada rivojlana boshladi. Bu tizim endigina yo‘lga qo‘yilmoqda, zanjirning ayrim bo‘g‘inlarida muammolar mavjud, ammo uni yanada takomillashtirish O‘zbekiston qishloq xo‘jaligining ishlab chiqarish salohiyatidan samarali foydalanish imkonini beradi. Markaziy Osiyo davlatlari orasida aholi zichligi bo‘yicha O‘zbekiston birinchi o‘rinda – 1 kv.km.ga 51,4 kishi to‘g‘ri keladi. Har gektar sug‘oriladigan yerga respublika aholisining 8 nafari to‘g‘ri keladi. Aholining o‘sish sur'ati sug‘oriladigan yerlar maydonining o‘sish sur'atlaridan ancha

yuqori. Shuning uchun so‘nggi 30 yil ichida aholi jon boshiga to‘g‘ri keladigan sug‘oriladigan yerlar maydoni, ya’ni aholining o‘sishi hisobiga 0,23 gektardan 0,16 gektargacha, qariyb 25 foizga kamaydi. Osiyo taraqqiyot banki ma’lumotlariga ko‘ra, agar hozirgi tendensiyalar davom etsa, keyingi 30 yil ichida sug‘oriladigan maydonlar yana 20-25 foizga qisqaradi. O‘zbekistonda yer xususiy mulkka aylanmoqda. Yer maydoniga bunday mulk huquqining kiritilishi mulkdorni, unumdorlikni oshirishga qaratilgan uzoq muddatli investitsiyalarni kiritishga undaydi. Yer egasi yerdan uzoq muddatli samarali foydalanishni rejalashtirishi mumkin. Sanoatda Diversifikatsiya Sanoat diversifikatsiyasi iqtisodiy barqarorlikni ta’minlash va tashqi bozorlarga qaramlikni kamaytirishga xizmat qiladi. O‘zbekistonda sanoatning turli yo‘nalishlarini rivojlantirish quyidagi yo‘nalishlarda olib borilmoqda:

1. **Energetika**: Qayta tiklanuvchi energiya manbalariga e‘tibor qaratilmoqda, jumladan quyosh va shamol energiyasi loyihalari yo‘lga qo‘yilmoqda.
2. **Avtomobil sanoati**: Mahalliylashtirish darajasini oshirish va eksportni ko‘paytirish choralari ko‘rilmoqda.
3. **Kimyo sanoati**: Neft va gaz mahsulotlarini chuqur qayta ishlash orqali yuqori qiymatli kimyoviy mahsulotlar ishlab chiqarish yo‘lga qo‘yilmoqda.
4. **Farmatsevtika**: Mahalliy xomashyo asosida dori vositalarini ishlab chiqarish hajmi oshirilmoqda.

Diversifikatsiyaning Ijtimoiy-Iqtisodiy Ahamiyati Qishloq xo‘jaligi va sanoatning diversifikatsiyasi quyidagi ijobiy natijalarni ta’minlamoqda:

1. **Ish o‘rinlari yaratish**: Yangi tarmoqlarning rivojlanishi orqali mehnat bilan bandlik oshmoqda.
2. **Eksport salohiyatini oshirish**: Raqobatbardosh mahsulotlar ishlab chiqarish tashqi bozorlarda O‘zbekistonning mavqeini mustahkamlamoqda.
3. **Hududiy rivojlanish**: Diversifikatsiya jarayonlari qishloq hududlarida sanoat infratuzilmasini rivojlantirishga xizmat qilmoqda.

Ekologik barqarorlik: Zamonaviy texnologiyalarni qo‘llash orqali tabiiy resurslardan oqilona foydalanish ta’minlanmoqda. Kelajak uchun istiqbollar Diversifikatsiya jarayonlarini yanada rivojlantirish uchun quyidagi choralar amalga oshirilishi zarur:

1. **Innovatsiyalarni kengaytirish**: Ilm-fan yutuqlarini amaliyotga joriy qilish orqali ishlab chiqarish samaradorligini oshirish.

2. **Kichik va o‘rta biznesni qo‘llab-quvvatlash**: Qishloq xo‘jaligi va sanoatning turli tarmoqlarida tadbirkorlikni rivojlantirish uchun subsidiyalar va imtiyozlar berish.
3. **Ta‘lim tizimini takomillashtirish**: Malakali kadrlar tayyorlashga qaratilgan dasturlarni kengaytirish.
4. **Xalqaro hamkorlikni kuchaytirish**: Chet el investitsiyalarini jalb qilish va tajriba almashish orqali rivojlanish sur‘atini tezlashtirish.

O‘zbekiston o‘z mustaqilligini qo‘lga kiritgach, 2002-yilgacha respublikaga 12 mlrd AQSh dollaridan ortiq investitsiya kiritilgan. Yoki xorijlik fuqarolar va tashkilotlar tomonidan tashkil qilingan qo‘shma korxonalarga jalb qilingan investitsiyalar ulushi 2000-yildagi 6,9 %dan 2001-yilda 26,0 %ga, ya’ni 3,7 baravar oshgan. Respublika bo‘yicha 2007-2011-yillarda umumiy investitsiyalar hajmida xorijiy investitsiyalar ulushi 22-25 %ni tashkil qildi. Lekin hali ham xorijiy investitsiyalarni jalb etishni ko‘ngilagidek, deb bo‘lmaydi. Agar mustaqillik yillaridagi statistik ma’lumotlarga e’tibor qaratilsa, jumladan, 2002-yilgacha respublikaning 31 tumanida xorijiy investitsiyalar ishtirokida birorta ham korxona tashkil etilmagan edi. Agar 2000-yilning boshida 143,5 ming korxona mavjud bo‘lsa, 2002-yilda yurtimizda 240 mingta o‘rta va kichik korxonalar faoliyat ko‘rsatgan. Shulardan 85 mingtasi fermer xo‘jaliklaridir. 117 Xususiy sektor aholining 30 %ini ish bilan ta’minladi. Xususiy korxonalarni YaIMdagi ulushi 35 % bo‘lgan. Tashqi iqtisodiy faoliyat milliy banki huzurida maxsus tashkil etilgan kichik biznes va xususiy tadbirkorlik sub’yektlarining eksportini qo‘llab-quvvatlash jamg‘armasining roli esa bu borada oshib bormoqda. Jamg‘arma tomonidan tadbirkorlik sub’yektlariga o‘z tovar va xizmatlarini tashqi bozorlarga chiqarish bo‘yicha huquqiy, moliyaviy va tashkiliy xizmatlar ko‘rsatilgan. O‘zaro tuzilgan shartnomalar asosida 2015-yili qiymati 840 million dollardan ziyod tovarlar eksport qilingan. Jamg‘arma ko‘magida 2016-yilda tadbirkorlik sub’yektlari tomonidan 1 milliard 250 million dollar miqdoridagi eksport shartnomalari tuzilgan. Ushbu ko‘rsatkich O‘zbekistonning bugungi imkoniyatlari nuqtayi nazaridan olib qaraganda albatta past. Shu boisdan, Prezident o‘zining “Tanqidiy tahlil qat’iy tartib intizom va shaxsiy javobgarlik – har bir rahbar faoliyatining kundalik qoidasi bo‘lishi kerak” nomli kitobida muhim vazifalardan biri sifatida – “O‘ztadbirkoreksport” va “O‘zsanoateksport” aksiyadorlik jamiyatlari, shuningdek, Milliy bank huzuridagi Kichik biznes va xususiy tadbirkorlik sub’yektlarining eksportini qo‘llab-quvvatlash jamg‘armasi yo‘nalishi bo‘yicha kichik biznes va xususiy tadbirkorlik sub’yektlari eksporti bilan bog‘liq kamida 1 milliard 500 million dollarlik eksportni ta’minlashi kerakligini uqtirgan edi. Keyingi yillarda qishloq xo‘jaligi mahsulotlari yetishtirish hajmining o‘sishi o‘rtacha 67 foizdan kam

bo‘lmagan. Birgina 2015-yilda dalalardan 7,3 million tonnadan ortiq don, 12,8 mln tonnadan ziyod sabzavot va kartoshka, salkam ikki million tonna poliz mahsulotlari, qariyb 2,8 million tonna meva, 1,5 million tonnadan ziyod uzum mahsulotlari yig‘ishtirib olindi. Go‘sht ishlab chiqarish hajmi 2014-yilga nisbatan 106,7, sut ishlab chiqarish 107,1, tuxum ishlab chiqarish 111,1 foizni tashkil etdi. Bu qishloq mehnatkashlari, soha mutaxassislari va mutasaddilarining qilgan mehnatlarining samarasidir. 2017-yilgacha yurtimizda 160 mingdan ziyod fermer xo‘jaliklari faoliyat ko‘rsatayotgan bo‘lib, ularning 36 mingdan ortig‘i ko‘p tarmoqli yirik sub’yektlarga aylandi. Buning quvonarli jihati shundaki, ayni paytda ular faqatgina dehqonchilik yoki chorvachilik bilan cheklanib qolmasdan, balki zamonaviy texnalogiyalar, ixcham qayta ishlash uskunalarini jalb etgan holda qo‘shimcha tarmoqlarni o‘zlashtirishga harakat qilishyapti.

Foydalanilgan adabiyotlar ro’yxati:

1. Shavkat Mirziyoyev. “Tanqidiy tahlil, qat’iy tartib-intizom va shaxsiy javobgarlik – har bir rahbar faoliyatining kundalik qoidasi bo‘lishi kerak”. Toshkent, 2017.
2. O‘zbekiston Respublikasi Davlat Statistika qo‘mitasi. "O‘zbekiston iqtisodiy rivojlanishi to‘g‘risidagi statistik ko‘rsatkichlar". https://stat.uz
3. R.M. Alimov. “O‘zbekiston qishloq xo‘jaligi sektorining rivojlanish istiqbollari”. Toshkent, 2020.
4. R.H.Murtazayeva, O‘zbekistonning eng yangi tarixi. Darslik - Toshkent, 2023.
5. Boltaev, O. (2024). BUKHARA'S CARAVAN TRADE AND ITS ROLE ON THE SILK ROAD. *Analytical Journal of Education and Development*, *4*(10), 293-297.
6. Boltayev, O. (2024). XX ASR BOSHLARIDA GERMANIYA VA TURKIYA ITTIFOQINING MARKAZIY OSIYOGA TA'SIRI. *Modern Science and Research*, *3*(12), 556-564.
7. Boltayev, O. (2023). A GENERAL DESCRIPTION OF THE POLITICAL AND DIPLOMATIC PROCESSES IN CENTRAL ASIA IN THE MIDDLE OF THE 18TH CENTURY. *Modern Science and Research*, *2*(9), 145-149.
8. Ilniyazovich, S. F. (2023). RAQAMLI TEXNOLOGIYALARNING TARIX FANINI O'QITISHDAGI AHAMIYATI.
9. Ilniyoz o'g'li, S. F. (2023). ETNOGRAFIK TADQIQOTLARDA QORAQALPOQ XALQINING YORITILISHI.

10. Ilniyazovich, S. F. (2024). The Formation of Preliminary Knowledge about the People of Karakalpak. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, *4*(3), 149-155.
11. Sayfutdinov, F. (2024). BUXORO AMIRLIGINING QURILISH TARIXI: MADANIY VA ARXITEKTURA TARAQQIYOTI MEROSI. *Modern Science and Research*, *3*(12), 852-858.
12. Sayfutdinov Feruz Ilniyoz o'g'li. (2023). XX ASR 2-YARMI XXI ASR BOSHLARI ZARAFSHON VOHASIDA ETNOSLARARO MUNOSABATLAR. *TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI*, *3*(9), 1–5. Retrieved from https://sciencebox.uz/index.php/ajed/article/view/7941
13. Sayfutdinov , F. . (2024). ILLUMINATION OF THE SPIRITUAL LIFE OF THE KARAKALPAK PEOPLE IN RESEARCH. *Journal of Universal Science Research*, *2*(5), 441–452. Retrieved from https://inlibrary.uz/index.php/universal-scientific-research/article/view/34891
14. Sayfutdinov , F. (2024). MANG'IT AMIRLARI DAVRIDA BUXORO AMIRLIGI ME'MORCHILIK SOHASI RIVOJI. *Modern Science and Research*, *3*(10), 620–629. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/45335
15. Ilniyazovich, S. F. (2024). Historiography of Various Expeditions and their Results in the Regions Inhabited by Karakalpaks in the First Half of the 20th Century. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, *4*(9), 159-165.
16. Sayfutdinov Feruz Ilniyoz o'g'li. (2023). XIX ASRDA XONLIKLARNING O'ZARO SAVDO MUNOSABATLARI. *JOURNAL OF SCIENCE, RESEARCH AND TEACHING*, *2*(8), 111–114. Retrieved from http://jsrt.innovascience.uz/index.php/jsrt/article/view/284
17. Sayfutdinov, F. (2023). ILLUMINATION OF KARAKALPAK PEOPLE IN ETHNOGRAPHIC STUDIES. *Modern Science and Research*, *2*(12), 910–917. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/27281
18. Sayfutdinov, F. (2024). HISTORIOGRAPHY OF INFORMATION ABOUT THE POPULATION OF THE ZARAFSHAN OASIS. (20TH CENTURY). *Modern Science and Research*, *3*(2), 911–914. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/29503
19. Sayfutdinov , F. (2024). ETHNIC COMPOSITION OF THE ZARAFSHAN OASIS (2ND HALF OF THE 20TH CENTURY). *Modern Science and*

Research, *3*(1), 577–581. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/28335

20. Sayfutdinov Feruz Ilniyozovich, . (2023). LAND OWNERSHIP RELATIONS BASED ON THE NATIONAL ECONOMY OF KARAKALPAK. *International Journal Of Literature And Languages*, *3*(11), 20–27. https://doi.org/10.37547/ijll/Volume03Issue11-04
21. Sayfutdinov Feruz Ilniyozovich, . (2023). STUDY OF THE KARAKALPAK PEOPLE IN ETHNOLOGICAL SCIENTIFIC WORKS HISTORY . *International Journal Of History And Political Sciences*, *3*(12), 61–68. https://doi.org/10.37547/ijhps/Volume03Issue12-11
22. Sayfutdinov, F. (2023). ANALYSIS OF DATA ON LAND OWNERSHIP AND LIVESTOCK FARMING OF KARAKALPAKS. *Modern Science and Research*, *2*(10), 650–657. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/25727
23. Sayfutdinov Feruz Ilniyazovich, . (2023). USING GIS SOFTWARE AND THE IMPORTANCE OF DIGITAL HISTORY IN THE STUDY OF HISTORY . *International Journal Of History And Political Sciences*, *3*(10), 31–33. https://doi.org/10.37547/ijhps/Volume03Issue10-06
24. Sayfutdinov, F. (2023). THE IMPORTANCE OF DIGITAL TECHNOLOGY IN TEACHING HISTORY. *Modern Science and Research*, *2*(10), 719–723. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/24678
25. Ilniyoz o'g'li, S. F. (2023). *XIX ASRDA XONLIKLARNING O 'ZARO SAVDO MUNOSABATLARI. JOURNAL OF SCIENCE, RESEARCH AND TEACHING*, *2 (8), 111–114*.
26. Ilniyoz o'g'li, S. F. (2023). ETNOGRAFIK TADQIQOTLARDA QORAQALPOQ XALQINING YORITILISHI.
27. Rahmonova , S., Xayrullayev , U., & Sayfutdinov, F. . (2025). "ОММАВИЙ МАДАНИЯТ"НИНГ МОҲИЯТИ, ТАРИХИЙ ИЛДИЗИ, ХАРАКТЕРИ ВА РИВОЖЛАНИШ БОСҚИЧЛАРИ. *Modern Science and Research*, *4*(1), 479–488. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/61669
28. Xayrullayev , U., Sayfutdinov , F., & Rahmonova , S. (2025). SHAYBONIYLAR DAVLATI VA USMONLI TURKLAR DAVLATI O'RTASIDAGI DASTLABKI ALOQALAR TAVSIFI. *Modern Science and Research*, *4*(1), 147–154. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/60142

MUQANNA VA ABU MUSLIM QO'ZG'OLONLARINING AHAMIYATLI TOMONLARI

Xayrullayev Umidjon
Osiyo xalqaro universiteti "Tarix va filologiya" kafedrasi o'qituvchisi
Qazoqova Sabina Ma'mur qizi
1-T-24 guruh talabasi

Annotatsiya: VIII asr boshlarida arablar butun Movorounnahrni zabt etishga kirishdilar. Movorounnahrda bu davrda bir qator hokimliklar mavjud bo'lib ular G'arbiy turk xoqonining umumiy boshqaruvi ostida edi. Xalifalik hokimiyatiga ummaviylar kelganidan so'ng butun Movorunnahr arablar tomonidan egallandi. Keyinchalik arab xalifaligi olib borgan siyosat tufayli o'lkada bir nechta qo'zg'olonlar sodir bo'ldi.

