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«XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR» ilmiy konferensiyasi:

30.11.2024-yil.

Ushbu to'plamda **«XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR»** ilmiy konferensiyasi 2024-yil 2-soni 10-qismiga qabul qilingan maqolalar nashr etilgan.

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QIZLARNI OILAVIY HAYOTGA TAYYORLASHDA SAMARALI MULOQOT KO'NIKMALARINI SHAKLLANTIRSHNING ÔZIGA XOS JIHATLARI

Karimova Muxayyo Nazar qizi,

Termiz davlat pedagogika instituti

Psixologiya kafedrasi o'qituvchisi

E-mail:karimovamuxayyo91@gmail.com

Tel: (88)075 33 34

Annotatsiya.

Mazkur maqolada turmush qurish yoshidagi qizlarga xos psixologik xususiyatlat, oilalarda qizlar tarbiyasida nimalarga e'tibor berish kerakligi va qizlarimizda qanday xarakter xususiyatlarini shakllantirsak ular kelajakda muvaffaqiyatli oila qurishi mumkinligi, oilaviy hayot muvaffaqiyatli bo'lishida muloqotning ahamiyati, samarali muloqot usullari, ularni shakllantirish mexanizmlari haqida so'z yuritilgan.

Kalit so'zlar: o'zbek oilalari, talaba qizlar, dunyoqarash, oila, jamiyat, etnik xususiyatlar, oilaviy qadriyatlar, pozitsiya, mustaqil hayot, muloqot, madaniyat.

ПСИХОЛОГИЧЕСКИЕ АСПЕКТЫ ФОРМИРОВАНИЯ НАВЫКОВ ЭФФЕКТИВНОГО ОБЩЕНИЯ У ДЕВОЧЕК НА ПОРОГЕ СЕМЕЙНОЙ ЖИЗНИ.

Каримова Мухайё Назаровна,

Термезский государственный педагогический институт

Преподаватель кафедры психологии

Электронная почта: karimovamukhayyo91@gmail.com

Телефон: (88)075 33 34

Абстрактный.

В этой статье рассмотрены психологические особенности девушек на выданье, на что следует обратить внимание при воспитании девочек в семье и какие черты характера можно сформировать у наших дочерей, чтобы они в будущем смогли построить успешную семью, значение общения в успешности семейной жизни, эффективные методы общения и механизмы их формирования.

Ключевые слова: узбекские семьи, студентки, мировоззрение, семья, общество, этнические особенности, семейные ценности, позиция, самостоятельная жизнь, общение, культура.

PSYCHOLOGICAL ASPECTS OF FORMING EFFECTIVE COMMUNICATION SKILLS IN GIRLS ON THE THRESHOLD OF FAMILY LIFE.

Karimova Mukhayo Nazar kizi,

Termiz State Pedagogical Institute

Teacher of the Department of Psychology

E-mail: karimovamukhayyo91@gmail.com

Phone: (88)075 33 34

Abstract.

In this article, the psychological characteristics of girls of marriageable age, what should be paid attention to in the upbringing of girls in families, and what character traits can be formed in our daughters so that they can build a successful family in the future, the importance of communication in the success of family life, effective communication methods, and the mechanisms of their formation. held.

Key words: Uzbek families, female students, outlook, family, society, ethnic characteristics, family values, position, independent life, communication, culture.

Kirish (Introduction). Prezidentimiz Sh.M.Mirziyoyev 2018-yil 2-fevraldagi "Xotin-qizlarni qo'llab-quvvatlash va oila institutini mustahkamlash sohasidagi faoliyatni tubdan takomillashtirish chora-tadbirlari to'g'risida"gi Farmonida Respublika "Oila" ilmiy-amaliy tadqiqot markazining asosiy vazifasi sifatida zamonaviy oilani rivojlantirish, oilaning ichki munosabatlari, shaxslararo munosabatlarni, boy madaniy tarixiy me'ros va an'anaviy oilaviy qadriyatlar muammolari bo'yicha fundamental, amaliy va innovatsion tadqiqotlarni o'tkazish, yoshlarni oilaviy hayotga tayyorlash va oilaviy ajralishlarning oldini olish bo'yicha takliflarni ishlab chiqish va amalga oshirish" deb belgilab berishlari mazkur masalaning o'ta muhimligi va dolzarbligidan dalolat beradi[1].

Bu masala har bir davrda ham muhim hisoblangan, misol uchun Zardushtiylik dinida ham, Islom dinida ham nikohda ikki tomon teng va munosib bo'lishi aytib o'tilgan. Nikoh tartiblari va hayotiy tajribalariga ko'ra, kelin va kuyov nasl nasabda, ijtimoiy mavqeda, bilim-saviyada, did-farosatda, ilm-e'tiqodda, mulkdorlikda bir-birlariga yaqin bo'lishi ma'qul topilgan. Shu bois, sharq xalqlarida yoshlarni oilaviy turmushga tayyorlash, ularning tengini topib uylantirishga jiddiy e'tibor berilgan. Ayniqsa, qizlarni oilaviy turmushga tayyorlashda, ularda birinchi navbatda insoniy fazilatlar shakllangan bo'lishi, oilaning muqaddas ekanligi, uni avaylab-asrash aynan uy bekalariga bog'liqligi haqida

ajdodlarimizdan bizgacha yetib kelgan nasihatnoma, pandnoma va hikmatnomalarda tarbiyaviy ahamiyatga ega bo'lgan qimmatli nasihatlar hikoya qilinadi. Jumladan, turk olimi Yusuf Tovasliy to'plagan "Hikmatlar xazinasi"dagi kelin bo'luvchi qizga beriladigan ona nasihati kishining e'tiborini o'ziga tortadi[2].

Yarim yil davomida 1 nafar farzand bilan nikohdan ajralishlar soni 13 186 tani, 2 va undan ortiq farzand bilan ajralishlar 5 505 tani tashkil etgan. Nikohdan ajralganlarning o□rtacha yoshi erkaklar uchun 37,7 yoshga, ayollar uchun 33,2 yoshga to□g□ri kelgan. Mana shu statistikadan ko□rinib turibdiki qizlarni oilaviy hayotga tayyorlash hozirgi kunning dolzarb masalalaridan biri hisoblanadi.

Muloqotning muvaffaqiyatli bo□lishida shaxsning shakllangan sifatlari, fazilatlarining ahamiyati juda katta. Jumladan, shaxsda ijobiy fazilatlar yaxshi shakllangan bo□lsa (xushmuomalaliliq, kamtarlik, insonparvarlik, to□g□ri so□zliliq, vijdonliliq kabilar) muloqot jarayoni ham yaxshi o□tadi. Chunki shaxslar bir-birini to□g□ri tushunishlari uchun, muloqot muvaffaqiyatli bo□lishi uchun ular samimiy bo□lishlari lozim. Samimiylik insonning eng ajoyib fazilatlaridan biri bo□lib, voqea-hodisalarga oqilona munosabatda bo□lish, turli ta□sirlarga berilmaslikdir. Samimiylikning muhim belgisi-bu yuzdagi xushmuomalalik ifodasi va tabassum. Samimiylik bizning kayfiyatimizga ham bog□liq, chunki kayfiyatimiz yaxshi bo□lsa, samimiylik ko□chayadi. Samimiylik ko□rsatish uchun kishining ko□ngli toza, oqko□ngil bo□lish lozim.

Shaxs shakllanishida muloqotning ahamiyati haqida bir necha psixolog olimlar o□z fikrlarini bayon qilganlar. Jumladan, rus psixologi B.G. Ananev □Odam bilishning predmeti sifatida□ asarida bu masalani chuqur tahlil qilgan. U bilimning turli elementlarini egallash muvaffaqiyatli o□zlashtirishning garovi ekanligini ta□kidlaydi. Bilimlarni egallash muloqot orqali amalga oshirilishini ham uqtirib o□tadi. Agar kishilar o□zaro bir-birlariga axborot uzatmasalar, tajribalarini muloqot orqali almashmasalar ular rivojlanmay qolishlari to□g□risida B.G. Ananev asosli fikrlarni keltiradi.

Shunday ekan turmushga chiqayotgan har bir qiz psixologik savodxonlikka ega bo□lishi, muloqot ko□nikmalarini egallaganligi, oilaviy muammolarni ijobiy hal qila olishi, har qanday sharoitda turmush ortog□i va bolalariga sog□lom psixologik muhitni yarata olishi hamda oilaviy munosabatlarda namunalilik ko□rsatib farzand tarbiyasidagi beminnat xizmatlari bilan o□z hissalarini qo□shmoqliklari lozimdir.

Qiz bola turmush qurgandan so‰ng uning ijtimoiy muhitdagi mavqeyi tubdan o‰zgarishi asosida unga nisbatan boshqalarni va o‰z-o‰ziga bo‰lgan munosabati o‰zgarishi kuzatiladi. Mazkur o‰zgarishga nisbatan o‰zida ishonchni shakllantira olgan qiz bola yangi oilasida qisqa muddatda o‰z o‰rniga ega bo‰la olishida muloqot madaniyatining ahamiyati kattadir. Oila qurishga o‰zida ishonchni shakllantirishiga eng asosiy turtki rolini o‰ynovchi omillardan biri bu - o‰z-o‰ziga yo‰riqnoma berishi ya‰ni, oilaga tayyorlik holatining har tomonlama o‰stirish hisoblaniladi. Yangi kelinlik mavqega moslashish albatta, tajriba va bilimlarga asoslanadi. Shularga ko‰ra, har qanday turmush qurish yoshiga yetgan qiz o‰zining yutuqlari va kamchiliklarini tafakkurida aqlan tahlil qilib o‰zi kelin bo‰lgach amalga oshiradigan xatti-harakatlarini tassavur eta olishi kerak.

Xulosa va takliflar. Turmush qurish ostonasidagi qizlarga ta'sir etuvchi har bir jabhani atroflicha o'rganib, o'sha omil uning kelajakdagi turmush hayotida qanday natija ko'rsatishi mumkinligini ilmiy prognoz qilish va ularning qadriyatlar tizimidan kelib chiqib ularga ijobiy ta'sir etuvchi omillarni yanada ko'paytirish, ularni kelajak maqsadlarini to'g'ri belgilashida ko'maklashish zarur. Qizlarga samarali muloqot usullarini o'rgatish va o'z hayotida o'rinli qo'llash ko'nikmalarini shakllantirish, oilaviy qadriyatlarni to'g'ri singdira olish kelajakada muvaffaqiyatli oila barpo qilishi uchun zamin yaratadi.

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THREE FUNDAMENTAL ASPECTS OF SPEECH SOUNDS

Jizzakh branch of the National

University of Uzbekistan named after Mirzo Ulugbek

The faculty of Psychology, department of Foreign languages

Phylology and foreign languages

Scientific adviser: Teshaboyeva Nafisa Zubaydulla qizi

Student of group 301-21: Abdug`aniyeva E'zoza Zafarjon qizi

Annotation: This article provides an in-depth examination of the three primary properties that define speech sounds in the field of phonetics: articulatory, acoustic, and auditory. It begins by explaining the articulatory aspect, which focuses on the physical production of sounds through the movement and positioning of the vocal organs. Next, it explores the acoustic properties, detailing how sounds travel as sound waves characterized by frequency, amplitude, and formants. Finally, the article covers the auditory properties, explaining how sounds are perceived and processed by the human ear and brain, influencing how listeners interpret pitch, loudness, and distinctions between sounds. Each property is broken down into its key components, offering a clear understanding of how these factors work together to facilitate human communication. By presenting these threefold properties, the article emphasizes the complexity of speech sounds and highlights their importance in linguistics, speech technology, and cognitive science. The structured overview provides valuable insights for anyone interested in the mechanics and perception of language.

Key words: Speech sounds, phonetics, articulatory properties, acoustic properties, auditory properties, vocal apparatus, vocal folds, place of articulation, manner of articulation, sound waves, frequency, amplitude, formants, pitch perception, loudness perception, speech sound discrimination, linguistics, communication, language processing.

Speech sounds, the foundation of human language, are produced through complex physiological processes and analyzed for their distinctive properties. These sounds enable communication and expression across cultures and languages. In phonetics, the study of speech sounds, linguists often examine them through three essential properties: articulatory, acoustic, and auditory. These threefold properties provide a comprehensive framework to

understand how sounds are created, transmitted, and perceived in human communication. Let's explore each property in detail.

Articulatory Properties

The articulatory aspect of speech sounds focuses on how sounds are produced by various parts of the human vocal apparatus. The study of articulation examines the roles of the vocal cords, tongue, lips, teeth, and other structures involved in shaping speech sounds.

- Vocal Folds: The vocal folds (or vocal cords) play a central role in producing voiced and voiceless sounds. Voiced sounds, like /b/ and /d/, occur when the vocal cords vibrate, while voiceless sounds, like /p/ and /t/, occur without this vibration.

- Place of Articulation: This refers to the specific area in the vocal tract where constriction occurs to shape sound. For example, sounds like /p/ and /b/ are called bilabial sounds because they are formed with both lips, while /k/ and /g/ are velar sounds formed at the back of the mouth.