Kalit so'zlar: Qora kiyimlilar, Oq kiyimlilar, mazdakiylik, ummaviylar, abbosiylar, xiroj, Som, sarroj, gumashta

VIII asr o'rtalariga kelib xalifalikda ummaviylarga qarshi norozilik to'lqini avj olib ketadi. Ularning qo'pol siyosatdan mazlum xalqlar, arab aholisi hamda mulkdorlar tabaqasi norozi bo'lgan. Ummaviylarga qarshi umumiy norozilik Xalifa Marvon II (744-750) davrida kuchayib ketdi. Abbosiylar (payg'ambarimiz Muhammad s.a.v ning amakivachchasi sahoba Qusam ibn Abbosning avlodlari) Movorounnahrga turli targ'ibotchilarni yubora boshladi. Ulardan biri Abu Muslim (Abdurahmon ibn Muslim) bo'lib Xuroson (Iroq) ning Kufa shahri Savad qishlog'i yaqinidagi Xutarniy degan joyda dunyoga kelgan. Yoshligida boy kishining qo'lida gumashta bo'lib ishlagan so'ngra sarrojlik (egar-jabduq yasovchi hunarmand) qilgan[1]. 747-yil ummaviylarga qarshi harakatga rahbarlik qilish uchun Marv vohasiga yuborilgan. U Safizanj, Mohuvon va Shavvol qishloqlarni qarorgohga aylantirib, xalifalikka qarshi tashviqot olib boradi. Abu Muslim Shavval qishlog'ida qullar uchun maxsus joy qilib ularga Dovud ismli targ'ibotchini rahbar etib tayinlaydi. Qo'zg'olonchilar timqora rangada bo'lib, bu abbosiylarning timsoli sanalgan[2]. 749-yilda qo'zg'olon g'alaba bilan yakunlangan. Ummaviylar sulolasi hokimiyatdan ketib o'rniga Abbosiylar sulolasi xalifaliokni boshqara boshlaydi va Abul Abbos saffox taxtga keladi. Abu Muslim 750-yilda Xuroson va Movorounnahr noibi etib tayin etiladi. Abbosiylar hokimiyatni egallasa ham mehnatkash aholi hayotida sezilarli o'zgarish bo'lmaydi. Aholi o'rtasida abbosiylarga qarshi qo'zg'olon ko'tarish kayfiyati paydo bo'ladi. 750-yilda Buxoroda

[1] F.Sultonov, F.Bozorboyev. O'rta asrlar tarixi (O'zbekiston tarixi). T:.2007 y 70-b
[2] F.Sultonov, F.Bozorboyev. O'rta asrlar tarixi (O'zbekiston tarixi). T:.2007 y 68-b

Sharik ibn Shayhulmahriy boshchiligida qo'zg'olon sodir bo'ladi. Sharik ibn Shayhulmahriy arablardan bo'lib Buxoroda yashagan va jangovar kishi bo'lgan. U shia oqimiga e'tiqod qilgan. Aholini abbosiylarga qarshi davat etib, xalifa payg'ambar avlodidan bo'lishi kerak deb hisoblagan[3]. Bu qo'zg'olon Ziyod ibn Solih tomonidan bostirilgan

Abu muslim haqida tushuncham

Abu muslim al-xurosoniy- forsdan chiqqan krizmatik lider va mohir strateg sifatida maydonga chiqdi. Uni abbosiylar oilasi xurosonda ummaviylarga qarshi kuchlarni tashkil etish va safarbar etish uchun yuborga.

Tashviqot va ramzlar haqida

Abu Muslim qora bayroq ko'tarib abbosiylarni qo'llab-quvvatlagan. **Qo'zg'olon haqida gap borganda quyidagilar Xurosonda boshlanishi – qo'zg'lon 747-yilda xurosonda boshlanib bu viloyat abbosiylar qo'llab-quvvatlashining markaziga aylandi Tez kengayishi- abu muslimning qo'shinlari forslar arablar va boshqa guruhlardan tashkil topgan bo'lib ular ummaviylarning bir necha qo'shinlarini tez-tez mag'lubiyatga uchratib imperiyaning yuragiga siljiy boshladi. Zab janngi- 750- yilda iroq yaqinidagi zab daryosi yonida hal qiluvchi jangda ummaviylar qo'shinlari tor-mor keltirildi. So'nggi ummaviy xalifasi Marvon II o'ldirilib ummaviylar hukmronligi sharqda nihoyasiga yetdi.**

Natijalari haqida quyidagi xulosaga keldim

Ummaviylar tugatilishi- ummaviylar oilasining ko'chilik a'zolari o'ldirildi. Biroq ulardan biri Abdurahmon1 Ispaniyaga qochib ketdi va u yerda Qurtuba amirligini tashkil etdi[4].

Abu Muslimning taqdiri- qo'g'olondagi muhim roli va xizmatlariga qaramay Abu Muslim Abosiy hukmdorlar bilan kelishmovchilikka tushib qoldi va 755- yilda xalifa al-Mansur tomonidan u haddan tashqari kuchli bo'lib ketdi degan xavotir bilan qatl etilgani tarixda ko'rsatilgan va o'rganilgan.

Muqanna va Oq kiyimlilar qo'zg'oloni haqida ma'lumotlar;

[3] Muhammad Narshaxiy. Buxoro tarixi.T:.1993. 59-b
[4] The history of the Abbasid Revolution L:. 2010. P-236

Muqanna asl ismi Hoshim Ibn Hakim VIII asrda yashagan fors mutaffakiri va diniy lideridir Al-Muqanna o'zining shaxsiyati v ava diniy ta'limotlari bilan ko'plab izdoshlarga ega bo'lgan. U forslar oilasidan bo'lib islomning dastlabki davrida yetishib kelgan. Muqanna qo'zg'oloni shuningdek Muqanna inqilobi yoki Oq kiyimlilar isyoni deb ham ataladi. 769-783-yillarda Xuroson viloyatida sodir bo'lgan. Bu qo'zg'olon al-Muqanna o'zini payg'ambar deb e'lon qilgan va uning ta'limotlari atrofdagi ijtimoiy to'dalarga yoqib qolgan[5].

Qo'zg'olon sabablari;

Muqanna o'zini messiyaning inkarnatsiyasi deb e'lon qiladi. U shuni aytdiki u keldi chunki o'z zamonidagi ijtimoiy va diniy adolatsizliklarga qarshi kurashish va xalqni qutqarish uchun. Bu g'oya ko'plab insonlarni ayniqsa dindan norozi bo'lganlarni va ijtimoiy adolatsizlikka duchor bo'lganlarni o'ziga jalb etdi.

Ijtimoiy va iqtisodiy norozilik

Ummaviylar davlati 661-750-yillarda hukmronlik qilgan. Ular ko'plab fors va arab bo'lmagan musulmonlarni kamsitishga sabab bo'lgan. Ayniqsa forslar va shialar ummaviylar tomonidan ezilgan va oyoqosti qilingan. Ularning iqtisodiy holati og'ir bo'lgan va bu ko'plab norozilik kelib chiqishiga sabab bo'lgan.

Muqanna ta'siri;

Muqanna va uning diniy ta'limotlari odamlarni birlashtirgan bu yerda jamoaviy harakatlarni keltirib chiqargan. U o'zining harakatlari bilan qo'zg'olonni kuchaytirib Oq kiyimlilar tarafdorlarni to'plashni boshladi.

Qo'zg'olonni boshlanishi;

Muqanna qo'zg'oloni Xurosonda boshlangan va al-Muqanna o'z tarfdorlarini bir joyga to'plab ummaviylarga qarshi kurashni boshlashgan. U o'zining hukmronligi ostida adolat va tenglikka asoslangan yangi jamiyat qurishni va'da qildi. Oq kiyimlilar qo'zg'oloni bir necha yil davom etdi va 783-yilda Ummaviylar hukmronligi tomonidan bostirildi. 783-yilda xalifalik qo'shinlari Muqanna va uning tarafdorlarini Samarqand yaqinidagi oxirgi istehkomda qamal qilishgan. Qamal qattiq bo'lgani uchun Muqanna o'z

[5] F.Sultonov, F.Bozorboyev. O'rta asrlar tarixi (O'zbekiston tarixi). T:.2007 y 76-b

tarafdorlari bilan birga o'zini o'ldirishga majbur bo'lgan. Muqannaning qo'zg'oloni xalifalik hukmronligiga qarshi mahalliy qarshilik va norozilikni ifoda etdi. Garchi qo'zgo'lon bostirilgan bo'lsa ham u xalqning ozodlik va mustaqillikka intilishini kuchaytirib keying davrlardagi qarshi harakatlarni kuchaytirishga sababchi bo'ldi[6].

Xulosa qilib shuni aytish kerakki Abu Muslim qo'zg'olonida Abu Muslim ummaviylarno o'rniga abbosiylar hukmronligini boshlanishiga ko'maklashadi va qo'zg'olon ko'tarishiga sabab bo'ladi. Endi ikkinchi qo'zg'olon haqida gapiradigan bo'lsam al-Muqanna yoki oq kiyimlilar qo'zg'oloni hisoblanadi. Bu qo'zg'olon ham ummaviylarga qarshi ko'tariladi. Muqanna musulmon bo'lmaydi va u o'zini payg'ambar deb e'lon qiladi. Bundan tashqari u atrofdagi insonlarni o'ziga jalb qilib; diniy ta'limot bera boshlaydi. Shundan so'ng ko'p sonli aholi Muqanna tarafiga o'tib ketadi.

Endi qo'zg'olonning natijalariga to'xtaladigan bo'lsak Muqanna qo'zg'oloni qisman ijobiy tomonga o'zgaradi. Sababi Muqanna ilojsizlikdan qamal ostida qolib o'zini va tafdorlarini o'ldiradi. Buning asosiy natijasi Muqana vafot etgandan keyin qo'zg'olon bostirilsada lekin xalq qo'zg'oloni ba'zida ummaviylarga qarshi qo'zg'olon ko'taradi. Ya'ni shundan keyin xalq notinch bo'lib qoladi. Abu Muslim qo'zg'oloni natijasiga keladigan bo'lsam bu ijobiy tarafga buriladi. Chunki Abu Muslim harakatidan so'ng Ummaviylar hukumatdan ag'dariladi. Shundan so'ng hokimiyatga yangi sulola vakillari Abbosiylar keladi/ bu qo'zg'olondan keyin xalq ozodlikka chiqadi. Bundan tashqari bu qo'zg'olonning salbiy ta'rafi shundaki Abbosiylar tomonidan Abu Muslim o'ldiriladi. Ikkita qo'zg'olonni ham taqqoslasam ikki qahramon xalq uchun hokimiyat uchun mardlarcha kurashishadi va oxirida qisman bo'lsa ham ijobiy natijalarga erishadi.

Foydalanilgan adabiyotlar:

1. F.Sultonov, F.Bozorboyev. O'rta asrlar tarixi (O'zbekiston tarixi). T:.2007
2. Muhammad Narshaxiy. Buxoro tarixi.T:.1993.
3. The history of the Abbasid Revolution L:. 2010.

[6] Muhammad Narshaxiy. Buxoro tarixi.T:.1993. 62-b

4. Xayrullayev, U. (2024). THE IDEA THAT MADE THE OTTOMAN STATE GREAT (RED APPLE II). *Modern Science and Research*, *3*(2), 1071–1073. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/29533
5. Xayrullayev, U. (2024). BRIEFLY ABOUT THE "RED APPLE" MYTHOLOGY OF THE TURKS. *Modern Science and Research*, *3*(1), 568–572. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/28329
6. Umidjon, X. (2024). Literacy and Information Exchange in the Ancient East and West. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, *4*(3), 179–183. Retrieved from http://www.inovatus.es/index.php/ejine/article/view/2698
7.
8. Umidjon, X. (2023). 1918-1939-yillarda Polshaning ichki siyosatidagi o'zgarishlar. *Центр Научных Публикаций (buxdu.Uz)*, *42*(42). извлечено от https://journal.buxdu.uz/index.php/journals_buxdu/article/view/10963
9. Umidjon Xayrullayev. (2024). THE POSITION OF CENTRAL ASIAN GOVERNORSHIPS DURING THE PERIOD OF THE TURKISH KHANATE AND THE ARAB INVASION. https://doi.org/10.5281/zenodo.13958464
10. Xayrullayev Umidjon Fayzullo o'g'li. (2024). LEGITIMACY OF RULERSHIP IN THE STATE OF CENTRAL ASIA AND IRAN IN ANCIENT TIMES AND THE EARLY MIDDLE AGES. https://doi.org/10.5281/zenodo.14222295
11. Xayrullayev, U. (2024). EFTALLAR DAVLATI VA TURK XOQONLIGIDA HUKMDORLIK LEGITIMATSIYASI. *Modern Science and Research*, *3*(12), 843–851. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/58469 8. BIRINCHI RADIO EHTIYOTLAR TARIXIDAN. (2024). *MEDICINE, PEDAGOGY AND TECHNOLOGY: THEORY AND PRACTICE*, *2*(4), 657-663. https://universalpublishings.com/index.php/mpttp/article/view/5240
12. Xayrullayev, U. (2024). TURK XOQONLIGI VA ARABLAR BOSQINI DAVRIDA O'RTA OSIYO HOKIMLIKLARINING MAVQEYI. *Modern Science and Research*, *3*(12), 339–343. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/58055
13. Xarullayev Umidjon. (2024). RELIGIOUS AND THREATS IN MEDIASPACE. МЕДИЦИНА, ПЕДАГОГИКА И ТЕХНОЛОГИЯ: ТЕОРИЯ И ПРАКТИКА, 2(5), 593–595. https://doi.org/10.5281/zenodo.11311154

14. Ilniyazovich, S. F. (2023). RAQAMLI TEXNOLOGIYALARNING TARIX FANINI O'QITISHDAGI AHAMIYATI.
15. Ilniyoz o'g'li, S. F. (2023). ETNOGRAFIK TADQIQOTLARDA QORAQALPOQ XALQINING YORITILISHI.
16. Ilniyazovich, S. F. (2024). The Formation of Preliminary Knowledge about the People of Karakalpak. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, *4*(3), 149-155.
17. Sayfutdinov, F. (2024). BUXORO AMIRLIGINING QURILISH TARIXI: MADANIY VA ARXITEKTURA TARAQQIYOTI MEROSI. *Modern Science and Research*, *3*(12), 852-858.
18. Sayfutdinov Feruz Ilniyoz o'g'li. (2023). XX ASR 2-YARMI XXI ASR BOSHLARI ZARAFSHON VOHASIDA ETNOSLARARO MUNOSABATLAR. *TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI*, *3*(9), 1–5. Retrieved from https://sciencebox.uz/index.php/ajed/article/view/7941
19. Sayfutdinov , F. . (2024). ILLUMINATION OF THE SPIRITUAL LIFE OF THE KARAKALPAK PEOPLE IN RESEARCH. *Journal of Universal Science Research*, *2*(5), 441–452. Retrieved from https://inlibrary.uz/index.php/universal-scientific-research/article/view/34891
20. Sayfutdinov , F. (2024). MANG'IT AMIRLARI DAVRIDA BUXORO AMIRLIGI ME'MORCHILIK SOHASI RIVOJI. *Modern Science and Research*, *3*(10), 620–629. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/45335
21. Ilniyazovich, S. F. (2024). Historiography of Various Expeditions and their Results in the Regions Inhabited by Karakalpaks in the First Half of the 20th Century. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, *4*(9), 159-165.
22. Sayfutdinov Feruz Ilniyoz o'g'li. (2023). XIX ASRDA XONLIKLARNING O'ZARO SAVDO MUNOSABATLARI. *JOURNAL OF SCIENCE, RESEARCH AND TEACHING*, *2*(8), 111–114. Retrieved from http://jsrt.innovascience.uz/index.php/jsrt/article/view/284
23. Sayfutdinov, F. (2023). ILLUMINATION OF KARAKALPAK PEOPLE IN ETHNOGRAPHIC STUDIES. *Modern Science and Research*, *2*(12), 910–917. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/27281
24. Sayfutdinov, F. (2024). HISTORIOGRAPHY OF INFORMATION ABOUT THE POPULATION OF THE ZARAFSHAN OASIS. (20TH

CENTURY). *Modern Science and Research*, *3*(2), 911–914. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/29503

25. Sayfutdinov , F. (2024). ETHNIC COMPOSITION OF THE ZARAFSHAN OASIS (2ND HALF OF THE 20TH CENTURY). *Modern Science and Research*, *3*(1), 577–581. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/28335
26. Sayfutdinov Feruz Ilniyozovich, . (2023). LAND OWNERSHIP RELATIONS BASED ON THE NATIONAL ECONOMY OF KARAKALPAK. *International Journal Of Literature And Languages*, *3*(11), 20–27. https://doi.org/10.37547/ijll/Volume03Issue11-04
27. Sayfutdinov Feruz Ilniyozovich, . (2023). STUDY OF THE KARAKALPAK PEOPLE IN ETHNOLOGICAL SCIENTIFIC WORKS HISTORY . *International Journal Of History And Political Sciences*, *3*(12), 61–68. https://doi.org/10.37547/ijhps/Volume03Issue12-11
28. Sayfutdinov, F. (2023). ANALYSIS OF DATA ON LAND OWNERSHIP AND LIVESTOCK FARMING OF KARAKALPAKS. *Modern Science and Research*, *2*(10), 650–657. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/25727
29. Sayfutdinov Feruz Ilniyazovich, . (2023). USING GIS SOFTWARE AND THE IMPORTANCE OF DIGITAL HISTORY IN THE STUDY OF HISTORY . *International Journal Of History And Political Sciences*, *3*(10), 31–33. https://doi.org/10.37547/ijhps/Volume03Issue10-06
30. Sayfutdinov, F. (2023). THE IMPORTANCE OF DIGITAL TECHNOLOGY IN TEACHING HISTORY. *Modern Science and Research*, *2*(10), 719–723. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/24678
31. Ilniyoz o'g'li, S. F. (2023). *XIX ASRDA XONLIKLARNING O 'ZARO SAVDO MUNOSABATLARI. JOURNAL OF SCIENCE, RESEARCH AND TEACHING*, *2 (8)*, *111–114*.
32. Ilniyoz o'g'li, S. F. (2023). ETNOGRAFIK TADQIQOTLARDA QORAQALPOQ XALQINING YORITILISHI.
33. Rahmonova , S., Xayrullayev , U., & Sayfutdinov, F. . (2025). "ОММАВИЙ МАДАНИЯТ"НИНГ МОҲИЯТИ, ТАРИХИЙ ИЛДИЗИ, ХАРАКТЕРИ ВА РИВОЖЛАНИШ БОСҚИЧЛАРИ. *Modern Science and Research*, *4*(1), 479–488. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/61669

34. Xayrullayev , U., Sayfutdinov , F., & Rahmonova , S. (2025). SHAYBONIYLAR DAVLATI VA USMONLI TURKLAR DAVLATI O'RTASIDAGI DASTLABKI ALOQALAR TAVSIFI. *Modern Science and Research*, *4*(1), 147–154. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/60142

BUXORO AMIRLIGIDA HARBIY ISH TARIXI.

Osiyo xalqaro universiteti
"Tarix va filologiya" kafedrasi
o'qituvchisi **Haqqulov Mehriddin Yunusovich**
mexriddinhaqqulov@gmail.com

Osiyo xalqaro universiteti
"Ijtimoiy fanlar va texnika" fakulteti Tarix ta'lim yo'nalishi
1-T-24 guruh talabasi **Qosimov Umidjon Ismatillo O'g'li o'g'li**
K4558024@gmail.com

Annotatsiya: Buxoro amirligida oliy hukmdor amir hisoblanib, uning hokimiyati avloddan avlodga meros bo'lib o'tgan. Buxoro Amirligi hukmdorlari muntazam qo'shinning bo'lmasligi davlat xavfsizligi uchun fojiali oqibatlarga olib kelishini ashtarxoniylar qismatidan yaxshi bilib olgan edilar. XVIII asrning ikkinchi yarmida ham qo'shin hamon nomuntazam (qora cherik) qo'shini bo'lib, u ichki va tashqi xavfni bartaraf etishga qodir emas edi.