- Manner of Articulation: This describes how airflow is modified in the vocal tract. Stops (like /p/ and /t/) involve a complete stoppage of airflow, while fricatives (like /f/ and /s/) involve a partial obstruction, creating a frictional sound.

Through understanding articulatory properties, linguists can categorize and describe sounds across languages, creating a system for how they are produced physically in human speech.

Acoustic Properties

The acoustic properties focus on how sounds travel through the air as sound waves. This aspect of speech sounds is essential for understanding the physics of sound, including frequency, amplitude, and duration. Frequency is the number of vibrations per second, measured in Hertz (Hz), and it determines the pitch of a sound. High-frequency sounds, like /s/, are perceived as higher-pitched, while low-frequency sounds, like /m/, are lower-pitched. Amplitude refers to the energy or loudness of a sound. Louder sounds have higher amplitudes, while softer sounds have lower amplitudes. Formants are resonant frequencies created by the shape of the vocal tract during speech. These frequencies are crucial for distinguishing vowel sounds. Each vowel has a unique pattern of formants, particularly the first two, F1 and F2, which allow listeners to differentiate sounds like /a/ and /i/.

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Acoustic properties enable researchers to analyze speech with specialized equipment like spectrograms, which visually display the sound's frequency and amplitude over time. This analysis helps in understanding the nuances of sound transmission and aids in applications like speech recognition and synthesis.

Auditory Properties

The auditory properties of speech sounds focus on how sounds are perceived by the human ear and processed by the brain. This field of study is critical for understanding the listener's experience and interpretation of speech. As discussed in acoustic properties, pitch is determined by frequency. The human ear can detect subtle changes in pitch, which can be crucial for understanding tonal languages, like Mandarin Chinese, where pitch variation can change word meaning. While amplitude measures the physical intensity of sound, loudness is the subjective perception of that intensity. Sounds with greater amplitude are generally perceived as louder, but perception can be influenced by factors like background noise and the sound's frequency range.

The auditory property allows listeners to distinguish between phonemes, the smallest units of sound that change meaning in a language. For example, the sounds /p/ and /b/ in English are distinct phonemes, and being able to perceive the difference is essential for understanding language. Understanding auditory properties is key in fields like audiology, language acquisition, and psycholinguistics, where perception of speech sounds plays a central role in communication.

Conclusion

The threefold properties of speech sounds – articulatory, acoustic, and auditory – create a holistic view of how sounds are produced, transmitted, and perceived. Each property offers unique insights that contribute to linguistics, cognitive science, and speech technology. By examining these properties, researchers not only deepen their understanding of human language but also develop tools and technologies that bridge gaps in communication, from speech recognition to hearing aids. This framework underscores the richness of human language and the intricate processes involved in transforming thoughts into audible expressions.

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ACCENT:ITS SIGNIFICANCE AND ROLES IN COMMUNICATION AND SOCIETY

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

Annotation: The article explores the functions of accents, highlighting how they enrich linguistic diversity, support nonverbal communication, and contribute to empathy and cultural awareness. Accents also enhance media and storytelling by adding authenticity to characters and narratives, making stories more immersive. However, challenges like miscommunication and accent bias are acknowledged, underscoring the importance of embracing accent diversity to promote inclusivity. In sum, the article argues that accents are valuable components of human expression that bring vibrancy and understanding to communication, ultimately encouraging a more inclusive approach to language in a globalized world.

Key words: Accent, identity, cultural diversity, communication, pronunciation, regional accents, social identity, linguistic diversity, nonverbal communication, empathy, inclusivity, first impressions, language learning, accent bias, multiculturalism, media, storytelling, cultural awareness, language adaptation, global communication.

Accents are an integral part of spoken language, representing the unique sounds, rhythms, and tones of a speaker's background. From signaling identity and culture to aiding in nonverbal communication, accents offer a wealth of meaning beyond mere pronunciation. They shape how we perceive others and are crucial in various social, cultural, and even professional interactions. This article explores what accents are, why they matter, and the diverse functions they serve in today's interconnected world.

An accent is the distinct way a person pronounces words within a language. It can be influenced by various factors, including:

- **Geography:** Different regions often have their own accents, like the difference between Australian, American, and British English.

- **Social Background:** Social class, education, and age can affect how people speak within a community.

- **Language Background:** A person's first language often affects their accent when they speak a second language, known as a foreign accent.

Accents are part of a person's natural way of speaking and evolve based on environment, language exposure, and social influences. They differ from dialects, which involve unique vocabulary, grammar, and expressions in addition to pronunciation.

Accents play several roles in our lives, some of which are immediately obvious, while others are more subtle. Here are a few reasons why accents are significant: Accents are closely tied to identity. They are an audible representation of who we are and where we come from. A Southern American accent or an Irish lilt, for example, immediately conveys cultural roots. In a world where people increasingly move between countries and regions, accents help people maintain connections to their heritage and feel a sense of belonging. Hearing an accent different from one's own invites curiosity and connection. It offers an immediate hint at the speaker's background, sparking conversation and cultural exchange. Appreciating various accents opens minds to the richness of global cultures and can enhance social relationships by breaking down linguistic barriers. Accents often shape initial perceptions. Studies show that accents can lead people to make assumptions—positive or negative—about a speaker's intelligence, friendliness, or professionalism. These assumptions, while sometimes unfair, illustrate the impact accents have on social interactions, shaping how we respond to one another from the outset.

For language learners, mastering an accent is often one of the final steps to achieving fluency. Accents help learners understand and adapt to the sounds, tones, and rhythms of a new language. Teachers often adjust their accents or speech pace to make language learning easier for non-native speakers. Thus, accents play a practical role in bridging language gaps. In specific fields, accents can influence professional opportunities and effectiveness. For instance, a "neutral" or widely understood accent is often preferred in news broadcasting, acting, and customer service to reach a broader audience. This "standard" accent is often easier for people from different backgrounds to understand, which can be important in business, entertainment, and global communication.

Accents serve numerous functions beyond communication, providing both linguistic and social value. Accents indicate belonging to a particular group or community. This differentiation helps us recognize people from specific regions, such as someone with a Scottish or New York accent, making accents a marker of both regional and cultural identity. The variety of accents within a language contributes to its richness and adaptability. Accents reflect how a language is shaped by social changes, migrations, and interactions between

different cultures. This diversity helps keep languages dynamic and responsive to evolving identities and communities.

- Accents carry nonverbal cues like intonation, pitch, and rhythm that convey emotions and add nuance to communication. For example, the musicality of certain accents can add warmth to a message, while a more neutral tone might convey formality. This aspect of accents allows people to convey meaning beyond the words themselves. Exposure to different accents encourages us to practice empathy, patience, and cultural sensitivity. By learning to understand various accents, people can better communicate across cultures and backgrounds, reducing misunderstandings and fostering more inclusive interactions. In media and storytelling, accents are often used to create authentic, relatable characters. A character's accent can reveal much about their background or personality, making the story more immersive. In film, television, and even advertising, accents bring characters to life and make narratives more engaging for diverse audiences. Accents, however, can also present challenges. Miscommunication is a common issue, especially when people from different linguistic backgrounds interact. Some accents may be more difficult for others to understand, which can lead to frustration and misunderstandings. Furthermore, accent bias—a preference or prejudice for certain accents over others—can lead to discrimination, creating barriers in social and professional settings.

Addressing these challenges involves building awareness, fostering empathy, and promoting inclusivity. By recognizing the value of all accents, societies can work towards reducing biases and appreciating the diversity that accents bring to communication.

Conclusion

Accents are more than just speech patterns; they represent culture, identity, and connection. They enrich communication, add to cultural diversity, and help us connect with others on a deeper level. By understanding and appreciating accents, we celebrate the uniqueness of each individual's background and enhance our shared human experience. Embracing accents, with all their diversity, allows us to navigate our globalized world with respect, empathy, and understanding. This article delves into the role of accents in language, emphasizing their significance in both personal and social contexts. Accents, defined as distinct pronunciations shaped by factors such as geography, social background, and language, serve as markers of identity and cultural belonging. They not only reflect a person's roots but also foster a sense of community and connection in multicultural settings. Accents influence first impressions, often carrying subtle, sometimes unconscious judgments that affect social and professional interactions.

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Huquqbuzarliklar profilaktikasi sohasida mahalliy davlat hokimiyati organlarining faoliyatining tashkiliy-institutsional asoslari

Organizational and institutional foundations of local government activities in the field of crime prevention

Организационно-институциональные основы деятельности органов местного самоуправления в сфере профилактики правонарушений

Mengliyev Faxriddin Valiyevich

O'zbekiston Respublikasi Ichki ishlar Akademiyasining

Oliy ta'limdan keyingi ta'lim fakulteti mustaqil izlanuvchisi

Ilmiy rahbar: Xo'jaqulov Siyovush Baxtiyorovich
yuridik fanlar doktori, dotsent

Mengliyev Fakhriddin Valievich
Republic of Uzbekistan independent researcher at the
faculty of Postgraduate Education
Academy of the Ministry of internal affairs
Scientific supervisor: Khujaqulov Siyovush Bakhtiyorovich,

doctor of law, associate professor

Менглиев Фахриддин Валиевич

Республика Узбекистан Независимый исследователь

факультета послевузовского образования

Академии Министерства внутренних дел

Научный руководитель: Хужакулов Сиёвуш Бахтиёрович,

доктор юридических наук, доцент

Annotatsiya: Ushbu maqolada huquqbuzarliklar profilaktikasi sohasida mahalliy davlat hokimiyati organlarining faoliyatining tashkiliy-institutsional asoslari o'rganiladi. Hozirgi huquqiy baza, ma'muriy tuzilmalar va mahalliy hokimiyatlar tomonidan huquqbuzarliklarning oldini olish uchun amalga oshirilayotgan amaliy choralar tahlil qilinadi. Tadqiqot mahalliy hokimiyatlarning duch kelayotgan muammolarini yoritadi va huquqbuzarliklar profilaktikasi strategiyalarini yanada samarali qilish bo'yicha tavsiyalar beradi.

Kalit so'zlar: Huquqbuzarliklar profilaktikasi, mahalliy davlat hokimiyati, tashkiliy asoslar, institutsional baza, huquqiy tuzilma, ma'muriy chora-tadbirlar, samaradorlik, ta'sirchanlik

Annotation: This article explores the organizational and institutional foundations of local government activities in the field of crime prevention. It examines the current legal framework, administrative structures, and practical measures implemented by local authorities to prevent offenses. The study highlights the challenges faced by local governments and provides recommendations for enhancing the efficiency and effectiveness of crime prevention strategies at the local level.

Keywords: Crime prevention, local government, organizational foundations, institutional framework, legal structure, administrative measures, efficiency, effectiveness

Аннотация: В данной статье исследуются организационно-институциональные основы деятельности органов местного самоуправления в сфере профилактики правонарушений. Рассматривается текущая правовая база, административные структуры и практические меры, реализуемые местными властями для предотвращения правонарушений. Исследование освещает проблемы, с которыми сталкиваются местные органы власти, и предлагает рекомендации по повышению эффективности и результативности стратегий профилактики правонарушений на местном уровне.

Ключевые слова: Профилактика правонарушений, местное самоуправление, организационные основы, институциональная структура, правовая база, административные меры, эффективность, результативность.

Kirish

Huquqbuzarliklar profilaktikasi zamonaviy jamiyatlar uchun muhim vazifa bo'lib, u ijtimoiy barqarorlik va xavfsizlikni ta'minlashda katta ahamiyatga ega. Shu maqsadda mahalliy davlat hokimiyati organlari huquqbuzarliklarning oldini olish va ularning tarqalishini cheklashda asosiy rol o'ynaydi. Ular o'z hududlarida tinchlik va xavfsizlikni saqlash uchun ko'plab tashkiliy va institutsional choralar ko'radilar. Mazkur maqolada mahalliy davlat hokimiyati organlarining huquqbuzarliklar profilaktikasi sohasidagi faoliyatining tashkiliy-institutsional asoslari batafsil tahlil qilinadi. O'rganishlar natijasida, bu organlarning huquqbuzarliklar profilaktikasidagi roli va ahamiyati, ular tomonidan qo'llaniladigan usullar va amaliyotlar, hamda ushbu sohada duch kelinadigan muammolar va ularning yechimlari yoritiladi. Hozirgi kunda ko'plab davlatlarda mahalliy hokimiyat organlari huquqbuzarliklarning oldini olish va jamoat tartibini saqlash bo'yicha bir qator