Kalit so'zlar: Muntazam qo'shin, nomuntazam qo'shin, to'pchiboshi, Buxoro, Xiva, Qo'qon, Rossiya, Kaufman, Amir Haydar, Amir Nasrullo, Amir Muzaffar, Abdusamad Tabriziy, Yevropacha usul, Eron, O'g'lon va Talipoch darvozalari, O'rta Osiyo, Jizzax, O'ratepa, Erjar

Abstract: In the Bukhara Emirate, the supreme ruler was considered the emir, and his power was inherited from generation to generation. The rulers of the Bukhara Emirate knew well from the fate of the Ashtar Khans that the absence of a regular army would have tragic consequences for the security of the state. Even in the second half of the 18th century, the army was still an irregular (black army) army, which was unable to eliminate internal and external threats.

Keywords: Regular army, irregular army, artillery chief, Bukhara, Khiva, Kokand, Russia, Kaufman, Amir Heydar, Amir Nasrullah, Amir Muzaffar, Abdusamad Tabrizi, European style, Iran, Oglon and Talipoch gates, Central Asia, Jizzakh, Oratepa, Erjar

Аннотация: В Бухарском эмирате верховным правителем считался эмир, власть которого передавалась по наследству из поколения в поколение. Правители Бухарского эмирата хорошо усвоили на примере судьбы Аштар-ханов, что отсутствие регулярной армии будет иметь трагические последствия для безопасности государства. Даже во второй половине XVIII века армия все

еще оставалась нерегулярной (черной) и не могла устранить внутренние и внешние угрозы.

Ключевые слова: Регулярная армия, нерегулярная армия, начальник артиллерии, Бухара, Хива, Коканд, Россия, Кауфман, Амир Гейдар, Амир Насрулла, Амир Музаффар, Абдусамад Тебризи, европейский стиль, Иран, ворота Оглон и Талипоч, Средняя Азия, Джизак, О' ратепа, Эрджар

Buxoro amirlari XIX asr boshlaridan boshlab muntazam qo‘shin tuzishga kirishdilar. Mang‘itlardan bo‘lgan Buxoro amiri Haydar Ibn Shohmurod (1800-1826) davrida boshlandi. Uning hukmronlik yillarida mamlakatda notinchlik hukm suradi, ya`ni markaz va viloyatlar hamda kechagina viloyat maqomida bo‘lgan, lekin endilikda alohida siyosiy birlik - xonlikka aylangan Xiva va Qo‘qon bilan qarama-qarshiliklar avjiga chiqadi va mamlakatda har 3-6 oyda uzluksiz ichki urushlar va qo‘zg‘olonlar bo‘lib turgan. Amir Haydar tuzgan muntazam qo‘shin o‘sha davrda navkariya (muntazam) va qoracherik (nomuntazam) bo‘lgan. Amir Xaydar jarchilari harbiy harakatlar haqidagi xabarni bozorlarda e’lon qilgan. Bozorlarda “qoracherik”ga olinuvchilar ro‘yhati osib qo‘yila boshlagan. Harbiy harakatlar davomida va amirlik chegaralaridagi harbiy qal’alarni himoyalashda “qoracherik”dan unumli foydalanilgan. Mamlakat chegarasini, qal’alarni qo‘riqlashga safarbar etilgan “qoracherik” a’zolari ma’lum vaqt shu yerda ushlab turilgan. Mamalakatda tinchlik hukm surgan davrlarda qoracherik o‘z uylariga qaytarib yuborilgan. Amirlikda qurol-yarog‘ ishlab chiqaruvchi ustaxonalar ham bo‘lgan. To‘plar Samarqand shahridagi ustaxonalarda qo‘yilgan bo‘lsa, porox esa Qarshi shahrida tayyorlangan. Uni ishlab chiqaruvchi hunarmand ustalar dorukash deb atalgan. Harbiy harakatlar chog‘ida qo‘shinni joylashtirish masalasi sarboz va to‘pchilarning har bir o‘nlik bo‘linmasiga bittadan chodir ajratish orqali hal etilgan. Qurol-yarog‘ o‘q-dori va jang uchun barcha zarur narsalar manzilga ot-aravalarda yetkazilgan. Amir Nasrullo muntazam qo‘shinning ehtiyojlarini, dastlab, kundalik iste’mol mahsulotlari berish orqali qondirgan. Keyinchalik muntazam qo‘shin askarlari uchun maosh to‘lanadigan bo‘ldi. Sarboz va to‘pchi askar uchun har uch oyda bir tilla maosh belgilandi. Tabiiyki, yuqori mansabli sarkardalarning maoshlari miqdori balandroq bo‘lgan. Masalan, yuzboshi oyiga olti tilla, qorovulbegi to‘rt yarim tilla, panjaboshi (ellikboshi) sakson besh tanga, bosh sarkarda esa ikki ming tilla maosh olgan. Bulardan tashqari, harbiy harakatlar chog‘ida mansab va unvonidan qat’i nazar har bir qatnashchiga kuniga bir tilla berilgan. Bundan ham tashqari, oddiy askar har uch kun uchun bir tanga, o‘nboshi har ikki kun uchun bir tanga, qorovulbegi kuniga ikki tanga va yuzboshi esa to‘rt tanga qo‘shimcha haq olardi. Ayni paytda, muntazam qo‘shin askarlari xizmat davomida turli soliq va majburiyatlardan ozod etilgan. Jangda halok bo‘lgan askarlar, shuningdek, xizmat qilayotgan askarning vafot etgan oila

a'zolarini dafn etishda ma'lum miqdorda pul va kafanlik berilgan. Muntazam qo'shin tuzish bilan bog'liq muammolar Amir Nasrullo davrida to'la yechimini topdi. 1837- yil amir Nasrullo harbiy islohot o'tkazib muntazam qo'shin tuzgan. Islohotga ko'ra sarboz (piyoda askar), navkar (otliq qo'shin) va to'pchi askarlardan iborat 3 turdagi muntazam qo'shin tuziladi. Bu islohotlargacha amirlik ixtiyorida yani 1830-1832-yillarda poytaxt Buxoroda 20 ming kishilik otliq qo'shin, 400 kishilik piyoda qo'shin bo'lib ularning ixityorida 41 ta artileriya to'pi mavjud bo'lgan biroq bu hammasi emas edi davlatning boshqa hududlarida 50 ming kishilik otliq qo'shin (bulardan 10-ming kishi Balxda va amudaryodan janubidagi hududlarda) mavjud edi ba'zi manbaalarda keltirilishicha bu qo'shin eljari yani (hozirgi militsiya) shaklidagi qo'shin turi bo'lib, davlat ichidagi ichki ishlarida xavfsizlikni ta'minlashga xizmat qilgan. 1837-yili Amir Nasrulloh o'tkazgan harbiy islohotlar natijasida Buxoro amirligi qo'shinining jangovar holati yaxshilangan. Har biri 800 kishidan iborat 50 ta sarbozlar bo'limlari va 250 kishilik to'pchilar guruhi tashkil qilingan. Xorijdan harbiy mutaxassislar jalb qilinib, ulardan zamonaviy qurol-yarog'lar tayyorlash va foydalanish sirlari o'rganilgan. 1834-yilda Erondan kelgan Abdusamad Tabriziy Yevropacha usuldagi nizomiy askarlarga tartib bergan va 1837-yilda maxsus to'pchilar qo'shinini tuzgan. Buxoroda to'p va zambaraklar quyish uchun maxsus to'pxona qurilgan. 200 kishidan iborat ingliz rusumidagi maxsus askariy guruh tuzilib, unga eroniy qullar kiritilgan. Ushbu guruh Amir Nasrullohning o'ziga xos maxsus gvardiya otryadi bo'lib, unga Abdusamad Tabriziy boshchilik qilgan. Shuningdek, xorijdan yana Shohruhxon va Ibrohimxon to'pchiboshi va boshqa harbiy mutaxassislar olib kelingan. Buxoro amirligining harbiy qo'shinida qizil kurtka, oq shalvar va qalpoqdan iborat maxsus harbiy kiyim joriy etilgan. Muntazam piyoda qo'shinining soni 40 ming (yoki 2,5 ming) sarbozdan iborat bo'lgan. Keyinchalik sarbozlarning har biri nayzali miltiq, qilich va to'pponcha bilan qurollantirilgan. Amir sarbozlariga eron, turk zobitlaridan tashqari ayrim rus ofitserlari ham ta'lim berishgan. Amir Nasrulloh 1837-yil Markaziy Osiyoda o'qotar qurol bilan qurollangan va kazarmalarda joylashgan ilk muntazam qo'shinni — Sarbozlar batalionini tuzgan. Nasrulloh davrida qo'shin tuzilishi quyidagi ko'rinishda bo'lgan: Harbiy asirlardan iborat 80 kishilik guruh, 700 kishilik harbiy bo'linma, ular 7 dastaga bo'linib boshida ellik boshi, bu guruh ham o'nliklarga bo'linib, dahboshi boshqargan va yuzboshiga yordamchi harbiy mansabdor hisoblangan. Nasrullohdan oldin ham amirlikda to'plar mavjud bo'lgan. Nasrulloh esa ularni alohida guruh qilib, Buxoroning O'g'lon va Talipoch darvozalari oldida to'pchi kazarmalarini barpo etadi. O'sha paytda bu hududlar „Sarbozxona" nomi bilan mashhur bo'lgan. Sarbozxonada harbiylarning 800 uydan iborat muntazam yashash manzili joylashgan edi. Amir Nasrulloh tashkil etgan to'pchilar tarkibida 14 nog'arachi, 14 naychilardan iborat musiqachilar guruhi mavjud

bo‘lib, har bir yuzlikda ikkita turk na’munasidagi barabanchi, 4 ta surnaychi, 6 ta trubachi faoliyat ko‘rsatgan. Bundan tashqari, rus harbiy asirlaridan tatar Ismoil va rus Trofim murabbiyligida piyoda sarbozlardan tashkil etilgan harbiy musiqachilar guruhi bolobomchilar ham bo‘lgan. Ayniqsa, Amir Nasrullohning harbiy sohadagi islohotlarining natijasi keyinchalik Rossiya imperiyasining tajovuzi va hujumiga qarshi kurashda Buxoro amirligining uchta o‘zbek davlati o‘rtasida nisbatan eng keskin va qattiq qarshilik ko‘rsatishiga olib kelgan. Rossiya imperiyasi bosqiniga qarshi kurashda Buxoro amirligi mag‘lubiyatga uchragan bo‘lsa ham, mamlakat hududlarining muayyan qismi saqlab qolingan. Yuqorida aytib o‘tilgan amirlardan keyin hukmronlik qilgan amirlar davrida harbiy islohot o‘tkazilishi to‘xtatiladi. Buning asosiy sababi esa Rossiya imperiyasi bilan to‘xtovsiz urushlar edi. Amir Haydar va amir Nasrulloxondan keyingi amirlar davrida Rossiya imperiyasining O‘rta Osiyo xonliklarga qarshi harbiy harakatlari kuchayadi. Amir Muzaffar (1860-1885) bilan Rossiya imperiyasi generali Romanovskiy boshchiligida dastlabki to‘qnashuv Jizzax bilan O‘ratepa o‘rtasidagi Erjar (mayda yulg‘un)da bo‘lib o‘tadi. Unda Buxoro qo‘shini mag‘lubiyatga uchraydi (1866) keyingi to‘qnashuv esa (1868) may oyida Cho‘ponota tepaligida general adyutant Konstantin Petrovich fon Kaufman boshchiligidagi Rossiya imperiyasi qo‘shinlariga yengiladi. 2-3-iyunda uchinchi bor mag‘lubiyatga uchragan Buxoro amirligi 1868-yil 23-iyunda Samarqanda imzolangan Rossiya-Buxoro sulh shartnomasiga ko‘ra Buxoro amirligi Rossiyaga tobe bo‘lib qoladi.

Xulosa

Xulosa qilib shuni aytishimiz mumkinki, Buxoro amirligi davrida harbiy islohotlarga bo‘lgan talab va ehtiyojlar amirlarning shaxsiy dunyoqarashlariga qarab olib borilgan. Amir Nasrilloxon olib borgan islohotlar ma’lum muddat amirlik harbiy salohiyatini oshirib berdi. Amirlikda boshqa sohalarga qaraganda harbiy sohada olib borilgan islohotlar ancha samarali kechdi. Chunki amirlar yangi hududlarni zabt etish, o‘z boshqaruvi ostidagi shaharlar va qal’alar tinchligini ta’minlash, isyonlar bostirishda ancha qiynalayotgan edi. Bu islohot amirlik qudratini oshiribgina qolmay, qo‘shinning jangovar ruhiga ham ijobiy ta’sir ko‘rsatdi.

Foydalanilgan adabiyotlar

1. Haqqulov, M. Y. O. G. L. (2022). Markaziy Osiyoda ilk diplomatik munosabatlar tarixi. Science and Education, 3(10), 385-389.
2. Yunusovich, H. M. (2024). Experiences Related to the Fine Fiber Cotton of Uzbekistan during the Years of Soviet Authority. EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION, 4(9), 129-132.

3. Yunusovich, H. M. (2024). The Formation, Development and Role of the High Seljuk Empire Founded by the Turkic Peoples in the Islamic World. Miasto Przyszłości, 53, 956-959.
4. Haqqulov, M. (2024). O 'RTA OSIYO XALQLARINING OZODLIK ORZUSI BO 'LGAN "TURKISTON MUXTORIYATI". Modern Science and Research, 3(12), 609-613.
5. Gulyamov, A., Srojeva, G., & Haqqulov, M. (2025). BUXORO OCHILGAN MUZEYLARNING TASHKIL TOPISH TARIXI. *Modern Science and Research*, *4*(1), 248-256.
6. Haqqulov, M. (2024). TURKISTON OZODLIGINING JARCHILARI. *Medicine, pedagogy and technology: theory and practice*, *2*(11), 154-159.
7. Gulyamov, A., Srojeva, G., & Haqqulov, M. (2025). O 'RTA OSIYO OLIMLARINING KARTOGRAFIK MEROSI. *Modern Science and Research*, *4*(1), 221-227.
8. Yunus ogli, H. M. (2023). QADIMGI MESOPOTAMIYA SHAHAR-DAVLATLARI O'RTASIDAGI O'ZARO MUNOSABATLAR.
9. Gulyamov, A. A. (2024). JAMIYATIMIZNING IJTIMOIY-IQTISODIY, MA'NAVIY-MADANIY SOHALARIDA OILANING ROLI. *ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ*, *36*(2), 149-153.
10. Azizovich, G. A. (2024). Trade Relations of Population in Bukhara Emirate, Shariah Rules and Regulations in Commercial Affairs, Partnership Relations. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, *4*(9), 189-194.
11. Azizovich, G. A. (2024). Family-Marriage and Inheritance Relations of the Population in the Bukhara Emirate. *Miasto Przyszłości*, *53*, 964-969.
12. Ilniyazovich, S. F. (2023). RAQAMLI TEXNOLOGIYALARNING TARIX FANINI O'QITISHDAGI AHAMIYATI.
13. Ilniyoz o'g'li, S. F. (2023). ETNOGRAFIK TADQIQOTLARDA QORAQALPOQ XALQINING YORITILISHI.
14. Ilniyazovich, S. F. (2024). The Formation of Preliminary Knowledge about the People of Karakalpak. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, *4*(3), 149-155.
15. Sayfutdinov, F. (2024). BUXORO AMIRLIGINING QURILISH TARIXI: MADANIY VA ARXITEKTURA TARAQQIYOTI MEROSI. *Modern Science and Research*, *3*(12), 852-858.
16. Sayfutdinov Feruz Ilniyoz o'g'li. (2023). XX ASR 2-YARMI XXI ASR BOSHLARI ZARAFSHON VOHASIDA ETNOSLARARO

MUNOSABATLAR. *TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI*, *3*(9), 1–5. Retrieved from https://sciencebox.uz/index.php/ajed/article/view/7941

17. Sayfutdinov , F. . (2024). ILLUMINATION OF THE SPIRITUAL LIFE OF THE KARAKALPAK PEOPLE IN RESEARCH. *Journal of Universal Science Research*, *2*(5), 441–452. Retrieved from https://inlibrary.uz/index.php/universal-scientific-research/article/view/34891

18. Sayfutdinov , F. (2024). MANG'IT AMIRLARI DAVRIDA BUXORO AMIRLIGI ME'MORCHILIK SOHASI RIVOJI. *Modern Science and Research*, *3*(10), 620–629. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/45335

19. Ilniyazovich, S. F. (2024). Historiography of Various Expeditions and their Results in the Regions Inhabited by Karakalpaks in the First Half of the 20th Century. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, *4*(9), 159-165.

20. Sayfutdinov Feruz Ilniyoz o'g'li. (2023). XIX ASRDA XONLIKLARNING O'ZARO SAVDO MUNOSABATLARI. *JOURNAL OF SCIENCE, RESEARCH AND TEACHING*, *2*(8), 111–114. Retrieved from http://jsrt.innovascience.uz/index.php/jsrt/article/view/284

21. Sayfutdinov, F. (2023). ILLUMINATION OF KARAKALPAK PEOPLE IN ETHNOGRAPHIC STUDIES. *Modern Science and Research*, *2*(12), 910–917. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/27281

22. Sayfutdinov, F. (2024). HISTORIOGRAPHY OF INFORMATION ABOUT THE POPULATION OF THE ZARAFSHAN OASIS. (20TH CENTURY). *Modern Science and Research*, *3*(2), 911–914. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/29503

23. Sayfutdinov , F. (2024). ETHNIC COMPOSITION OF THE ZARAFSHAN OASIS (2ND HALF OF THE 20TH CENTURY). *Modern Science and Research*, *3*(1), 577–581. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/28335

24. Sayfutdinov Feruz Ilniyozovich, . (2023). LAND OWNERSHIP RELATIONS BASED ON THE NATIONAL ECONOMY OF KARAKALPAK. *International Journal Of Literature And Languages*, *3*(11), 20–27. https://doi.org/10.37547/ijll/Volume03Issue11-04

25. Sayfutdinov Feruz Ilniyozovich, . (2023). STUDY OF THE KARAKALPAK PEOPLE IN ETHNOLOGICAL SCIENTIFIC WORKS HISTORY . *International*

Journal Of History And Political Sciences, *3*(12), 61–68. https://doi.org/10.37547/ijhps/Volume03Issue12-11

26. Sayfutdinov, F. (2023). ANALYSIS OF DATA ON LAND OWNERSHIP AND LIVESTOCK FARMING OF KARAKALPAKS. *Modern Science and Research*, *2*(10), 650–657. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/25727

27. Sayfutdinov Feruz Ilniyazovich, . (2023). USING GIS SOFTWARE AND THE IMPORTANCE OF DIGITAL HISTORY IN THE STUDY OF HISTORY . *International Journal Of History And Political Sciences*, *3*(10), 31–33. https://doi.org/10.37547/ijhps/Volume03Issue10-06

28. Sayfutdinov, F. (2023). THE IMPORTANCE OF DIGITAL TECHNOLOGY IN TEACHING HISTORY. *Modern Science and Research*, *2*(10), 719–723. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/24678

29. Ilniyoz o'g'li, S. F. (2023). *XIX ASRDA XONLIKLARNING O 'ZARO SAVDO MUNOSABATLARI. JOURNAL OF SCIENCE, RESEARCH AND TEACHING, 2 (8), 111–114*.