vakolatlar bilan ta'minlangan. Bunday vakolatlar mahalliy aholi bilan yaqindan ishlash, muammolarni tezkorlik bilan aniqlash va ularning yechimlarini topishga qaratilgan. Bu jarayonlarda huquqiy va institutsional bazaning mustahkamligi, mahalliy hokimiyat organlarining professional malakasi va ularning jamoat bilan samarali hamkorligi muhim ahamiyat kasb etadi. Mahalliy davlat hokimiyati organlarining huquqbuzarliklar profilaktikasi sohasidagi faoliyatini o'rganishdan maqsad, ularning tashkiliy va institutsional asoslarini tahlil qilish orqali, ushbu sohada samaradorlikni oshirish uchun tavsiyalar ishlab chiqishdir. Mazkur tadqiqotda, bu organlarning tashkil etilishi, ularning huquqiy maqomi, vakolatlari va faoliyat uslublari, shuningdek, ularning xalqaro tajribasi va amaliyoti ko'rib chiqiladi. Mahalliy davlat hokimiyati organlarining huquqbuzarliklar profilaktikasidagi roli va ularning bu boradagi faoliyatining tashkiliy-institutsional asoslarini chuqurroq tushunish uchun, birinchi navbatda, ularning tashkil etilish tarixini, huquqiy asoslarini va jamoat bilan ishlash usullarini o'rganish zarur. Bu orqali biz, huquqbuzarliklarning oldini olish va jamoat xavfsizligini ta'minlashda mahalliy hokimiyat organlarining samaradorligini oshirish yo'llarini aniqlashimiz mumkin bo'ladi. Bu maqola mahalliy davlat hokimiyati organlarining huquqbuzarliklar profilaktikasi sohasidagi faoliyatini yaxshiroq tushunishga va bu boradagi ilmiy izlanishlarni yanada rivojlantirishga xizmat qiladi. Shuningdek, u amaliyotchi mutaxassislar, siyosatchilar va tadqiqotchilar uchun foydali manba bo'lishi mumkin.

Tadqiqotning materiallari va metodologiyasi

Materiallar: Ushbu tadqiqotda asosiy materiallar sifatida quyidagi manbalar ishlatiladi:

1. Huquqiy hujjatlar: O'zbekiston Respublikasi qonunlari, prezident farmonlari, hukumat qarorlari va boshqa normativ-huquqiy hujjatlar.

2. Rasmiy statistik ma'lumotlar: Davlat statistika qo'mitasi, Ichki ishlar vazirligi va boshqa tegishli davlat organlari tomonidan taqdim etilgan statistik ma'lumotlar.

3. Ilmiy adabiyotlar: Huquqbuzarliklar profilaktikasi va mahalliy davlat hokimiyati organlari faoliyati sohasida yozilgan ilmiy maqolalar, kitoblar, monografiyalar va dissertatsiyalar.

4. Xalqaro tajriba: Huquqbuzarliklar profilaktikasi sohasida turli mamlakatlarning tajribasi va bu boradagi xalqaro tashkilotlar tomonidan ishlab chiqilgan tavsiyalar.

5. Intervyu va so'rovnomalar: Mahalliy davlat hokimiyati organlari xodimlari, huquqshunoslar, ijtimoiy ishchilar va boshqa mutaxassislar bilan o'tkazilgan intervyu va so'rovnomalar.

Metodologiya: Ushbu tadqiqotda quyidagi ilmiy-uslubiy yondashuvlar va metodlar qo'llaniladi:

1. Tahlil va sintez: Huquqbuzarliklar profilaktikasi sohasidagi mavjud huquqiy hujjatlar, ilmiy adabiyotlar va statistik ma'lumotlar tahlil qilinadi va umumlashtiriladi.

2. Solishtirma metod: Turli mamlakatlarning huquqbuzarliklar profilaktikasi sohasidagi tajribasi va mahalliy davlat hokimiyati organlarining faoliyati solishtiriladi.

3. Empirik tadqiqotlar:Intervyu va so'rovnomalar orqali olingan ma'lumotlar tahlil qilinadi va amaliy tavsiyalar ishlab chiqiladi.

4. Tarixiy metod: Mahalliy davlat hokimiyati organlarining huquqbuzarliklar profilaktikasi sohasidagi faoliyatining rivojlanish tarixi o'rganiladi.

5. Pravoviy tahlil: Huquqiy hujjatlar va normativ-huquqiy aktlar tahlil qilinadi va ularning samaradorligi baholanadi.

6. Statistik metod: Olingan statistik ma'lumotlar tahlil qilinadi, grafiglar va diagrammalar orqali tasvirlanadi va ularning asosida xulosalar chiqariladi.

Ushbu metodlardan foydalanish orqali, tadqiqotda huquqbuzarliklar profilaktikasi sohasida mahalliy davlat hokimiyati organlarining faoliyatining tashkiliy-institutsional asoslari chuqur va kompleks o'rganiladi. Natijada, ushbu sohadagi mavjud muammolar va ularning yechimlari bo'yicha amaliy tavsiyalar ishlab chiqiladi.

Tadqiqotning dolzarbligi

Huquqbuzarliklar profilaktikasi zamonaviy jamiyatlar uchun muhim ahamiyatga ega bo'lgan masalalardan biridir. Ijtimoiy barqarorlik, xavfsizlik va aholi farovonligini ta'minlashda huquqbuzarliklarning oldini olish va ularni bartaraf etish muhim o'rin tutadi. Shu ma'noda, mahalliy davlat hokimiyati organlarining huquqbuzarliklar profilaktikasi sohasidagi faoliyatini tahlil qilish va ularni samarali tashkil etish masalalari dolzarb hisoblanadi.\

Birinchidan, huquqbuzarliklarning o'sishi va jinoyatchilikning murakkablanishi zamonaviy dunyoning global muammolaridan biridir. Shahar va qishloqlarda huquqbuzarliklarning oldini olish va jamoat tartibini saqlashda mahalliy davlat hokimiyati organlari muhim rol o'ynaydi. Ularning faoliyati samaradorligini oshirish orqali huquqbuzarliklarning oldini olishda sezilarli natijalarga erishish mumkin.

Ikkinchidan, mahalliy davlat hokimiyati organlarining huquqbuzarliklar profilaktikasidagi roli va mas'uliyatlari qonunchilikda belgilangan bo'lib, ularning huquqiy va institutsional asoslarini o'rganish va tahlil qilish, bu sohada amaliyot va nazariyani yaxshilash uchun zarurdir. Ushbu tadqiqot huquqiy bazani mustahkamlash va mahalliy davlat hokimiyati organlarining huquqbuzarliklar profilaktikasi sohasidagi faoliyatini yanada samarali tashkil etishga yo'naltirilgan.

Uchinchidan, xalqaro tajriba ko'rsatmoqda, huquqbuzarliklarning oldini olishda mahalliy davlat hokimiyati organlarining faoliyati muhim ahamiyatga ega. Turli

mamlakatlarning ushbu sohadagi ilg'or tajribalarini o'rganish va amaliyotga tatbiq etish orqali, mahalliy sharoitlarga moslashtirilgan samarali model va strategiyalarni ishlab chiqish mumkin. Bu esa, o'z navbatida, huquqbuzarliklarning oldini olish va jamoat xavfsizligini ta'minlashda muhim ahamiyat kasb etadi.