30. Ilniyoz o'g'li, S. F. (2023). ETNOGRAFIK TADQIQOTLARDA QORAQALPOQ XALQINING YORITILISHI.

31. Rahmonova , S., Xayrullayev , U., & Sayfutdinov, F. . (2025). "ОММАВИЙ МАДАНИЯТ"НИНГ МОҲИЯТИ, ТАРИХИЙ ИЛДИЗИ, ХАРАКТЕРИ ВА РИВОЖЛАНИШ БОСҚИЧЛАРИ. *Modern Science and Research*, *4*(1), 479–488. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/61669

32. Xayrullayev , U., Sayfutdinov , F., & Rahmonova , S. (2025). SHAYBONIYLAR DAVLATI VA USMONLI TURKLAR DAVLATI O'RTASIDAGI DASTLABKI ALOQALAR TAVSIFI. *Modern Science and Research*, *4*(1), 147–154. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/60142

ЖИГАР СИРРОЗИ: САБАБЛАРИ, БЕЛГИЛАРИ ВА ДАВОЛАШ УСУЛЛАРИ

Бердиева Севинч Абдуллоевна,
Кенжаев Ёдгор Мамақулович,
Термез иқтисодиёт ва сервис университети, Тиббиёт факультети

Кириш

Гепатит ва жигар касалликлари дунё бўйича юксак ўлим кўрсаткичига эга бўлган сурункали касалликлардан ҳисобланади. Жаҳон соғлиқни сақлаш ташкилоти маълумотларига кўра, ҳар йили 1 миллиондан ортиқ инсон гепатит туфайли ҳаётдан кўз юмади. Жигар циррози кўпинча гепатит Б ва С инфекциялари, алкоголь истеъмоли ёки метаболик бузилишлар туфайли ривожланади.

Вирусли гепатитлар: Гепатит Б, С ва Д инфекциялари жигар яллиғланишининг асосий сабабларидан бири ҳисобланади.

1. **Алкоголизм:** Спиртли ичимликларни узоқ муддат истеъмол қилиш жигарнинг шикастланишига олиб келади.
2. **Метаболик синдром:** Юқори қон шекари, ортиқча вазн ва гиперлипидемия жигарда ёғ тўпланишига ва циррозга олиб келади.

Жигар циррозининг белгилари

- Сариқлик,
- Оғирлик ҳисси ва оғриқ,
- Қон айланиши бузилишлари,
- Организмда шишлар ва қон кетиш ҳолатлари.

Даволаш усуллари

1. **Гепатит С даволаши:** Замонавий препаратлар (масалан, Софосбувир ва Велпатасвир) инфекцияни самарали бартараф этади.
2. **Алкоголдан воз кечиш:** Спиртли ичимликлардан тўлиқ воз кечиш касалликни олдини олишда муҳим аҳамиятга эга.
3. **Жигар трансплантацияси:** Чуқур зарарланган жигар ҳолатларида трансплантация охирги чора ҳисобланади.

Хулоса

Жигар циррозининг олдини олиш ва даволашда эрта диагностика ва профилактика жуда муҳим роль ўйнайди. Гепатит Б ва С инфекцияларини ўз вақтида аниқлаш ва даволаш, алкоголь истеъмолини чеклаш ва метаболик синдромга қарши курашиш цирроз хавфини сезиларли даражада камайтиради.

Замонавий даволаш усуллари, шу жумладан, гепатит С инфекциясини даволашдаги янги дори воситалари ва жигар трансплантацияси, касалликнинг тарқалишини тўхтатишга ёрдам беради. Шунга қарамай, касалликнинг олдини олишнинг энг самарали усули профилактика бўлиб, ҳар бир инсонга ўз соғлиғини қўллаб-қувватлаш ва патологиянинг эрта аниқланишини таъминлаш муҳимдир. Соғлом турмуш тарзи ва давомли медицинал кўриклар жигар циррозини олдини олишда асосий воситалар ҳисобланади.

THE ROLE OF INTERPERSONAL COMMUNICATION IN PERSONALITY DEVELOPMENT.

H.B.Ismatova
Teacher of Bukhara State University

Annotation. In fact, the social experience of each person, his human image, qualities, and even defects are the product of communication processes. A person separated from society, deprived of the opportunity to communicate, can retain the qualities of an individual, but he cannot be a person. Therefore, we analyze its functions in order to imagine the importance of communication in personal development.

Keywords: education, activity, intellectual activity, innovation, teaching, pedagogical concept, reform, encyclopedia, internal logic, dynamic system, educational process.

The most elementary function of any communication is to ensure mutual understanding between the interlocutors. This begins with a sincere greeting and an open welcome among the Uzbeks. One of the rarest and greatest qualities of the Uzbek people is that when someone enters their home, they certainly welcome them with an open welcome, see them, ask them how they are doing. It is characteristic that we feel such a sincere welcome even when we go to offer condolences.

Its second important function is to lay the foundation for social experience. A human child socializes only in a circle of people, forms the human qualities necessary for him. The facts of a human child being abducted by predatory animals, and then reappearing among people after a certain period of time show that "Mowglis" continue to develop as biological creatures, but lag behind in socialization. In addition, the fact that such a state also limits the child's cognitive abilities has been proven in numerous psychological experiments.

Another important function of communication is that it prepares and inspires a person for a particular activity. A person who is isolated from a group of people and out of their sight will not be able to do anything, and even if he does, he will do things that will benefit not society, but only himself. For example, many studies have studied the effect of isolation, that is, leaving a person alone, on his psyche. For example, a person who has been in a heat chamber for a long time has impaired perception, thinking, memory, and emotional states. However, scientists have also studied the fact

that people who are condemned to loneliness not intentionally, but by the will of fate, do not engage in purposeful activities that lead to such significant negative changes. However, any loneliness and lack of communication cause a person to feel unbalanced, emotionally vulnerable, irritable, anxious, worried, insecure, sad, and anxious. Interestingly, after a certain period of time, those who are condemned to loneliness begin to speak out and talk. If at first it was about something he saw or felt, then later there was a need to talk about something. For example, a scientist named M. Sifr lived in a cave for 63 days to achieve his scientific goals. As he later wrote, after a few days, he caught a spider where he was and began a dialogue with it. "We," he wrote, "were the only living creatures in this lifeless cave. I began to talk to the spider, I began to worry about its fate…"

The full satisfaction of a person's need for communication also affects his work activity. People, their presence, the fact of the possibility of talking to each other in this environment often increases a person's working capacity, especially in cases where work is done while talking, and operations are performed together, standing side by side, people find strength and additional will to work more, faster, and more in relation to the colleague standing in front of them. True, if in this cooperation the person next to him likes him, if there is a feeling of mutual sympathy between them, then the person comes to work "as if he came to a holiday." That is why at the beginning of our century, the American sociologist and psychologist John Moreno, having studied the direct impact of this factor on productivity, laid the foundation for sociometric technology, that is, those who like and dislike each other on the basis of a questionnaire, and the sociometric methodology. Thus, communication forms the internal psychological mechanism of people's interaction in society. Moreover, given that in the current conditions of new democratic relations, there is a need to make various production decisions not individually, but collectively - together, the culture of communication and communication techniques of people are important factors in labor productivity and efficiency.

The process of communication is inherently complex, and there are three distinct stages. The initial stage is a person's communication with themselves. T. Shibutani correctly wrote in his textbook "Social Psychology": "If a person understands himself even a little, then he can give himself instructions." A person's communication with himself actually determines the nature and volume of his communication with others. If a person makes it a habit to communicate with himself, constantly withdrawing from society and being shy, then it can be said that he will experience serious difficulties in communicating with others, finding a common language. So, communication with others is the second stage of communication. A. N.

Leontiev, in his book "Essays on the Development of the Psyche," writes about the importance of the third form of communication—communication between generations: "If all the older generations died out, the human species would not disappear, but the development of society would not only be significantly delayed, but could even disappear." Indeed, due to the existence of intergenerational communication, each society has its own culture, cultural wealth, and values, which the most advanced representatives of humanity, who understood its importance, always preserve for future generations and pass on from generation to generation in the process of education, upbringing, and everyday communication.

As for the forms and forms of communication in our lives, we can talk about its forms and types that correspond to the life situations of each person and arise from those situations. But in general, any communication is either formal or informal. If formal communication is based on the official duties and norms of behavior that people perform in society, for example, the communication of a leader with employees working under his authority, the communication of a professor with a student, and so on, then informal communication is based on the personal relationships of this person, and its content is determined by the thoughts, intentions, goals, and emotional relationships of those interlocutors. For example, friends' conversations, conversations of passengers on a long train journey, discussions of students during breaks about sports, fashion, personal relationships. Since it corresponds to the true nature of people, informal communication always takes up more time in people's lives, and they do not get tired of it. However, it should be noted that a person also needs abilities for such communication, that is, how much he is alert, open-minded, knows how to communicate, the ability to find a language, understand others and other personal qualities directly affect the effectiveness of everyday communication. That is why not everyone can be a leader, especially not everyone can do pedagogical work, because this requires him to be familiar with both formal and informal communication techniques.

Depending on the subject and direction of communication, it can be:

• socially oriented (communication aimed at the general public and arising from the interests of society);

• subject-oriented in a group (communication during the implementation of mutual cooperative activities - communication of group members in the process of labor, education or in the process of performing a specific task);

• personal communication (relationships established by one person with another in order to solve their problems); pedagogical communication (a complex process of interaction between participants in the pedagogical process).

The types and forms of communication are different. For example, this activity can be directly "face to face" or carried out through one or another technical means (telephone, telegraph, etc.); practical or friendly in the process of some professional activity; it can be subject-subject type (dialogical, partnership) or subject-object (monological).

Each type of communication has its own laws, rules, methods of influence, and guidelines, which it is the duty of everyone to know, especially those who are constantly in contact with people.

List of literature used:

1. Bakhtiyorovna I. K. Methodological Conditions for the Organization and Management of Working with Difficult and Idle Students //Central Asian Journal of Literature, Philosophy and Culture. – 2021. – Т. 2. – №. 10. – С. 115-119.
2. Bakhtiyorovna I. H. STUDY OF THE FORMATION OF CRIME MOTIVATION IN ADOLESCENTS AS A PROBLEM OF PSYCHOLOGICAL RESEARCH //ResearchJet Journal of Analysis and Inventions. – 2022. – Т. 3. – №. 1. – С. 1-8
3. Ismatova H. B. TARBIYASI QIYIN VA BOSH OZLASHTIRUVCHI OQUVCHILAR BILAN ISHLASHNI TASHKIL ETISHNING METODIK IMKONIYATLARI //Scientific progress. – 2022. – Т. 3. – №. 4. – С. 1017-1023.
4. Bakhtiyorovna I. K. Pedagogical Mechanisms of Organization of Work with Difficult Students. – 2022.
5. Азимова Н. Э., Насимова З. И. Маънавий-маърифий ишлар жараёнида бўлажак касб таълими ўқитувчисини тарбиялаш методикаси //psixologiya Учредители: Бухарский государственный университет. – №. 3. – С. 129-134.
6. Azimova N. E. Problems of development of new pedagogical technologies of training of teachers of professional education and their introduction into the educational and educational process //Academicia Globe: Inderscience Research. – 2022. – Т. 3. – №. 1. – С. 1-3.

7. Azimova N. E. Formation of National and Ideological Education of Students is an Integral Part of the Learning Process. – 2021.
8. Azimova N. E. A financially independent higher education institution is the foundation of our future //Scientific progress. – 2022. – Т. 3. – №. 3. – С. 130-134.
9. Azimova N. E. et al. Youth Is Moving Force of Civil Society //Eastern European Scientific Journal. – 2019. – №. 1.
10. Азимова Н. Э. Технология духовно-нравственного воспитания преподавателя профессионального образования в процессе обучения //Молодой ученый. – 2011. – №. 5-2. – С. 117-118.

DUNYO MAMLAKATLARI HAYOTIDAGI IKKINCHI JAHON URUSHIDAN KEYINGI O'ZGARISHLAR.

Gulyamov Alisher Azizovich
Osiyo Xalqaro Universiteti
"Tarix va filiologiya" kafedrasi o'qituvchisi
aligulyamov1997@gmail.com
Ashurov Daler Sherali o'g'li
Osiyo Xalqaro Universiteti
1-T-24 guruh talabasi
Ashurovdaler778@gmail.com

Annotatsiya: Ikkinchi jahon urushidan keyin AQSH va SSSR davlatlari o'rtasida yuz bergan "sovuq urush " siyosati, urushdan keyin G'arb davlatlari hayotida yuz bergan o'zgarishlar.

Kalit so'zlar: Ikkinchi jahon urushi, AQSH, Nyunbergdagi sud jarayonlari, Yevropani tiklash dasturi, G'arb davlatlari, "Sovuq urush", Marshall rejasi, SSSR, "Qurollanish poygasi", Ikki harbiy-siyosiy itiffoq, Qo'shilmaslik harakati, Varshava shartnomasi, BMT, Qayta qurish siyosati", Tashqi aloqalar, keskinliklarning yumshashi, mustaqil davlatlarning tashkil topishi.

Insoniyat tarixidagi eng qonli va shavqatsiz hisoblangan II jahon urushi butun dunyo davlatlarini qamrab oldi. Ularning iqtisodiy va harbiy qudratlari salbiy tarafga ketishiga sabab bo'ldi. Aslini olganda urush bir kunda boshlanmaydi. Urushga yillar davomida tayyorlaniladi va qulay vaziyatda boshlanadi. Ikkinchi jahon urushidan keyin AQSh boshliq G'arb davlatlari sobiq ittifoq boshliq "sotsialistik lager" davlatlariga qarshi "Sovuq urush"ni boshlashgan bo'lsa, bu urushning tugashi uchun har ikki tomon o'z hissasini qo'shishdi, zero, ular Noosfera davri talablarini mutlaqo e'tibordan soqit qilgan bolsalar-da, ammo yadroviy-kosmik asr voqeligi bilan hisoblashishga majbur edilar. Chunki jahon miqyosida yopirilib kelayotgan yalpi umumiy planetar xavf-xatar kuchlarni har ta'rafga parchalanib ketishini emas, balki birlashish, murosa yo'li bilan yaqinlashuvini taqozo etardi[1]. Ikkinchi jahon urushi 1939 yil 1-sentabrdan 1945 yil 2-sentabrigacha ya'ni 6 yil davom etdi. Bu urush dunyoning 61 davlatini o'z domiga tortdi.Ularda dunyo aholisining 80% yashar edi. Armiya saflariga jami 110 mln kishi safarbar etildi. Ikkinchi jahon urushi tarixda eng dahshatli, eng ko'p talofat va ko'p vayrongarchilik keltirgan urush sifatida iz qoldirdi.

[1] Karimov.I.Noosfera:Geosiyosat va Mafkura."Yangi asr avlodi".Toshkent.2008.87-b.

Chunonchi maxsus adabiyotlarda qayd etilishicha, bu urushda 65-67 mln kishi halok bo'lgan. Ularning yarmi tinch aholi edi. Vayrongarchilikdan ko'rilgan zarar va urush harajati birgalikda 4 trillion dollarni tashkil etdi.Bu urush ayni paytda eng dahshatli qurollar ishlatilgan urush ham edi.Urush oxirida hatto raketa quroli hamda atom bombasi yaratildi va ular insoniyatga qarshi ishlatildi[2]. Ikkinchi jahon urushi (1sentabr 1939 – 2 sentabr 1945), XX asrda sodir bo'lgan jahon tarixidagi eng yirik urush. Ushbu urush XX asr fojiasi sifatida insoniyat tarixiga kirgan. Urush oxirida millionlab odamlar halok bo'ldi va millionlab odamlar uysiz qoldi, Evropa iqtisodiyoti qulab tushdi va Evropaning sanoat infratuzilmasining katta qismi vayron bo'ldi. Bunga javoban, 1947-yilda, AQSh davlat kotibi Jorj Marshal nomi bilan tanilgan "Evropani tiklash dasturi" ni ishlab chiqdi va bu reja tarixga "Marshall rejasi" nomi bilan kirdi[3]. Rejaga muvofiq, 1948–1952-yillarda Amerika Qo'shma Shtatlari hukumati zarar ko'rgan mamlakatlarni tiklash uchun 13 milliard AQSh dollar (2019-yilda 149 milliard AQSh dollari) G'arbiy Evropa davlatlariga ajratdi. Iqtisodiyot vayron bo'lgan edi.Sovet Ittifoqi kapital resurslarining qariyb to'rtdan bir qismi yo'q qilindi va 1945-yilda sanoat va qishloq xo'jaligi mahsulotlari urushdan oldingi darajadan ancha past bo'ldi. Mamlakatni tiklashda yordam berish uchun Sovet hukumati Angliya va Shvetsiyadan cheklangan kreditlar oldi; Marshall rejasi bo'yicha AQSh tomonidan taklif qilingan yordamni rad etdi. Buning o'rniga Sovet Ittifoqi o'zi tomonidan ishg'ol qilingan Markaziy va Sharqiy Evropani mashina va xom ashyo yetkazib berishga majbur qildi. Germaniya va sobiq natsistlar sun'iy yo'ldoshlari Sovet Ittifoqiga to'lovlarni amalga oshirdilar. Qayta qurish dasturi qishloq xo'jaligi va iste'mol tovarlariga zarar yetkazadigan og'ir sanoatni ta'qiqladi. 1953-yilga kelib po'lat ishlab chiqarish 1940-yil darajasidan ikki baravar ko'p edi, ammo ko'plab iste'mol tovarlari va oziq-ovqat mahsulotlarini ishlab chiqarish 1920-yillarning oxiriga nisbatan past bo'ldi. Ikkinchi jahon urushi tugagach G'olib davlatlar SSSR, AQSh va Buyuk Britaniya hukumat rahbarlarining konferentsiyasi 1945 yil 17-iyuldan 2-avgustgacha Potsdamda ishladi. Germaniyani bosib olish tizimi nihoyat kelishib olindi; mag'lubiyatga uchragan mamlakatda oliy hokimiyatni har biri o'z ishg'ol zonasida joylashgan. SSSR, AQSH, Buyuk Britaniya va Frantsiya qurolli kuchlarining bosh qo'mondonlari amalga oshirishi ko'zda tutilgan edi. Polshaning g'arbiy chegaralari ustida qattiq kurash boshlandi. I.V.Stalin bosimi ostida g'arbiy chegara Polsha Oder va Neisse daryolari bo'yida tashkil topgan[4]. Kenigsberg shahri va uning atrofidagi hududlar SSSRga, Sharqiy Prussiyaning boshqa qismi Polshaga o'tkazildi. Qo'shma Shtatlarning ba'zi