Mahalliy davlat hokimiyati organlarining huquqbuzarliklar profilaktikasi sohasidagi faoliyatini tahlil qilish va bu boradagi muammolarni aniqlash, ularning yechimlarini topish va tavsiyalar ishlab chiqish orqali, bu sohada yangi ilmiy bilimlarni shakllantirish va amaliyotga tatbiq etish imkonini beradi. Ushbu tadqiqot natijalari nafaqat ilmiy doiralar uchun, balki amaliyotchi mutaxassislar, siyosatchilar va mahalliy davlat hokimiyati organlari uchun ham foydali bo'ladi.

Yuqorida keltirilgan dalillar tadqiqotning dolzarbligini ta'kidlab, uning huquqbuzarliklar profilaktikasi sohasida mahalliy davlat hokimiyati organlarining faoliyatini yanada samarali tashkil etish va rivojlantirishda muhim ahamiyatga ega ekanligini ko'rsatadi.

Tadqiqot muhokamalari va natijalar

Muhokamalar:Tadqiqot davomida mahalliy davlat hokimiyati organlarining huquqbuzarliklar profilaktikasi sohasidagi faoliyati keng qamrovda o'rganildi. Tadqiqotning asosiy yo'nalishlari quyidagilarni o'z ichiga oldi:

Huquqiy va institutsional baza: Mahalliy davlat hokimiyati organlarining huquqbuzarliklar profilaktikasidagi faoliyati qonunchilik bilan tartibga solinishi va ularning vakolatlari aniq belgilanishi lozim. Tadqiqot davomida aniqlanishicha, mavjud huquqiy baza ba'zi hollarda yetarli emas va amaldagi qonunlar qayta ko'rib chiqilishi kerak. Huquqbuzarliklarning oldini olishda institutsional bazani mustahkamlash muhim ahamiyatga ega.

Mahalliy hokimiyat organlarining tashkiliy tuzilishi: Mahalliy hokimiyat organlarining samarali ishlashi uchun ularning tashkiliy tuzilishi muhim ahamiyatga ega. Tadqiqot davomida aniqlanishicha, ko'pgina hududlarda bu organlar orasida koordinatsiya yetarli darajada emas va ularning o'zaro hamkorligi kuchaytirilishi kerak. Tashkiliy tuzilmani takomillashtirish orqali, huquqbuzarliklarning oldini olishda yanada yaxshi natijalarga erishish mumkin.

Resurslar va malaka: Huquqbuzarliklar profilaktikasi sohasidagi tadbirlarni amalga oshirish uchun zarur resurslar va malakali kadrlar yetishmasligi aniqlangan. Mahalliy davlat hokimiyati organlari malakali mutaxassislar bilan ta'minlanishi va ularning kasbiy rivojlanishi uchun zarur sharoitlar yaratilishi kerak. Bu borada davlat budjetidan ajratiladigan mablag'lar ko'paytirilishi va xalqaro grantlar jalb etilishi maqsadga muvofiqdir.

Xalqaro tajriba va hamkorlik: Turli mamlakatlarning huquqbuzarliklar profilaktikasi sohasidagi tajribasini o'rganish va ularni amaliyotga tatbiq etish muhimdir. Tadqiqot davomida aniqlanishicha, xalqaro tashkilotlar va xorijiy davlatlar bilan hamkorlikni kuchaytirish orqali, mahalliy davlat hokimiyati organlarining samaradorligini oshirish mumkin.

Natijalar:

- Huquqiy bazani mustahkamlash: Mahalliy davlat hokimiyati organlarining huquqbuzarliklar profilaktikasidagi faoliyatini tartibga soluvchi qonunlar qayta ko'rib chiqilishi va takomillashtirilishi zarur. Yangi qonunlar va normativ-huquqiy hujjatlar ishlab chiqilishi, mavjudlari esa yangilanib, zamonaviy talablarga moslashtirilishi kerak.

- Tashkiliy tuzilmani takomillashtirish: Mahalliy hokimiyat organlarining o'zaro hamkorligi va koordinatsiyasini kuchaytirish, ularning tashkiliy tuzilishini takomillashtirish

orqali, huquqbuzarliklar profilaktikasi sohasidagi faoliyat samaradorligini oshirish mumkin. Bu borada maxsus ko'mita yoki ishchi guruhlar tashkil etilishi tavsiya etiladi.

- Resurslar va kadrlarni rivojlantirish: Mahalliy davlat hokimiyati organlari uchun zarur resurslar ajratilishi va malakali kadrlar tayyorlanishi muhimdir. Bu borada maxsus treninglar, seminarlar va kurslar tashkil etilishi kerak. Shuningdek, xalqaro tajriba almashinuvi va grantlar jalb etilishi ham samaradorlikni oshiradi.

- Xalqaro hamkorlikni kuchaytirish: Xalqaro tashkilotlar va xorijiy davlatlar bilan hamkorlikni rivojlantirish orqali, huquqbuzarliklar profilaktikasi sohasidagi ilg'or tajribalarni o'rganish va tatbiq etish mumkin. Bu borada xalqaro seminarlar, konferensiyalar va amaliy mashg'ulotlar tashkil etilishi maqsadga muvofiqdir.

Natijada, ushbu tadqiqot mahalliy davlat hokimiyati organlarining huquqbuzarliklar profilaktikasi sohasidagi faoliyatini takomillashtirish va ularning samaradorligini oshirish uchun amaliy tavsiyalar ishlab chiqishga xizmat qiladi. Bu tavsiyalar amaliyotga tatbiq etilishi orqali, mahalliy sharoitlarda huquqbuzarliklarning oldini olish va jamoat xavfsizligini ta'minlashda sezilarli natijalarga erishish mumkin bo'ladi.

Xulosa

Xulosa qilib aytganda, huquqbuzarliklarning oldini olishda mahalliy davlat hokimiyati organlari muhim va ajralmas rol o'ynaydi. Ularning faoliyati samaradorligini oshirish uchun bir nechta asosiy yo'nalishlar va chora-tadbirlarni amalga oshirish zarur.

Birinchidan, mahalliy davlat hokimiyati organlari huquqbuzarliklar profilaktikasida asosiy ijrochi tashkilotlar hisoblanadi. Ular joylarda profilaktik ishlarni amalga oshirish, huquqni muhofaza qilish organlari bilan hamkorlik qilish va jamoatchilikni jalb etish kabi vazifalarni bajaradilar. Bu organlarning samarali ishlashi uchun maxsus bo'limlar va mutaxassislar tayinlanishi zarur. Ular jinoyatchilikka qarshi kurashish, ma'lumotlarni yig'ish

va tahlil qilish, profilaktik dasturlarni ishlab chiqish va amalga oshirish bilan shug'ullanishlari kerak.