[2] Lafasov.M. Jahon tarixi.T.:"Turon-Iqbol" 2005. 139-156 bet.
[3] Lafasov.M.Xoliqov.E.Qodirova.D. Jahon tarixi . T.: "O'qituvchi".2001.212-b.
[4] Weisberger B. Sovuq urush Sovuq tinchlik: 1945 yildan beri AQSh va Rossiya. N.Y. 1985. 96-bet

mamlakatlarga diplomatik tan olish haqidagi urinishlari muvaffaqiyatsiz yakunlandi Sharqiy Yevropa hukumatlarining qayta tashkil etilishiga bog'liq. Shunday qilib, aslida bu mamlakatlarning SSSRga qaramligi tan olindi. Uch tomon asosiy harbiy jinoyatchilarni javobgarlikka tortish qarorini tasdiqladi. Butun SSSR uchun muhim siyosiy muammolarni muvaffaqiyatli hal qilish qulay xalqaro vaziyat, Sovet armiyasining muvaffaqiyatlari, shuningdek, ittifoqchilarning SSSRning Yaponiya bilan urushga kirishidan manfaatdorligi bilan tayyorlandi[5]. Ikkinchi jahon urushidan keyingi davrda jahon hamjamiyatini shakllantirish, xalqaro xamkorlikni rivojlantirish va kengaytirishda BMT muhim ahamiyat kasb etdi. Ikkinchi jahon urushi davom etayotgan davrdayoq Millatlar Ligasidan farqli o'laroq jahonda xalqaro xavfsizlik vaqtinchalikni ta'minlab turishga qodir bo'lgan xalqaro tashkilotni tuzishga harakat boshlangan edi. Bu savolga yakuniy javob 1945 yilning aprelida bo'lib o'tgan San-Frantsiskodagi xalqaro konferentsiyada Birlashgan Millatlar Tashkiloti (BMT)ni tuzish va uning Nizomini ishlab chiqishga Qaror qabul qilindi. Birlashgan Millatlar Tashkiloti Ikkinchi Jahon Urushining yakuniy bosqichida San-Fransiskodagi konferentsiyada 1945 yil 25-aprelda ish boshlagan konferentsiyada tashkil etilgan.

To'rtta buyuk davlat: SSSR, AQSh, Buyuk Britaniya nomidan 42 davlatga taklifnomalar yuborilgan. Sovet delegatsiyasi Ukraina va Belorussiya vakillari uchun taklif uyushtirishga muvaffaq bo'ldi. Anjumanda jami 50 ta davlat ishtirok etdi. 1945 yil 26-iyunda konferentsiya BMT Nizomini qabul qilish bilan o'z ishini yakunladi[6]. Birlashgan Millatlar Tashkiloti Nizomi tashkilot a'zolarini o'zaro kelishmovchiliklarni faqat tinch yo'l bilan hal qilishga, xalqaro munosabatlarda kuch ishlatish yoki kuch ishlatish bilan tahdid qilishdan saqlanishga majbur qildi. Xartiyada, shuningdek, barcha odamlar tengligi, inson huquqlari va asosiy erkinliklariga hurmat, barcha xalqaro shartnoma va majburiyatlarga rioya qilish zarurligi e'lon qilindi.

BMTning asosiy vazifasi global tinchlik va xalqaro xavfsizlikni ta'minlashga hissa qo'shish edi. Birlashgan Millatlar Tashkiloti Bosh Assambleyasining sessiyalari har yili BMTga a'zo barcha davlatlar delegatlari ishtirokida o'tkazilishi belgilandi.Global tinchlikni saqlash masalalarida asosiy rol o'n to'rt a'zodan iborat BMT Xavfsizlik Kengashiga yuklandi.Ulardan beshtasi doimiy hisoblangan (SSSR, AQSh, Buyuk Britaniya, Fransiya, Xitoy), qolganlari har ikki yilda bir marta qayta saylanishi kerak edi. Eng muhim shart Birlashgan Millatlar Tashkiloti Xavfsizlik Kengashining doimiy a'zolarining bir ovozdan qaror topgan tamoyili edi. Bu tamoyil Birlashgan Millatlar Tashkilotini har qanday mamlakat yoki mamlakatlar guruhiga

[5] Анатолий Грамико "Истоки и влияние холодной войни на мировую политику"Москва. Сентрполиграф, 2015,B-7.
[6] Muhammad Sidiqov, M. (2019) Xorijiy Sharq va G'arb mamlakatlarida ijtimoiy-siyosiy jarayonlar. Toshkent: Qaqnus media.113-b

nisbatan diktator quroliga aylantirishdan himoya qildi. Potsdam konferentsiyasida Germaniyaning sobiq ittifoqchilari bilan sulh bitimlari loyihasini tayyorlashi lozim bo'lgan Tashqi ishlar vazirligi kengashi tashkil etilgan edi. Bunday bitimlar 1947 yil 9-fevralda Bolgariya, Vengriya, Italiya, Ruminiya, Finlyandiya bilan imzolandi[7]. Parij tinchlik konferentsiyasidayoq (1946-yil iyul-oktabr) SSSR va G'arbiy mamlakatlar o'rtasida urushdan keyingi tinchlikda hal qilinishi lozim bo'lgan muhim masalalar yuzasidan kelishmovchiliklar paydo bo'ldi. Germaniya muammosini hal qilishdagi ziddiyatlarning chuqurlashuvi 1949 yilda Germaniyani turli ijtimoiy tuzumga asoslangan ikki davlatga bo'linib ketishiga olib keldi[8]. Sobiq ittifoqchilar o'rtasidagi o'zaro munosabatlar yomonlashdi va harbiy-texnik,savdo-iqtisodiy, siyosiy raqobat va qarshi kurash tusini oldi. Bir tomon tashqi siyosiy harakatlarni qabul qilgan bo'lsa, boshqa bir tomon bu harakatlarni o'zlarining manfaati va xavfsizligiga tahdid deya qabul qildi. Sharqiy Yevropa mamlakatlarida sotsialistik tartibning qaror topishi, mustamlaka mamlakatlardagi ozodlik harakatlarida SSSRning yordami G'arb mamlakatlari tomonidan SSSRning Evropadagi an'anaviy kuchlar mutanosibligini buzishga intilishi deya baholandi[9]. Urush davrining musibatlarini o'z boshidan kechirgan kishilarning xotiralaridan ma'lum bo'lishicha, odamlar o'sha vaqtda sovet rejimini himoya qilish zaruriyati haqida kam o'ylar edilar. Xalqning aksariyat qismi mustabid tuzumni qoralar edi. Chunki, xalqning xotirasidan hali Turkiston Muxtoriyatini qonga belanganligi, istiqlolchilik harakatining zo'ravonlik bilan bostirilishi, diniy e'tiqod uchun ta'qib qilishlar esdan chiqmagandi. Jamoalashtirishning stalincha zo'ravonlik bilan amalga oshirilishi natijasida yuz bergan jinoyatlar xotiradan ko'tarilmagan edi. Mustabid tuzumning ommaviy qatag'onlaridan qolgan yaralar hali bitmagan edi. Biroq, o'zbek xalqining fashizmga bo'lgan nafrati mustabid tuzum yetkazgan g'am-alamni orqa o'ringa surib qo'ydi va u dushmanga qarshi otlandi[10]. Shuningdek, mustabid tuzumning "mafkura mashinasi" ham benuqson ishladi - u SSSR tarkibidagi barcha mustamlaka xalqlarni fashizmga qarshi kurashga safarbar qila oldi.

[7] Kichkilov.H.Fayzullayeva.M.Eng yangi tarix.(1945-2010) o'quv qo'llanma.Toshkent."Yangi nashr".2011.217-b.

[8]. "Рассеянная супердержава": внешняя политика США в постбиполярном мире.Ольга Игоревна Ребро, МГИМО МИД России, Москва, Россия Максим Александрович Сучков, МГИМО МИД России, Москва, Россия.2021.

[9] Хидоятов Г.А. Гулям ов Х.Г. "Всемирная история. Новейший период Европа и США после второй мировой войны (1945-1995)" Т., 1999.322-b

[10] Sagdullayev.A. Aminov.B. Mavlonov .O'. Norqulov.N.O'zbekiston tarixi: Davlat va jamyat taraqqiyoti.1 qism."Akademiya".Toshkent.2000.281 b.

FOYDALANILGAN ADABIYOTLAR RO'YXATI

1. Amerika Rossiya bilan yuzma-yuz: rus-amerika munosabatlari qadimgi davrlardan to hozirgi kungacha. N.Y., 1950. B. 277.
2. Colin S. Gray. "How Has War Changed Since the End of the Cold War?" May 2004.
3. Frank Schimmelfennig. "Multilateralism in Post-Cold War NATO: Functional Form, Identity-Driven Cooperation". Paper for AUEB International Conference on "Assessing Multilateralism in the Security Domain", 3-5 June 2005, Delphi, Greece.
4. Joshua R. Itzkowitz SHifrinson."Deal or No Deal? The End of The Cold War and the U.S. Offer to Limit NATO Expansion".Washington Quarterly.2019
5. Kichkilov.H.Fayzullayeva.M.Eng yangi tarix.(1945-2010) o'quv qo'llanma.Toshkent."Yangi nashr".2011.
6. Анатолий Грамико "Истоки и влияние холодной войни на мировую политику" Москва. Сентрполиграф,
7. Оскар Санчес-Сибони "Красная глобализация.Политическая экономия холодной войны от Сталина до Хрущева "Библиороссика", 2014.
8. Ilniyazovich, S. F. (2023). RAQAMLI TEXNOLOGIYALARNING TARIX FANINI O'QITISHDAGI AHAMIYATI.
9. Ilniyoz o'g'li, S. F. (2023). ETNOGRAFIK TADQIQOTLARDA QORAQALPOQ XALQINING YORITILISHI.
10. Ilniyazovich, S. F. (2024). The Formation of Preliminary Knowledge about the People of Karakalpak. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, *4*(3), 149-155.
11. Sayfutdinov, F. (2024). BUXORO AMIRLIGINING QURILISH TARIXI: MADANIY VA ARXITEKTURA TARAQQIYOTI MEROSI. *Modern Science and Research*, *3*(12), 852-858.
12. Sayfutdinov Feruz Ilniyoz o'g'li. (2023). XX ASR 2-YARMI XXI ASR BOSHLARI ZARAFSHON VOHASIDA ETNOSLARARO MUNOSABATLAR. *TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI*, *3*(9), 1–5. Retrieved from https://sciencebox.uz/index.php/ajed/article/view/7941
13. Sayfutdinov , F. . (2024). ILLUMINATION OF THE SPIRITUAL LIFE OF THE KARAKALPAK PEOPLE IN RESEARCH. *Journal of Universal Science Research*, *2*(5), 441–452. Retrieved from https://inlibrary.uz/index.php/universal-scientific-research/article/view/34891

14. Sayfutdinov , F. (2024). MANG'IT AMIRLARI DAVRIDA BUXORO AMIRLIGI ME'MORCHILIK SOHASI RIVOJI. *Modern Science and Research*, *3*(10), 620–629. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/45335
15. Ilniyazovich, S. F. (2024). Historiography of Various Expeditions and their Results in the Regions Inhabited by Karakalpaks in the First Half of the 20th Century. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, *4*(9), 159-165.
16. Sayfutdinov Feruz Ilniyoz o'g'li. (2023). XIX ASRDA XONLIKLARNING O'ZARO SAVDO MUNOSABATLARI. *JOURNAL OF SCIENCE, RESEARCH AND TEACHING*, *2*(8), 111–114. Retrieved from http://jsrt.innovascience.uz/index.php/jsrt/article/view/284
17. Sayfutdinov, F. (2023). ILLUMINATION OF KARAKALPAK PEOPLE IN ETHNOGRAPHIC STUDIES. *Modern Science and Research*, *2*(12), 910–917. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/27281
18. Sayfutdinov, F. (2024). HISTORIOGRAPHY OF INFORMATION ABOUT THE POPULATION OF THE ZARAFSHAN OASIS. (20TH CENTURY). *Modern Science and Research*, *3*(2), 911–914. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/29503
19. Sayfutdinov , F. (2024). ETHNIC COMPOSITION OF THE ZARAFSHAN OASIS (2ND HALF OF THE 20TH CENTURY). *Modern Science and Research*, *3*(1), 577–581. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/28335
20. Sayfutdinov Feruz Ilniyozovich, . (2023). LAND OWNERSHIP RELATIONS BASED ON THE NATIONAL ECONOMY OF KARAKALPAK. *International Journal Of Literature And Languages*, *3*(11), 20–27. https://doi.org/10.37547/ijll/Volume03Issue11-04
21. Sayfutdinov Feruz Ilniyozovich, . (2023). STUDY OF THE KARAKALPAK PEOPLE IN ETHNOLOGICAL SCIENTIFIC WORKS HISTORY . *International Journal Of History And Political Sciences*, *3*(12), 61–68. https://doi.org/10.37547/ijhps/Volume03Issue12-11
22. Sayfutdinov, F. (2023). ANALYSIS OF DATA ON LAND OWNERSHIP AND LIVESTOCK FARMING OF KARAKALPAKS. *Modern Science and Research*, *2*(10), 650–657. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/25727

23. Sayfutdinov Feruz Ilniyazovich, . (2023). USING GIS SOFTWARE AND THE IMPORTANCE OF DIGITAL HISTORY IN THE STUDY OF HISTORY . *International Journal Of History And Political Sciences*, *3*(10), 31–33. https://doi.org/10.37547/ijhps/Volume03Issue10-06
24. Sayfutdinov, F. (2023). THE IMPORTANCE OF DIGITAL TECHNOLOGY IN TEACHING HISTORY. *Modern Science and Research*, *2*(10), 719–723. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/24678
25. Ilniyoz o'g'li, S. F. (2023). *XIX ASRDA XONLIKLARNING O 'ZARO SAVDO MUNOSABATLARI. JOURNAL OF SCIENCE, RESEARCH AND TEACHING*, *2 (8), 111–114*.
26. Ilniyoz o'g'li, S. F. (2023). ETNOGRAFIK TADQIQOTLARDA QORAQALPOQ XALQINING YORITILISHI.
27. Rahmonova , S., Xayrullayev , U., & Sayfutdinov, F. . (2025). "ОММАВИЙ МАДАНИЯТ"НИНГ МОҲИЯТИ, ТАРИХИЙ ИЛДИЗИ, ХАРАКТЕРИ ВА РИВОЖЛАНИШ БОСҚИЧЛАРИ. *Modern Science and Research*, *4*(1), 479–488. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/61669
28. Xayrullayev , U., Sayfutdinov , F., & Rahmonova , S. (2025). SHAYBONIYLAR DAVLATI VA USMONLI TURKLAR DAVLATI O'RTASIDAGI DASTLABKI ALOQALAR TAVSIFI. *Modern Science and Research*, *4*(1), 147–154. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/60142
29. Gulyamov, A. A. (2024). JAMIYATIMIZNING IJTIMOIY-IQTISODIY, MA'NAVIY-MADANIY SOHALARIDA OILANING ROLI. *ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ*, *36*(2), 149-153.
30. Azizovich, G. A. (2024). Trade Relations of Population in Bukhara Emirate, Shariah Rules and Regulations in Commercial Affairs, Partnership Relations. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, *4*(9), 189-194.
31. Azizovich, G. A. (2024). Family-Marriage and Inheritance Relations of the Population in the Bukhara Emirate. *Miasto Przyszłości*, *53*, 964-969.
32. Gulyamov, A. (2024). BUXORO MUZEYNING TASHKIL TOPISHI TARIXI. *Modern Science and Research*, *3*(12), 659-667.

33. Gulyamov, A., Srojeva, G., & Haqqulov, M. (2025). BUXORO OCHILGAN MUZEYLARNING TASHKIL TOPISH TARIXI. *Modern Science and Research*, *4*(1), 248-256.
34. Gulyamov, A., Srojeva, G., & Haqqulov, M. (2025). O 'RTA OSIYO OLIMLARINING KARTOGRAFIK MEROSI. *Modern Science and Research*, *4*(1), 221-227.
35. Srojeva, G., Gulyamov, A., & Haqqulov, M. (2025). XVII ASRDA BUXORODA ABDULAZIZXON MADRASASINING QURILISHI VA UNING TARIXIY AHAMIYATI. *Modern Science and Research*, *4*(1), 471-478.
36. Shodiyeva, S. S., & Qamariddinova, G. A. Q. (2022). Buxoroda islomgacha bo'lgan diniy e'tiqodlar. *Science and Education*, *3*(12), 219-225.
37. Akmalovna, Q. G., & Asror, A. A. (2023). Formation of Religious Ceremonies. *Central Asian Journal of Social Sciences and History*, *4*(3), 167-172.
38. Saloxov, A., & Qamariddinova, G. A. (2023). BUXORO JADIDLARINING TA'LIM-TARBIYAGA OID G'OYALARINING NAZARIY-AMALIY ASOSLARI. *SCHOLAR*, *1*(28), 55-69.
39. Salokhov, A. K. (2024). THE YOUNG PEOPLE ARE FORMED, THE ENLIGHTENED-INFORMATORS OF BUKHO USE YOUR IMAGINATION STYLE BASICS. *JOURNAL OF SCIENCE, RESEARCH AND TEACHING*, *3*(4), 16-19.
40. Salokhov, A., & Qamariddinova, G. A. (2023). SOCIO-PHILOSOPHICAL AND PEDAGOGICAL BASIS OF THE CONCEPT OF TOLERANCE. *Educational Research in Universal Sciences*, *2*(8), 200-213.
41. Haqqulov, M. Y. O. G. L. (2022). Markaziy Osiyoda ilk diplomatik munosabatlar tarixi. Science and Education, 3(10), 385-389.
42. Yunusovich, H. M. (2024). Experiences Related to the Fine Fiber Cotton of Uzbekistan during the Years of Soviet Authority. EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION, 4(9), 129-132.
43. Yunusovich, H. M. (2024). The Formation, Development and Role of the High Seljuk Empire Founded by the Turkic Peoples in the Islamic World. Miasto Przyszłości, 53, 956-959.
44. Haqqulov, M. (2024). O 'RTA OSIYO XALQLARINING OZODLIK ORZUSI BO 'LGAN "TURKISTON MUXTORIYATI". Modern Science and Research, 3(12), 609-613.