Ikkinchidan, tegishli huquqiy asoslar va reglamentlar ishlab chiqilishi lozim. Mahalliy hokimiyat organlarining vakolatlari va majburiyatlari aniq belgilangan bo'lishi kerak, bu orqali ularning faoliyati tartibga solinadi va samaradorligi oshadi. Mahalliy hokimiyat organlari huquqni muhofaza qilish organlari, ta'lim muassasalari, jamoat tashkilotlari va boshqa tegishli idoralar bilan yaqin hamkorlikda ishlashlari zarur. Bu hamkorlik profilaktik ishlarning samaradorligini oshiradi, resurslarni birlashtirish va tajriba almashish imkonini beradi.

Uchinchidan, ijtimoiy tadbirlarga katta e'tibor qaratish zarur. Ayniqsa, yoshlarga qaratilgan tadbirlar orqali huquqbuzarliklardan saqlashga qaratilgan dasturlar ishlab chiqilishi va amalga oshirilishi lozim. Ta'lim va tarbiya, sport va madaniyat tadbirlari orqali yoshlarni huquqbuzarliklardan saqlash mumkin. Bu esa yosh avlodning sog'lom va to'g'ri rivojlanishiga yordam beradi.

To'rtinchidan, mahalliy davlat hokimiyati organlari huquqbuzarliklar profilaktikasi sohasidagi faoliyatlarini muntazam ravishda nazorat qilib, tahlil qilishlari zarur. Bu orqali amalga oshirilgan chora-tadbirlarning samaradorligini aniqlash va zarurat tug'ilganda ularga tuzatishlar kiritish mumkin. Nazorat va tahlil orqali amalga oshirilgan ishlarning natijalarini baholash va kelgusida yanada samarali chora-tadbirlar ishlab chiqish imkoniyati yuzaga keladi.

Umuman olganda, mahalliy davlat hokimiyati organlarining huquqbuzarliklar profilaktikasi sohasidagi faoliyatini samarali tashkil etish orqali jamiyatda barqarorlik va xavfsizlikni ta'minlash mumkin. Bu esa davlat va jamiyat rivojlanishi uchun mustahkam asos bo'lib xizmat qiladi.

Albatta, mana "Huquqbuzarliklar profilaktikasi sohasida mahalliy davlat hokimiyati organlarining faoliyatining tashkiliy-institutsional asoslari" mavzusi uchun foydalanilgan adabiyot ro'yxati:

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KICHIK YOSHDAGI BOLALARDA O'QISH KO'NIKMASINI SHAKLLANTIRSH XUSUSIDA

Ismadiyorova Go'zal Berdiyar qizi

Termiz Iqtisodiyot va Servis Universiteti

1-bosqich magistranti

+998881227477

guzalismadiyorova222gmail.com

*Ilmiy maslahatchi:***Madiyeva M.Y**.

Termiz Iqtisodiyot va Servis Universiteti PhD.

Tel.: 93 794 50 00

E-mail: madinayusupovna1984@gmail.com

Annotatsiya: *Ushbu maqolada maktab o'quvchilarining o'qish savodxonligi darslarida ifodali o'qish ko'nikmalarini shakllantirish hamda o'quvchilarda ifodali o'qish ko'nikmasini turli xil metodlar orqali o'rgatish va bu usul yordamida ta'lim samaradorligini oshirish haqida tavsiyalar beriladi.*

Kalit so'zlar: *kichik yoshdagi o'quvchilar, so'z boyligi, maqollar, tajriba, vazifalar,*

ifodali o'qish, ta'lim samaradorligi, metodika.

IMPROVING READING SKILLS AMONG YOUNG CHILDREN

Abstract: In this article, in the reading literacy classes of schoolchildren, the formation of expressive reading skills and the teaching of expressive reading skills in students through various methods and the improvement of educational efficiency using this method are discussed. recommendations are given.

Key words: young students, vocabulary, articles, experience, tasks, expressive reading, educational efficiency, methodology.

ФОРМИРОВАНИЕ НАВЫКОВ ЧТЕНИЯ У ДЕТЕЙ МЛАДШЕГО ВОЗРАСТА

Аннотация: В данной статье на занятиях по читательской грамотности школьников рассматриваются вопросы формирования навыков выразительного

чтения и обучения учащихся навыкам выразительного чтения с помощью различных методов и повышения эффективности обучения с использованием этого метода.

Ключевые слова: младшие школьники, словарный запас, статьи, опыт, задания,

выразительное чтение, образовательная эффективность, методика.

Kirish: Mamlakatimizda so'nggi yillarda barcha sohalarda sezilarli darajada o'zgarishlar, yangiliklar amalga oshirilmoqda. Shu bilan bir qatorda ta'lim sohasida ham yangilanishlar, yangi qonun, farmonlar bir so'z bilan aytganda,yangi ta'lim tizimi ishlab chiqildi. Zamon bilan hamnafas o'sib kelayotgan yosh avlodning sifatli ta'lim olishi uchun mamlakat rahbari tomonidan yetarlicha shart-sharoitlar yaratib berilmoqda. O'zbekiston Respublikasi Prezidenti Sh.Mirziyoyev "Ma'naviy-ma'rifiy ishlar samaradorligini oshirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi 2019-yil 3-maydagi PQ-4307-son[1.PQ], 2021-yil 26-martdagi "Ma'naviy-ma'rifiy ishlar tizimini tubdan takomillashtirish chora-tadbirlari to'g'risida"gi PQ-5040-sonli qarorlarida ma'naviyat o'z xalqi tarixini, uning madaniyati va vazifalarini chuqur bilishi va tushunib yetishga suyangandagina qudratli kuchga aylanadi. Ma'naviyat insonda, eng avvalo, ona suti, allasi, mehri, ta'lim-tarbiyasi bilan ota-bobolarining oqil-u dono so'zlari, ajdodlar o'giti va yo'l-yo'riqlari bilan, shuningdek, hayotning boy saboqlari ta'siri ostida shakllanib, rivojlanib, takomillashib boradi.