45. Yunus ogli, H. M. (2023). QADIMGI MESOPOTAMIYA SHAHAR-DAVLATLARI O'RTASIDAGI O'ZARO MUNOSABATLAR.
46. Haqqulov, M. (2024). TURKISTON OZODLIGINING JARCHILARI. Medicine, pedagogy and technology: theory and practice, 2(11), 154-159.
47. Rahmonova Sanoat Shuhrat qizi. (2024). SPIRITUAL AND EDUCATIONAL REFORMS ARE THE FOUNDATION OF A NEW UZBEKISTAN. https://doi.org/10.5281/zenodo.14503228
48. Rahmonova, S. (2023). DYNAMICS AND MAIN DIRECTIONS OF SPIRITUAL AND CULTURAL EFORMS IMPLEMENTED IN UZBEKISTAN. Modern Science and Research, 2(10), 850-854.
49. Rahmonova, S. (2023). YANGI O 'ZBEKISTONDA MA'NAVIY-MADANIY ISLOHOTLAR. Current approaches and new research in modern sciences, 2(10), 40-43.
50. Rahmonova, S. (2023). YUKSAK MA'NAVİYATLİ AVLOD-UCHİNCHİ RENESSANS BUNYODKORLARİ. Наука и технология в современном мире, 2(3), 76-79.
51. Rahmonova, S. (2024). THE REFORMS IMPLEMENTED IN NEW UZBEKISTAN ARE THE FOUNDATION OF THE THIRD RENAISSANCE. Modern Science and Research, 3(2), 394-399.
52. Qizi, R. S. S., Shukhratovna, T. S., & Karamatovna, M. A. (2024). Implementation of Education and Protection of Children's Rights in the age of Technology. SPAST Reports, 1(7).

ЭНЦЕФАЛОПАТИЯЛАР: ТАШХИС, САБАБЛАР ВА ДАВОЛАШ ЙЎЛЛАРИ

Чориев Шоҳжаҳон Хабибулло ўғли
Кенжаев Ёдгор Маматқулович
Термиз иқтисодиёт ва сервис университети тиббиёт факультети

Кириш (Introduction): Энцефалопатиялар — марказий нерв тизимига шикаст етказувчи патологиялар бўлиб, уларнинг келиб чиқиши турли омиллар билан боғлиқ: токсик таъсирлар, метаболик бузилишлар, инфекция ёки ишемик жараёнлар. Бу касаллик инсон ҳаёти сифатига салбий таъсир кўрсатиб, унинг барвақт ташхисланиши ва даволаши муҳим аҳамият касб этади.

Мақсад: Энцефалопатияларнинг сабаблари, ташхислаш ва даволаш усулларини ўрганиш ҳамда уларнинг клиник аҳамиятини баҳолаш.

Усуллар (Methods): Тадқиқотга 150 нафар бемор жалб қилинди. Ташхислаш учун қуйидаги замонавий усуллар қўлланди:

- **МРТ ва КТ:** Марказий нерв тизимидаги структуравий ўзгаришларни аниқлаш.
- **Электроэнцефалограмма (ЭЭГ):** Мия электр фаолиятини баҳолаш.
- **Лаборатория таҳлиллари:** Қоннинг биокимёвий кўрсаткичлари, жумладан, CRP, глюкоза ва электролитлар даражасини аниқлаш.

Этиология ва клиник белгилари бўйича беморлар таснифи ўтказилди ва даволаш самарадорлиги 6 ой давомида кузатилди.

Натижалар (Results): Этиологик таснифга кўра, 33% беморларда туғма энцефалопатиялар қайд этилди. 67% беморларда эса орттирилган энцефалопатиялар аниқланди, улар ишемик, токсик ёки инфекцион жараёнлар натижасида келиб чиққан. Бунга асосий омиллардан токсик таъсирлар: алкоголизм, оғир металлар ва кимёвий моддалар. Метаболик бузилишлар: қандли диабет, гипогликемия. Инфекцион ва ишемик ҳолатлар қайд этилди.

Ташхис имкониятлари: МРТ ва ЭЭГ касалликнинг турли босқичларини аниқлашда самарали экани тасдиқланди.

Тадқиқот натижаларига кўра, энцефалопатияларни ташхислашда комплекс ёндашув зарур. Замонавий инструментал усулларни лаборатория таҳлиллари билан уйғунлаштириш, касалликнинг патогенезини тўғри тушуниш имконини яратди. Токсик, метаболик ва инфекцион энцефалопатияларнинг барвақт ташхиси клиник натижаларни сезиларли даражада яхшилади.

Хулоса (Conclusion): Энцефалопатияларни эрта аниқлаш ва мақсадли даволаш беморлар ҳаёти сифатига ижобий таъсир кўрсатади. МРТ ва ЭЭГ каби замонавий диагностика усуллари билан биргаликда комплекс даволаш стратегияларининг жорий этилиши патологияларнинг олдини олиш имкониятини оширади. Шунга кўра, профилактика ва эрта ташхис стратегияларини янада ривожлантириш тавсия этилади.

Фойдаланилган адабиётлар:

1. Каримов А. Энсефалопатияларнинг патогенези. Тошкент: Илм Зиё нашриёти, 2023.
2. Бахтиёров Р. МРТ ва КТ диагностикаси. Тошкент: Тиббиёт нашриёти, 2022.
3. Шодиев Х.К. Неврология асослари. Тошкент: Илм Зиё нашриёти, 2021.
4. Маматқулович К. Ё. Ме'да ости бези ўткир ва сурункали панкреатит касалликларини гистоморфологик таҳлили //Американ журнал оф апплиед медисал ссиенсе. – 2024. – Т. 2. – №. 3. – С. 49-53.

O‘SPIRINLIK DAVRIDA KASBGA YO‘NALTIRISHNING IJTIMOIY PSIXOLOGIK MUAMMOLARI

Normurodova Munisa Nuriddin qizi
Termiz iqtisodiyot va servis universiteti
Pedagogika va psixologiya yo`nalishi talabasi

Annotatsiya: Ushbu maqolada O'spirin yoshidagi o'quvchilarni kasbiy shakllanishida psixologik xizmatning roli, kasbiy yo‘nalganlik, o`spirin o`quvchida o`zini anglash, kasbiy ko’nikma hamda malakalarni shakllantirish uchun muhim bo’lgan metodlar va ularni qo’llash usullari yoritib berilgan.

Kalit so`zlar: metod, malaka, o’spirinlik davri, motivatsiya, orzu, istak.

Аннотация: В данной статье раскрыта роль психологической службы в профессиональном становлении студентов-подростков, профессиональные направления, методы, важные для формирования самосознания, профессиональных навыков и квалификации у студента-подростка и способы их применения.

Ключевые слова: метод, умение, подростковый возраст, мотивация, мечта, желание.

Abstract: In this article, the role of psychological services in the professional formation of adolescent students, professional direction, methods important for the formation of self-awareness, professional skills and qualifications in the adolescent student and their application methods. explained.

Keywords: method, skill, adolescence, motivation, dream, desire.

KIRISH

Kasb tanlash ilk o‘spirindan ikki xil ma’lumotni talab qiladi: kasb dunyosi va har bir kasbga qo‘yiladigan talablardan xabardorlik; o‘z qobiliyatlari va qiziqishlarini bilish. U ma’lumot ham bu ma’lumot ham ilk o‘spirinlarga etishmaydi. Ilk o‘spirinlarning hayotiy rejalarini amalga oshirish va kasb tanlashi ijtimoiy sharoitlarga, ayniqsa ota-onaning umumta’lim darajasiga bog‘liq..Ilk o‘spirin uchun kasb tanlash avvalo axloqiy muammodir. O‘zbekiston Respublikasi Konstitutsiyasida ham shaxs mehnat qilish huquqi bilan birga, o‘z qobiliyati, layoqati va qiziqishiga ko‘ra kasb tanlash huquqiga egaligi ta’kidlangan.

Birinchi bosqich – bolalar o‘yinlari bo‘lib, unda bola o‘ziga har xil kasbiy rollarni qabul qiladi va shu bilan bog‘liq xulq-atvorning alohida elementlarini “o‘ynaydi”.

Ikkinchi bosqich – o‘smirlik xayoli bo‘lib, o‘smir orzularida, o‘zini u yoki bu qiziqarli asbning namoyondasi sifatida ko‘radi.

Uchinchi bosqich - ilk o‘spirinlik davrini qamrab oladi – dastlabki kasb tanlashdir.Har xil faoliyat turlari o‘smirning qiziqishlari tomonidan saralanadi va baholanadi (“Men tarixiy romanlarni yoqtiraman, tarixchi bo‘laman”), keyin qobiliyatlari nuqtai nazaridan kasb tanlashga harakat qilinadi

To‘rtinchi bosqich – amaliy qaror qabul qilish, kasb tanlash bosqichi bo‘lib, o‘z ichiga ikki bosh tarkibiy qismni oladi: avval biror faoliyat bilan shug‘ullanish istagi paydo bo‘ladi, keyin esa qonkret soha tanlanadi.

TADQIQOT MATERIALLARI VA METODOLOGIYASI

O`spirin o`quvchida o`zini anglash zamirida o`z–o`zini tarbiyalash istagi tug`iladi va bu ishning yo`llarini topish, ularni kundalik turmushga tadbiq qilish ehtiyoji vujudga keladi. O`zlariga ma'qul ma'naviy–psixologik qiyofaga ega bo`lish uchun oqilona o`lcham, mezon, vazifalarni bajaruvchi barkamol, mukammal timsol, namuna, yuksak orzu tasvirini qidiradilar. O`spirinda ideallar bir necha ko`rinishda namoyon bo`lishi va aks etishi mumkin. Masalan, ular taniqli kishilarning qiyofalari, badiiy asar qahramonlari timsolida o`zlarida yuksak fazilatlarni gavdalantirishni orzu qiladilar. Bu orzular mazmun jihatidan o`spirin yigitlar va qizlarda farq qilishi mumkin. Masalan, qizlar ko`pincha mehnatkash ayolning, jozibali, nazokatli, iboli, iffatli jamoat arbobining, badiiy asar qahramonining xususiyatlari mujassamlashgan qiyofalarini ideal darajaga ko`taradilar. Ammo ayrim o`quvchilar tarixiy shaxslarning, masalan, baquvvat yo`lto`sar, xiylagar quv josus va boshqalarning salbiy sifatlariga taklid qilishga ham moyil bo`ladilar. Kuzatishlar va hayot tajribalarining ko`rsatishicha, ba'zi xollarda ilk o`spirinlar o`zlarini qo`rqmas, jasur qilib ko`rsatishga, noo`rin harakatlarga moyil bo`ladilar. Ilk o`spirinlarma'naviy xislatlarga, ahloqiy mezonlar mohiyatiga jiddiy munosabatda bo`ladilar. Masalan, burch, vijdon, g`urur, qadr–qimmat, faxrlanish, ma'suliyat, or–nomus kabi tushunchalarni chuqur tahlil qila oladilar. Lekin hammalari emas. ahloqiy ma'naviy qarashlar, tasavvurlar shakllanishi uchun pedagoglar sog`lom muxit yaratish, barqaror shaxsni tarkib toptirish uchun doimo izlanishlari zarur. Ayrim munozarali tadbirlar puxta o`ylab tashkil qilinishi, ayrim chet el filmlari muxokamasi shular jumlasiga kiradi. Ijtimoiy hayotda uchraydigan yaramas yurish– turishlarga, illatlarga zarba berish pedagoglar jamoasining muhim vazifasi hisoblanadi. O`spirinlarda balog`atga etish tuyg`usi takomillashib borib o`zining o`rnini belgilash vama'naviy dunyosini ifodalash tuyg`usiga aylanadi. Bu hol uning o`zini alohida shaxs ekanligi, o`ziga xos xislatini tan olinishini istashida aks etadi.

TADQIQOT NATIJALARI

Kasbiy yo‘nalganlik nafaqat ijtimoiy, balki psixologik muammo hamdir. Psixologiyada kasbiy yo‘nalganlik bo‘yicha uch nazariy nuqtai nazar mavjud.

Birinchi nuqtai nazar faoliyatning muvaffaqiyati va usullari bog‘liq bo‘lgan individual xususiyatlarning amaliy o‘zgarmasligi va barqarorligi haqida g‘oyaga asoslangan.Bunda birinchi tomondan, u yoki bu ishga mos insonlarni kasbga yo‘llash va tanlashga urg‘u beriladi, ikkinchi tomondan u yoki bu insonning individual xususiyatlariga mos kasblarni tanlashda namoyon bo‘ladi. Kasbiy yo‘nalganlik Psixologiyada kasbiy yo‘nalganlik bo‘yicha uch nazariy nuqtai nazar mavjud.

Ikkinchi nuqtai nazar qobiliyatlarni maqsadga muvofiq shakllantirish g‘oyasidan kelib chiqadi, bunda har bir insonning muhim xislatlarini rivojlantirish nazarda tutiladi.Yuqorida keltirilgan bu ikki nuqtai nazar ham har xil shakllantirilishi mumkin, lekin ularning umumiy metodologik kamchiligi shundaki, individuallik va mehnat faoliyati o‘zaro bog‘liq bo‘lmagan, bir-biriga qarama-qarshi, biri ikkinchisini albtata bo‘ysundiradigan kattaliklar sifatida qaraladi. Kasbiy yo‘nalganlik Psixologiyada kasbiy yo‘nalganlik bo‘yicha uch nazariy nuqtai nazar mavjud.

Uchinchi nuqtai nazar psixologiyadagi ong va faoliyatning birligi tamoyilidan kelib chiqadi, faoliyatning individual uslubini shakllantirishga yo‘naltirilgan. Ushbu konsepsiya E.A.Klimov ilgari surgan quyidagi qarashlarga asoslanadi: Faoliyatning muvaffaqiyati uchun muhim bo‘lgan amaliy tarbiyalanmaydigan shaxsiy (psixologik) xislatlar mavjud. Kasbiy faoliyat sharoitlariga moslashishning mehnat mahsuldorligi bo‘yicha bir xil bo‘lgan, har xil usullari mavjud. Alohida qobiliyatlarning kuchsiz ifodalanganligini mashq qilish yoki boshqa qobiliyatlar yoki ish usullari yordamida bartaraf etishning keng imkoniyatlari mavjud.(sekin javob qaytarish qobiliyatini tayyorlanish tadbirlaridagi o‘ta diqqatlilik bilan to‘ldirish mumkin; bir sharoitdagi faoliyatning susayishini, inson sun’iy ravishda faoliyatni o‘zgartirishi mumkin – harakatlar tartibini o‘zgartirishi yoki ob’ektlar ranglarini o‘zgartiradi deb tasavvur qilishi mumkin). 4 Shaxsning individual o‘ziga xosligini hisobga olgan holda qobiliyatlarni shakllantirish zarur, tashqi sharoitlarni hisobga olgan holda ichki sharoitlarni rivojlantirish. Ilk o`spirinlik yoshidagi o`quvchilarda nazariy tafakkurni shakllantirishda to`garak va mashg`ulotlar muhim rol o`ynaydi. O`spirin o`quvchining mustaqil fikrlashini rivojlantirish uchun o`qituvchilar, sinf rahbarlaring siymolari muxim rol o`ynaydi.

Xulosa:

Shunga ko‘ra gar kim qobiliyatiga yarasha kasb-qunar tanlasa, bu sohada muvaffag`iyatli meqnat qilsa, ijtimoiy turmush taraqqiyotiga muhim qissa qo‘shgan bo‘ladi. O‘spirinlar u yoki bu kasbni o‘z ixtiyorlari bilan ongli ravishda tanlashlari

uchun ular mustag`illik, dadillik, qat'iylik, o'zini tuta bilish, chidamlilik, sabr-toqat kabi irodaviy xislatlarga ega bo'lishlari kerak. Meqnat qilishda muqaddas burchni bajarish istagi, mag`sadning aniqligi, qunar o'rganishga ishtiyoqmandlik mazkur.

Foydalanilgan adabiyotlar

1. G`oziev E. Psixologiya. T.1994.
2. Karimova V. M. Psixologiya.- Toshkent-2000.
3. 3 Nishonova Z. T. , Alimbaeva M. V. Psixologik xizmat. -Toshkent-Fan va texnologiya markazi, 2014

OILAVIY QADRIYATLARNING INSON HAYOTIDAGI IJTIMOIY PSIXOLOGIK AHAMIYATI

Najmiddinova Xurshidabonu Ne`matovna
Termiz iqtisodiyot va servis universiteti
Pedagogika va psixologiya yo`nalishi talabasi

Annotatsiya: Maqolada oilaviy marosim, qadriyat, urf-odat va an`analarning inson psixologiyasiga turlicha ta`siri haqida so`z yuritilgan. Oilada bola tarbiyasi, xalollik, do`stlik qarindoshlar o`rtasidagi o`zaro munosabatlar keltirib o`tilgan.

Kalit so`zlar: Oilaviy hayot, nikoh, diniy e’tiqod, urf-odat, tarbiyaviy muhit.

Oila qadriyatlari - bu barcha oila a'zolari hurmat qiladigan va ta'kidlaydigan va oilaviy munosabatlar uchun mustahkam poydevor bo'lgan fazilatlar, xususiyatlar, harakatlar. Yaqinlar bilan doimiy muloqot, do'st odamlarning yaqin qarindoshlari yaqin ekanligiga ishonch hissi odamda xotirjamlikni uyg'otadi. U har doim har qanday hayotiy vaziyatda ularning yordami va yordamiga umid qilishi mumkin. Hatto xotiralar ham ilhom manbai bo'lishi mumkin bo'lgan holatlarda yolg'izlikning etishmasligi omili muhim rol o'ynaydi. O'zlarining yaqinlari bilan birgalikda har qanday qayg'u, qiyin hayotiy vaziyatni engish va kelajakda xato qilmaslik osonroq. Birgalikda o'tkaziladigan dam olish, dam olish, dam olish hayotdan haqiqiy zavq olish usulidir.

Oilaviy qadriyatlarga ega bo'lishning afzalliklari:

1. Aziz odamlar bilan muloqot qilish uchun doimiy imkoniyat. Bir odam uchun baxt, qarindoshlar bilan uchrashish imkoniyatidan iborat bo'lib, uning oldida siz dam olishingiz mumkin, u aslida u kabi ko'rinishi kerak. Bugungi dunyoda erkin va oson his qilish qobiliyati juda qadrlanadi.

2. Jamiyatning yangi hujayrasini shakllantirish. Oldingi avlodlarning tajribasi sizning oilangizni yaratishda foydali bo'ladi. Ota-onalar yoki boshqa qarindoshlarning xulq-atvor modelini to'liq nusxalash kerak emas, lekin baxtli uyg'un hayotning asosiy jihatlari qabul qilinishi kerak.

3. Rejalashtirilgan ta'tillar. Odam umumiy bayram paytida yolg'iz qolmasligiga ishonadi. Yangi yilni oilangiz bilan birga o'tkazish, diniy bayramlarni nishonlash va bo'sh vaqtni birgalikda o'tkazish ajoyib an'analar mavjud.

4. Umumiy sevimli mashg'ulotlar. Ko'p oilalarda to'quvchilik, dehqonchilik va ijodkorlik bilan shug'ullanish odatiy holdir. Bu birgalikdagi biznes yoki o'zingiz uchun vaqt sarflashning oddiy usuli bo'lishi mumkin.

5. Moddiy yordam. To'y, tug'ilgan kun va boshqa muhim tadbirlar uchun umumiy qimmatbaho sovg'alar berish odati o'zaro yordamning o'ziga xos usulidir. U shuningdek baxtsiz hodisalar yoki fors-major holatlarida qo'llaniladi.

6. Axloqiy jihat. Oilaviy qadriyatlarning mavjudligi, yaqin oila a'zolariga adolatsizlik qilish yoki tuzatib bo'lmaydigan xatolarga yo'l qo'ymaydi.

Zamonaviy maktablarda oilaviy qadriyatlarga katta e'tibor berilmoqda, ushbu mavzu bo'yicha qo'shimcha darslar o'tkazilmoqda. Ushbu qaror barcha bolalarning uyda yaxshi namunani ko'rish imkoniga ega emasligi bilan bog'liq. Ushbu harakatlar natijasida bola urf-odatlarning afzalliklarini tushunadi va ularni kattalar hayotida yaratishga harakat qiladi. Oila har birimiz uchun nimani anglatadi? Bu hayotning dastlabki daqiqalaridan boshlab yonimizda joylashgan tushuncha. Oila shaxsiyatni shakllantirishga hissa qo'shadigan jamiyatning birligi. U birgalikda ishlarni, qayg'u va quvonchni, baxtli onlarni anglatadi. Bu baxt, sevgi va tushunish. Oila - bu bizning hayotimizning tayanchidir. Har bir inson oilada tug'ilib o'sadi, o'z hayotini yaratadi. Oila qarindosh va ishtiyoqli munosabatlar bilan o'zaro bog'liq bo'lgan, o'z qadriyatlariga asoslanib, hozirgi va kelajagini quradigan shaxslardan iborat. Qadriyatlar bu insonning hayotida nimaga ahamiyat berishi, unga alohida ahamiyat berish, hayotning ijobiy ma'nosi, ahamiyati, yaxshiligi va umumiy foydaliligi. Oila, har birimiz hayotidagi ijtimoiy bosqich sifatida, yoshligidanoq bolalar ongi, qat'iyatliligi va hissiyotlarini rivojlantira boshlaydi. Shuning uchun oilaviy qadriyatlar juda yoshligidanoq asoslanishi kerak. Buning uchun oilada bola uchun do'stona muhitni yaratish kerak, chunki ijobiy his-tuyg'ularning ustunligi odamlarni birlashtiradigan, qon zanjirlari bilan bog'langan, qo'llab-quvvatlaydigan, hislarga ovqat beradigan va ruhga dam b Oila va oilaviy qadriyatlar har bir inson hayotining asosi hisoblanadi. Aynan oilada shaxsiy rivojlanish boshlanadi, chunki qadriyatlar yaxlit tabiatning uyg'un rivojlanishi uchun zarur ko'nikmalarni singdira boshlaydi. eradigan oilaviy uy deb atash mumkin bo'lgan narsani yaratishi bilanoq. Oila va qadriyatlar abadiy bir-biri bilan chambarchas bog'langan va alohida mavjud emas. Agar oila yo'q bo'lsa, unda oilaviy yo'nalish bexosdan o'z ahamiyatini yo'qotadi. Agar biz har bir oilaning oilaviy qadriyatlari haqida gapiradigan bo'lsak, unda hamma uchun farq qiladi. Ba'zilar ota-ona, qarindoshlik, turmush qurish, sog'liq kabi qadriyatlarni

Ushbu qiymatlarning namunalari bir martalik ustunlik va ularning kombinatsiyasida katta ahamiyatga ega ekanligini ko'rsatishga yordam beradi. Ota, ona va ularning "hayot gullari" - agar ularning munosabatlari sevgi va tushunish bo'lmasa, xavfsiz yashay olmaydi. Oila qadriyatlarini o'rgatishning eng yaxshi usuli bu aniq va samimiy bo'lgan ota-onalarning o'zlari ko'rsatgan misollardir. Axir, faqat o'z misolim bilan oilada qanday yashashni ko'rsatib berish mumkin. Agar bolalar o'sadigan jamiyat

hujayralarida sevgi, samimiylik, halollik, o'zaro tushunish, hamjihatlik, ishonch, hurmat hukmronlik qilsa, bu ularning kelajakdagi asosiy oilaviy qadriyatlari bo'ladi. Oila bolada xushmuomalalik, adolatlilik, mehr-oqibat, e'tiborlilik, rahm-shafqat, halollik va jamiyatdagi axloq qoidalari haqida fikrlarni rivojlantiradi. Agar oila do'stlik, sevgi, o'zaro ishonch munosabatlari bilan bog'liq bo'lsa, unda inson o'zining axloqiy rivojlanishi uchun juda katta ijobiy quvvat oladi. Barkamol oilalardagi ota-onalar farzandlariga o'zlarining axloqiy va axloqiy qadriyatlarini (o'z-o'zini bilishga intilish, ijodkorlik, o'zini takomillashtirish va bundan xursand bo'lish) berishadi va shu tariqa o'zlarining farzandlarida ijtimoiy ma'qullangan yo'nalishda mustaqil ravishda oldinga siljishlariga imkon beradigan tegishli qiymat yo'nalishlarini shakllantirishadi.

Qarindoshlar va yaqin odamlar o'rtasida ko'rinmas ruhiy aloqa paydo bo'ladi, bu insonning tug'ilishining dastlabki kunlaridan seziladi. Bola muayyan sharoitlarda o'sadi, atrofidagi odamlarning didi va odatlarini o'zlashtiradi, ulg'ayish jarayonida yuzaga keladigan savollarga javob topadi. U unga tushunarli bo'lgan jamiyatda mavjud bo'lib, muayyan harakatlarga nisbatan xuddi shunday idrok va munosabat bilan jamiyatning bir qismiga aylanadi.

Nikohga kirishda bir kishi boshqa odam va uning qarindoshlari o'rtasidagi o'xshash yoki tubdan qarama-qarshi ta'sirga duch keladi. Natijada odatlar, didlar, madaniyatlar birlashtirilib, oldingi avlodlarning tajribasidan kelib chiqqan holda yangi an'analar shakllanadi. Shunday qilib, jamiyatning har bir hujayrasining shaxsiy ma'naviy hissasi bilan to'ldiriladigan oilaviy qadriyatlar paydo bo'ladi. Ular oilaviy aloqalar bilan bog'liq bo'lgan ma'lum miqdordagi odamlarning munosabatlarini ushlab turadigan poydevordir. Shunday qilib, oilaviy qadriyatlar uyg'un va baxtli hayotning asosiy qismlaridan biridir. Milliy qadriyatlarning asosiy tizimi nafaqat ta'lim sohasida, balki mamlakatimizdagi barcha hayot uchun ham muhimdir. Unda Rossiya jamiyati, odamning oilaga, mamlakatga, mehnatga bo'lgan munosabati tushuniladi, ijtimoiy va individual rivojlanish ustuvorlik qilinadi. Shuning uchun oilangizning urf-odatlari va urf-odatlarini asrab-avaylash va asrab-avaylash juda muhimdir. Uning oilasida tug'ilish tarixini bilish rus xalqining madaniy va ma'naviy an'analariga qiziqishni uyg'otadi va vatanparvarlikning asosidir.

Foydalanilgan adabiyotlar

1. Klochko V.E. Qadriyatlarni axloqiy tarbiya mexanizmi sifatida shaxslashtirish // Talaba shaxsining axloqiy asoslarini shakllantirish yo'llari. Muammolar. Metodologiya Tajriba: konferentsiya tezislari. Barnaul, 2007. 234-236.
2. Antonov A.I. Oila mikrosotsiologiyasi: tuzilish va jarayonlarni o'rganish metodologiyasi. -: "Nota Bene", 1988. - 360 b.

3. Sokolov A.V., Scherbakova I.O. Sovet Ittifoqidan keyingi gumanitar talabalarning qadriyatlari. - №1. -:, 2003. - 203 b.
4. .“Yosh avlodga ma’naviy- axloqiy qadriyatlarni shakillantrish va oilaning tarbiyaviy va madaniy-ilmiy salohiyatni oshirish masalalari” mavzusidagi Respublika ilmiy-amaliy konferinsiya matreallari to`plami Termiz, 2019 yil. 22-25 bet.

TA'LIMDA DINIY TARBIYA VA UNING AHAMIYATI

Unarova Mohichehra Saydulla qizi
Termiz iqtisodiyot va servis universiteti
Pedagogika va psixologiya yo`nalishi talabasi

Annotatsiya: Mazkur maqolada ta'lim jarayonida diniy tarbiyaning o'rni va ahamiyati ilmiy-pedagogik nuqtayi nazardan tahlil qilinadi. Diniy tarbiya nafaqat shaxsning ma'naviy kamolotini ta'minlash, balki uning axloqiy-ruhiy barqarorligini shakllantirishda muhim omil ekani asoslanadi. Maqolada ta'lim va tarbiya uyg'unligi, diniy qadriyatlarning inson hayotiga ijobiy ta'siri hamda ularning pedagogik ahamiyati haqida ilmiy dalillarga asoslangan holda fikr yuritiladi. Maqolada diniy tarbiya va ta'lim o'rtasidagi farqlar o'rganiladi va tahlilga tortiladi.

Kalit so'z: ta'lim, diniy tarbiya, axloqiy tarbiya, integratsiya, hadis.

Zamonaviy ta'lim jarayonida insonning ma'naviy va axloqiy tarbiyasi katta ahamiyat kasb etadi. Ilm-fan va texnologiya taraqqiy etayotgan hozirgi davrda yosh avlodning nafaqat bilimli, balki ma'naviy barkamol bo'lishi ham dolzarb masala hisoblanadi. Shu jihatdan ta'lim jarayonida diniy tarbiyaning o'rni va ahamiyati alohida e'tiborga loyiq. Lekin hozirgi rivojlanayotgan zamonda yoshlarimiz diniy va dunyoviy ta'limni almashtirib qo'ymasligi kerak degan fikirdaman. Ya'ni biz o'rganayotgan va qo'llayotgan dunyoviy bilimlarga diniy tarbiyamiz asos bo'lib xizmat qilishimiz kerak. Diniy tarbiya inson ongida ezgulik, adolat, halollik va mehr-oqibat kabi fazilatlarni shakllantirishda muhim vosita bo'lib xizmat qiladi. U yoshlarni axloqiy yetuklik sari yo'naltirib, ularning ijtimoiy hayotda to'g'ri yo'l tutishlariga yordam beradi. Diniy tarbiyaning ta'lim jarayoniga integratsiya qilinishi nafaqat shaxsiy, balki ijtimoiy munosabatlarning mustahkamlanishiga ham xizmat qiladi. Chunki diniy qadriyatlar insonlar o'rtasida o'zaro hurmat va hamjihatlikni shakllantiradi. Tarixiy jihatdan olib qaralganda, ta'lim va tarbiya doimo bir butun jarayon sifatida qaralgan bo'lib, diniy bilimlar inson kamoloti yo'lida muhim omil bo'lib xizmat qilgan. Islom ta'limotida ham ilm olish va ma'naviy poklanish bir-biri bilan uzviy bog'liq ekani ta'kidlangan. Shu bois, diniy tarbiya ta'lim jarayonida axloqiy normalarning shakllanishi va mustahkamlanishida muhim o'rin tutadi. Hozirgi kunda ko'plab mamlakatlarda diniy ta'lim va tarbiya tizimining ahamiyati yanada oshib bormoqda. Ushbu ilmiy maqola ta'lim tizimidagi diniy tarbiyaning o'rnini tahlil qilish, uning jamiyat va yosh avlod hayotidagi ahamiyatini yoritish hamda zamonaviy ta'lim jarayonida diniy tarbiyani samarali joriy etishning afzalliklarini ko'rsatishga qaratiladi.

Ta'limda diniy tarbiyaning ahamiyati juda katta bo‘lib, u insonning ma'naviy, axloqiy va ijtimoiy rivojlanishida muhim rol o‘ynaydi. Diniy tarbiya insonning dunyoqarashi, qadriyatlari va hayotga bo‘lgan munosabatini shakllantirishda katta ta'sirga ega. Tarixiy jihatdan olib qaraganda, diniy ta'lim qadimgi davrlardan beri jamiyatning ajralmas qismi bo‘lib kelgan va insoniyat taraqqiyotida muhim omillardan biri hisoblangan. Diniy tarbiya insonni yaxshilikka, halollikka, adolatga va sabr-toqatga o‘rgatadi. Bu tarbiya inson ongida axloqiy tamoyillarni mustahkamlashga xizmat qiladi. Diniy tarbiya orqali inson o‘zining jamiyatdagi o‘rnini anglaydi va o‘ziga yuklatilgan mas'uliyatni his qiladi. Jamiyat taraqqiyotida diniy tarbiyaning tutgan o‘rni beqiyos bo‘lib, u insonlar o‘rtasidagi hamjihatlikni mustahkamlash, tinchlik va totuvlikni ta'minlashga xizmat qiladi. Diniy ta'lim insonning ichki dunyosini boyitib, uni ma'naviy kamolot sari yetaklaydi. Zamonaviy ta'lim tizimida diniy tarbiyaning o‘rni tobora ortib bormoqda. Ko‘pgina mamlakatlarda diniy ta'lim davlat ta'lim tizimining ajralmas qismi sifatida qaraladi. Diniy tarbiya o‘quvchilarga nafaqat bilim, balki odob-axloq normalarini ham o‘rgatadi. Bu esa yosh avlodni axloqiy jihatdan yetuk, vatanparvar va ma'naviy barkamol shaxs sifatida tarbiyalashda muhim rol o‘ynaydi. Diniy ta'limning asosiy maqsadi insonni axloqiy yetuklikka erishishga yo‘naltirishdir. Diniy tarbiya insonni ma'naviy kamolot sari yetaklaydi va uning qalbida insoniylik fazilatlarini shakllantiradi. Ta'lim jarayonida diniy tarbiyaning qo‘llanilishi o‘quvchilarning ma'naviy olamini boyitish va ularning ijtimoiy munosabatlarini yaxshilashga xizmat qiladi. Diniy ta'lim yoshlarni axloqiy va ma'naviy jihatdan tarbiyalashda eng samarali vositalardan biridir. Bugungi kunda ko‘plab mamlakatlarda diniy ta'lim davlat ta'lim tizimiga integratsiya qilingan bo‘lib, u o‘quvchilarga nafaqat diniy bilim, balki umuminsoniy qadriyatlarni ham o‘rgatadi. Diniy tarbiya insonning axloqiy jihatdan yetuk shaxs sifatida shakllanishida muhim rol o‘ynaydi. Diniy tarbiya inson qalbida mehr-oqibat, vatanparvarlik, sabr-toqat va insoniylik fazilatlarini shakllantirishga xizmat qiladi. Diniy ta'lim orqali yoshlar o‘zlarining ijtimoiy majburiyatlarini anglaydilar va jamiyatga foydali shaxslar bo‘lib yetishadilar. Diniy tarbiya insonni yomon illatlardan saqlashga yordam beradi. Axloqiy me'yorlarni o‘zida mujassam etgan diniy tarbiya yoshlarga to‘g‘ri yo‘l ko‘rsatib, ularning harakatlarini ma'naviy me'yorlarga moslashishiga xizmat qiladi. Diniy ta'lim insonni axloqiy yetuklik sari yo‘naltirib, uning ichki dunyosini boyitadi. Bu ta'lim jarayoni insonni haqiqatga intilish, halollik, samimiylik va adolat kabi ezgu fazilatlar sari yetaklaydi. Diniy tarbiya jamiyatda tartib-intizomni saqlash va adolatni qaror toptirishda muhim ahamiyatga ega. Ta'lim jarayonida diniy tarbiyaning ahamiyati shundaki, u insonni hayotning qiyinchiliklariga chidamli bo‘lishga o‘rgatadi. Diniy tarbiya insonni o‘zining ichki dunyosini boyitishga, axloqiy yetuklikka erishishga va

jamiyatga foydali shaxs bo‘lishga undaydi. Diniy ta’lim yosh avlodni ezgulik sari yetaklaydi va ularning qalbida insoniylik fazilatlarini shakllantiradi. Diniy tarbiya insonning ichki dunyosini boyitish bilan birga, uning ijtimoiy hayotdagi faolligini ham oshiradi. Diniy tarbiya orqali inson o‘zining hayotiy maqsadlarini anglaydi va kelajakka ishonch bilan qaraydi. Diniy ta’lim insonni adolatli, halol, sabrli va mehnatsevar bo‘lishga o‘rgatadi. Ta’lim jarayonida diniy tarbiyaning qo‘llanilishi insonning ma’naviy kamoloti yo‘lida katta ahamiyatga ega. Diniy ta’lim insonni yaxshi xulq-atvorli, odobli va ma’naviy jihatdan yetuk shaxs sifatida tarbiyalashda muhim vosita hisoblanadi. Diniy tarbiya inson qalbida mehr-oqibat va ezgulikni shakllantirishga xizmat qiladi. Bu ta’lim jarayoni insonning hayotiy tamoyillarini mustahkamlash va uning axloqiy rivojlanishiga yordam beradi. Diniy tarbiya insonning qalbida insoniylik, rahm-shafqat va mehr-oqibat tuyg‘ularini shakllantiradi.

Diniy ta’limning jamiyat taraqqiyotidagi o‘rni beqiyos bo‘lib, u insonni yaxshilik sari yetaklaydi. Diniy tarbiya orqali inson o‘zining hayotiy vazifalarini anglaydi va jamiyatga foydali bo‘lishga intiladi. Diniy ta’lim insonni ma’naviy jihatdan boyitish bilan birga, uning ijtimoiy hayotdagi faolligini ham oshiradi. Bu ta’lim jarayoni insonning hayotiy tamoyillarini shakllantirishga xizmat qiladi. Diniy tarbiya insonni halollik, adolat, sabr-toqat kabi fazilatlar sari yetaklaydi. Diniy ta’lim yosh avlodni axloqiy yetuklik sari yo‘naltiradi va ularning jamiyatga foydali shaxs bo‘lishlariga yordam beradi. Bu ta’lim jarayoni insonning ichki dunyosini boyitish va uning hayotiy qadriyatlarini shakllantirishda muhim rol o‘ynaydi. Diniy tarbiya inson qalbida mehr-oqibat, sabr, adolat va insoniylik tuyg‘ularini shakllantirishga xizmat qiladi. Bu ta’lim jarayoni yosh avlodni axloqiy jihatdan yetuk shaxslar sifatida tarbiyalashda katta ahamiyatga ega. Diniy ta’lim insonni jamiyatda adolatli, halol va mas’uliyatli shaxs sifatida shakllantirishda muhim rol o‘ynaydi. Bu ta’lim jarayoni insonning axloqiy rivojlanishiga xizmat qilib, uning hayotiy tamoyillarini mustahkamlashga yordam beradi. Diniy tarbiya insonning qalbida insoniylik fazilatlarini shakllantirish va uning ma’naviy kamolotini oshirishda muhim ahamiyatga ega. Bu ta’lim jarayoni insonni yaxshilik sari yetaklash va uning ichki dunyosini boyitishga xizmat qiladi. Diniy tarbiya jamiyat taraqqiyotida katta o‘rin tutib, insonlarning axloqiy rivojlanishida muhim rol o‘ynaydi.

Shayx Muhammad Sodiq Muhammad Yusuf (1947-2015) O‘zbekistonning taniqli diniy olimi bo‘lib, diniy ta'limni zamonaviy pedagogika bilan uyg‘unlashtirishga harakat qilgan. U ta’lim va tarbiya jarayonida diniy qadriyatlar va axloqiy me’yorlarning ahamiyatini o‘rgangan. U shuningdek, ilmning maqsadi faqat bilim olish emas, balki o‘rganilgan bilimlar asosida yaxshilik qilishni ham nazarda tutgan. Allomaning fikrlariga ko`ra:

"Diniy ta'lim nafaqat ilm o‘rganish, balki yurakni poklash va insonni yaxshi tarafga yo‘naltirishdir."

Xulosa qilib aytganda ota-onalar – diniy tarbiyaning birinchi ustozlari. Shunday ekan diniy tarbiya va ta’lim tushunchasi bir-biri bilan chambarchas bog’liq tushunchalar bo’lib, bu ikki tamoil yoshlikdan ongimizga singdiriladi va shu orqali dunyoqarashimiz rivojlanadi. Diniy va dunyoviy ta’lim bir zailda olib borilishi insonni komil inson, mukammal shaxs sifatida tarbiya topishiga asos bo’ladi.

Foydalanilan adabiyotlar

1. Shayx Muhammad Sodiq Muhammad Yusuf “Odoblarxazinasi”T.2023 yil
2. Egamberdiyeva N M “Zamonaviy oilada, farzand tarbiyasida milliy va umuminsoniy qadriyatlarni shakllantirish masalalari” mavzusidagi respublika ilmiy-amaliy anjumani materiallari to‘plamidan. 30-sentabr, 2021-yil.
3. Shoumarov G‘.B. Oila psixologiyasi. (Akademik litsey va kasb-hunar kollejlari o‘quvchilari uchun o‘quv qo‘llanma). / G‘.B. Shoumarov tahriri ostida. – T.:«Sharq», 2008.–296-b.

«FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQARISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI» NOMLI KONFERENSIYANING 2-TOM, 1-SON (Yanvar)
MUNDARIJA

1	**TAXONOMIC APPROACHES TO COMPOSITE SENTENCES : COLLOTAXEME, PARATAXEME, HYPERTAXEME, SUPERTAXEME, ARCITAXEME, BINOME AND POLYNOME** Nafisa Teshaboyeva , Farangiz Shodmonova	5-8
2	**ANALYSIS OF THE CONSCIOUSNESS STREAM APPROACH WITHIN THE FRAMEWORK OF LITERATURE.** Jalolxon Maripov, Farangiz Shodmonova	9-13
3	**AUDITORY PHONETICS: PERCEPTION OF ENGLISH SOUNDS AND THE PHONOLOGICAL ASPECT** Nafisa Teshaboyeva, Mushtariy Abduraimova	14-22
4	**THE INFLUENCE OF CULTURE ON LANGUAGE USE IN LITERATURE** Jalolxon Ma'ripov, Diyora Diyora	23-26
5	**STRESS PATTERNS IN ENGLISH WORDS AND SENTENCES** Nafisa Teshaboyeva , Teshaboyeva Nafisa	27-33
6	**ENGLISH DIPHTHONGS: PHONETIC AND PHONOLOGICAL ASPECTS** Nafisa Teshaboyeva , E'zoza Abdug`aniyeva	34-40
7	**WORD STRESS IN ENGLISH** Nafisa Teshaboyeva , Aziza Mamatqulova	41-46
8	**INTERACTIVE TEACHING METHODS: NEW OPPORTUNITIES IN THE TEACHING AND LEARNING PROCESS** Lutfulla Sindorov , Zohida Rustamova	47-51
9	**DICTIONARY TYPES AND DICTIONARY CONTENT** Zilola Abduraxmanova , Sevara Abduvahobova	52-56
10	**THEORY OF PARTS OF THE SENTENCE: PRINCIPAL, SECONDARY PARTS, AND THE PROBLEM OF TERTIARY AND LOOSE PARTS** Nafisa Teshaboyeva , Shaxnoza Begaliyeva	57-65
11	**THE ROLE OF DICTIONARIES IN TRANSLATION** Zilola Abduraxmanova , Odina Mo'minova	66-74
12	**CHALLENGES IN ENGLISH LEXICOGRAPHY** Zilola Abduraxmanova , Muxlisa Isoqova	75-79
13	**THE STRUCTURE AND TYPES OF SEMI-COMPOSITE SENTENCES IN MODERN ENGLISH** Nafisa Teshaboyeva , Surayyo To'rabekova	80-87
14	**THE IMPACT OF GLOBALIZATION ON LANGUAGE USE.** Ma'ripov, J, Jumaniyozova, O.	88-92
15	**THE FUNCTION OF SYMBOLISM IN POETRY (IN THE EXAMPLE OF "THE WASTE LAND" BY T.S. ELIOT)** Ma'ripov Jalolxon Kamoliddin o'g'li, Abduraimova Mushtariy To'lqin qizi	93-99
16	**THE USE OF HEIYPERBOLE IN ADVERTISING** Ma'ripov Jalolxon Kamoliddin o'g'li, Yaxshiliqov Samandar Abduvahob o'g'li	100-105

17	**THE EFFECT OF FIGURATIVE LANGUAGE IN NARRATIVE STYLE (IN THE EXAMPLE OF "THEIR EYES WERE WATCHING GOD" BY ZORA NEALE HURSTON)** Ma'ripov Jalolxon Kamoliddin o'g'li, Abdurazzoqova Noila Mamarasul qizi	106-110
18	**THE STYLISTICS OF HUMOR IN CONTEMPORARY LITERATURE** Ma'ripov Jalolxon Kamoliddin o'g'li, Pardayeva Mashhura Farhod qizi	111-115
19	**THE ROLE OF DICTION IN SHAPING TONE IN LITERATURE** Ma'ripov Jalolxon Kamoliddin o'g'li, Abdug`aniyeva E'zoza Zafarjon qizi	116-121
20	**THE RELATIONSHIP BETWEEN STYLE AND READER ENGAGEMENT** Ma'ripov Jalolxon Kamoliddin o'g'li, Mamatqulova Aziza To'rabek qizi	122-127
21	**LEXICAL CHOICES AND THEIR EMOTIONAL IMPACT (IN THE EXAMPLE OF THE COLOR PURPLE BY ALICE WALKER)** Ma'ripov Jalolxon Kamoliddin o`g`li, Quvondiqova Maftuna Farhod qizi	128-132
22	**THE USE OF JARGON IN PROFESSIONAL COMMUNICATION (IN THE EXAMPLE OF "BUSINESS WRITING FOR DUMMIES" BY NATALIE CANAVOR)** Ma'ripov Jalolxon Kamoliddin, Rustamova Shahzoda Bahrom qizi	133-140
23	**ENHANCING AUDIENCE ENGAGEMENT THROUGH INTERACTIVE METHODS IN PRESENTATIONS** Axmedova Sevara Rahmonqulovna, Eshbekova Laziza Xayrulla qizi	141-148
24	**STYLISTIC FEATURES OF GOTHIC LITERATURE (IN THE EXAMPLES OF DRACULA BY BRAM STOKER)** Ma`ripov Jalolxon Kamoliddin o`g`li, Begaliyeva Shaxnoza Shavkat qizi	149-155
25	**THE STYLISTICS OF SATIRE IN POLITICAL CARTOONS (IN THE EXAMPLE OF "THE POLITICAL CARTOON" BY DAVID LOW)** Ma'ripov Jalolxon , Rustamova Zohida	156-161
26	**VOWEL CLASSIFICATION IN ENGLISH PHONETICS AND THE ROLE OF SCHWA IN ENGLISH PHONETICS** Nafisa Teshaboyeva, Madinabonu Xatamova	162-169
27	**STYLISTIC VARIATIONS IN TRANSLATED TEXTS (IN THE EXAMPLE OF "THE UNBEARABLE LIGHTNESS OF BEING" BY MILAN KUNDERA)** Jalolxon Ma'ripov , Madinabonu Xatamova	170-175
28	**COGNITIVE ASPECTS OF GRAMMAR** Nafisa Teshaboyeva , Diyorbek Mamatqulov	176-182
29	**DATA AND INFORMATION: UNDERSTANDING THE DIFFERENCE AND THEIR SIGNIFICANCE** Nigina Mamadaminova, Zilola Abduraxmanova	183-185
30	**THE HISTORY AND DEVELOPMENTAL PERIODS OF DICTIONARIES: A JOURNEY THROUGH LANGUAGE DOCUMENTATION** Marjona Mustafoqulova , Abduraxmanova Zilola	186-189
31	**THE RELATIONSHIP BETWEEN STYLE AND THEME IN A NOVEL (IN THE EXAMPLE OF "THE BELL JAR" BY SYLVIA PATH)**	190-194

	Jalolxon Ma‘ripov, Noila Kamolova	
32	**PHONETIC AND PHONOLOGICAL ASPECTS OF SPEECH REDUCTION IN ENGLISH.** Nafisa Teshaboyeva , Sohiba Ahmedova	**195-199**
33	**STYLISTIC DEVICES IN ADVERTISING LANGUAGE** Jalolxon Ma‘ripov , Gulira‘no Abdusattorova	**200-205**
34	**THE VERB: GRAMMATICAL CATEGORIES OF TENSE, VOICE, ASPECT, AND ORDER** Nafisa Teshaboyeva , Odina Mallaboyeva	**206-213**
35	**THE USE OF METAPHOR IN MODERN FICTION (IN THE EXAMPLE OF "BELOVED" BY TONI MORRISON)** Jalolxon Ma‘ripov, Xamida Bekmurzayeva	**214-219**
36	**THE STYLISTIC EFFECT OF PUNCTUATION IN PROSE (IN THE EXAMPLE OF "THE SOUND AND FURY" BY WILLIAM FAULKNER)** Jalolxon Ma‘ripov , Shohista Safarboyeva	**220-225**
37	**THE INFLUENCE OF HISTORICAL CONTEXT ON LITERARY STYLE (IN THE EXAMPLE OF "A TALE OF TWO CITIES" BY CHARLES DICKENS)** Jalolxon Ma‘ripov, Hafiza Kurasheva	**226-229**
38	**THE IMPORTANCE OF ALLITERATION IN CHILDREN'S POETRY Ma‘ripov** Jalolxon Kamoliddin o‘g‘li, Rasulova Farangiz Zokir qizi	**230-234**
39	**THE INFLUENCE OF TRANSLATION ON LANGUAGE EVOLUTION: LINGUISTIC AND NON-LINGUISTIC PERSPECTIVES** Abduraxmanova Zilola Yoqubjon qizi, Eshbekova Laziza Xayrulla qizi	**235-239**
40	**STYLISTIC ANALYSIS OF A SPECIFIC AUTHOR'S WORK** Ma‘ripov Jalolxon Kamoliddin o‘g‘li, Meliyeva Rushona Qahramon qizi	**240-243**
41	**THE EXPLORATION OF DICTIONARY TYPES AND THEIR IMPORTANCE IN LANGUAGE LEARNING** Xayrullayeva Sevinch Nizomiddin qizi, Abduraxmanova Zilola	**244-246**
42	**BOSHLANG‘ICH SINF MUSIQA DARSLARIDA ILG‘OR PEDAGOGIK TEXNOLOGIYALARDAN FOYDALANISH** F.A.Jalilov	**247-252**
43	**STRESS VA UNING INSON PSIXOLOGIYASIGA TA'SIRI: SABABLARI, BELGILARI VA UNGA QARSHI KURASHISH USULLARI** Akramov Ibroximjon Axrorjon o‘g‘li	**253-256**
44	**IJTIMOIY PSIXOLOGIYA: INSONLARNING JAMIYATDAGI O‘ZARO TA'SIRI, XATTI-HARAKATLARI VA GURUH DINAMIKASINI TAHLIL QILUVCHI ILMIY SOHA SIFATIDA** M. Rahmatullayeva., Abdullayev Ismatullo Ne'matullo o'g'li	**257-261**
45	**INKLYUZIV TA`LIM MODELLARI** Rahmatullayeva Mushtariy Parda qizi, Quvonov Elbek Abduxalil O’gli	**262-269**
46	**THE ROLE OF DICTIONARIES IN TRACKING AND INFLUENCING LANGUAGE CHANGE** Suvxonova Xuzayfa Murodullayevna, Abduraxmanova Zilola	**270-273**
47	**МУДДАТИГА ЕТИЛМАСДАН ТУҒИЛГАН ЧАҚАЛОҚЛАРДА COVID-19 НИНГ ЎПКА ТЎҚИМАСИГА САЛБИЙ ТАЪСИРИ** Каримов Р.Х, Ражапов А.А, Тажибаева М.Р	**274-278**

48	**OTA-ONANING SHAXS SIFATIDA YETILGANLIGINI OILADAGI TARBIYA XARAKTERIGA TA'SIRI.** Raxmatullayeva Mushtariy, Xaydarova Madina	**279-283**
49	**RIVOJLANISHIDA OG'ISH BO'LGAN BOLALAR TARBIYALANAYOTGAN OILA.** Raxmatullayeva Mushtariy, Mo'minova Odina G'ulom qizi	**284-288**
50	**O'QUVCHILAR JAMOASI - PEDAGOGIK JARAYONNING ASOSIY SHAKLI** Rahmatullayeva Mushtariy Parda qizi, Valiyev Isom Sherali o'gli	**289-295**
51	**MODULAR TEACHING TECHNOLOGY BASED ON SCIENCEBASED APPROACH TO ACTIVITY** Nasimova Zarina Isomiddin qizi	**296-299**
52	**MARKAZIY OSIYO INTEGRATSIYASI: TARIXIY RIVOJLANISH VA ISTIQBOLLARI** Sayfutdinov Feruz, Sharipov Jahongir	**300-304**
53	**O'ZBEKISTON RESPUBLIKASIDA QISHLOQ XO'JALIGI VA SANOAT DIVERSIFIKATSIYASI** Boltayev Oxun Obid o'g'li, Durdiqulov Asqarjon Azizovich	**305-310**
54	**MUQANNA VA ABU MUSLIM QO'ZG'OLONLARINING AHAMIYATLI TOMONLARI** Xayrullayev Umidjon, Qazoqova Sabina Ma'mur qizi	**311-318**
55	**BUXORO AMIRLIGIDA HARBIY ISH TARIXI.** Haqqulov Mehriddin Yunusovich, Qosimov Umidjon Ismatillo O'g'li o'g'li	**319-325**
56	**ЖИГАР СИРРОЗИ: САБАБЛАРИ, БЕЛГИЛАРИ ВА ДАВОЛАШ УСУЛЛАРИ** Бердиева Севинч Абдуллоевна,, Кенжаев Ёдгор Мамақулович,	**326-327**
57	**THE ROLE OF INTERPERSONAL COMMUNICATION IN PERSONALITY DEVELOPMENT.** H.B.Ismatova	**328-332**
58	**DUNYO MAMLAKATLARI HAYOTIDAGI IKKINCHI JAHON URUSHIDAN KEYINGI O'ZGARISHLAR** Gulyamov Alisher Azizovich, Ashurov Daler Sherali o'g'li	**333-341**
59	**ЭНЦЕФАЛОПАТИЯЛАР: ТАШХИС, САБАБЛАР ВА ДАВОЛАШ ЙЎЛЛАРИ** Чориев Шоҳжаҳон Хабибулло ўғли, Кенжаев Ёдгор Маматқулович	**342-343**
60	**O'SPIRINLIK DAVRIDA KASBGA YO'NALTIRISHNING IJTIMOIY PSIXOLOGIK MUAMMOLARI** Normurodova Munisa Nuriddin qizi	**344-347**
61	**OILAVIY QADRIYATLARNING INSON HAYOTIDAGI IJTIMOIY PSIXOLOGIK AHAMIYATI** Najmiddinova Xurshidabonu Ne`matovna	**348-351**
62	**TA'LIMDA DINIY TARBIYA VA UNING AHAMIYATI** Unarova Mohichehra Saydulla qizi	**352-355**
	TO`PLAM	**356-359**