Mamlakatimiz taraqqiyotining ko'p jihatlari olib borilayotgan yoshlar ta'lim-tarbiyasiga oid davlat siyosatiga bog'liq bo'lib, unda ta'lim-tarbiya sohasida sezilarli sifat o'zgarishlari, yuqori samaradorlikka erishish asosiy e'tiborida bo'ladi. Bunday jihatlar uzluksiz ta'lim tizimida qo'lga kiritilayotgan o'zgarishlarning mazmun-mohiyatiga bog'liq bo'lib, u ko'proq boshlang'ich ta'limga ham tegishli. Bunga sabab boshlang'ich ta'limda o'quvchilar savodxonlik asoslari, hisoblash tafakkuri, mehnat ko'nikmalari va shaxs ma'naviyati elementlari bilan qurollantiriladi hamda yuqori sinflarda o'rganiladigan fanlar asoslari bilan tanishtiriladi. Shu sababli ham zamonaviy ta'lim tizimi, uning maqsad va vazifalari mamalakatimiz taraqqiyotiga xizmat qiluvchi ta'lim- tarbiya jarayoniga qo'yilgan muammo yechimiga mos kelishi kerak.[2.B-5] Bular zamonaviy ta'lim tizimida millat ruhiyatining nozik jihatlariga kirib borish va boshlang'ich ta'limda savodxonlik asoslarini puxta egalash hamda hisoblash tafakurini shakllantirishning innovatsion usullarini yaratishni taqozo etadi.

Boshlang'ich ta'lim jarayonida o'qish savodxonligi muhim ahamiyatga ega. Bu jarayon, nafaqat, harflarni tanish va so'zlarni tushunishni o'z ichiga oladi, balki

matnni ifodali va ma'noli oʻqiy olish qobiliyatini ham rivojlantiradi. Ifodali oʻqish koʻnikmalari oʻquvchilarning nutqiy madaniyatini yuksaltirishga, ularning mantiqiy fikrlash va tahlil qilish qobiliyatlarini oshirishga yordam beradi. Ifodali oʻqish - bu matnni tushunarli va jozibali tarzda yetkazish san'ati hisoblanadi. Bu koʻnikma oʻquvchilarga oʻz fikrlarini aniq va ravshan ifodalashga, shuningdek, tinglovchilarni jalb qilishga imkon beradi. Ifodali oʻqish oʻquvchilarning lugʻat boyligini oshiradi, ularning til bilish darajasini yuksaltiradi hamda adabiy asarlarga boʻlgan qiziqishini kuchaytiradi. [3.B-7]

Ifodali oʻqish koʻnikmalarini shakllantirish usullari:

1. Matnni tushunish: Oʻquvchilarga matnni chuqur tushunish uchun savollar berish orqali ularning tahliliy fikrlashini rivojlantirish.

2. Ovoz va intonatsiya: Oʻqituvchilar oʻquvchilarga turli ovoz balandligi va intonatsiyalarni qoʻllash orqali matnni ifodali oʻqishni oʻrgatishlari lozim.

3. Rollarni almashtirish: Rollarni almashtirish mashqlari orqali oʻquvchilarni turli personajlar nuqtai nazaridan oʻqitishga undash.

4. She'riyat va qoʻshiqlar: She'rlarni va qoʻshiqlarni oʻqitish orqali oʻquvchilarda ritm va intonatsiya hissini rivojlantirish.

5. Dramatizatsiya: Matnlarni sahnalashtirish orqali oʻquvchilarning ifodali oʻqish qobiliyatlarini yaxshilash.

Kichik yoshdagi bolalarda o'qish ko'nikmasini shakllantirish juda muhim jarayon hisoblanadi. Bu jarayonni muvaffaqiyatli amalga oshirish uchun quyidagi tavsiyalarni hisobga olish mumkin:

1. Erta bosqichda qiziqarli materiallar: Bolalarga rang-barang rasmlar, hikoyalar va bolalar kitoblarini taqdim eting. O'qish uchun qiziqarli va tushunarli materiallar tanlang.

2. O'qishni o'yin shaklida olib borish: O'yinlar orqali o'qish jarayonini qiziqarli qilish mumkin. Masalan, harflar bilan bog'liq o'yinlar yoki so'z topish o'yinlari.

3. Ota-onalarning ishtiroki: Ota-onalar bolalari bilan birga kitob o'qishi yoki hikoyalar aytishi juda muhimdir. Bu bolalarda o'qishga bo'lgan qiziqishni oshiradi.

4. Tajribali usullar: Bolaga harf va so'zlarni yozishni, talaffuz qilishni o'rgatishda turli xil usullardan foydalaning (masalan, plastilin yordamida harflarni yasash).

5. Kitob do'stligini rivojlantirish: Bolaning kitoblarga bo'lgan qiziqishini oshirish uchun kutubxonaga olib borish yoki yangi kitoblarni birgalikda tanlash.

6. Qiziqarli savollar berish: O'qilgan matn haqida savollar berib, bolaning fikrlash qobiliyatini rivojlantiring va uning matnni tushunishini tekshiring.

7. Har kuni vaqt ajratish: Har kuni bir necha daqiqa vaqt ajratib, bolaga o'qishni rag'batlantiradigan faoliyatlar bilan shug'illanishga imkon bering.

8. Ijobiy munosabat bildirish: Bola o'qiyotganda uni rag'batlantiring va muvaffaqiyatlarini e'tirof eting.

9. Raqamlarni va harflarni tanitish: Bolalarni raqamlar va harflar bilan tanishtirish orqali ularning asosiy bilimlarini shakllantiring.

10. Boshqa tillar bilan tanishtirish: Agar imkoniyat bo'lsa, boshqa tillarda ham oddiy so'zlarni o'rganishga yordam berib, bolaning lingvistik ko'nikmalarini kengaytirishingiz mumkin.

Ushbu tavsiyalar kichik yoshdagi bolalarda o'qish ko'nikmalarini muvaffaqiyatli ravishda rivojlantirishga yordam beradi. Eng asosiysi, bu jarayonni qiziqarli va yoqimli qilishdir!

Shu o'rinda shuni ham aytib o'tish joizki, zamonaviy jamiyatda brend va uning lingvistik semantikasi ingliz va boshqa tillarda amalga oshiralayotgan turli xil assotsativ tasvirlar, tushunchalar, tasavvurlar, munosabatlar, baholashlarni jamlagan dunyo til tasvirining psixik birliklaridan biri sifatida xizmat qiladi.[5.B-153.]

Xulosa shuki, o'quvchi yoshlarning ifodali o'qishlari, aniq va ravshan, badiiy sof tilda gapirishlari uchun o'z saviyalariga mos, yoshlariga doir bo'lgan kitoblarni o'qishlari maqsadga muvofiq, bu masalada o'qituvchi ularga to'g'ri yo'l ko'rsatib, bola yoshiga mos bo'lgan, asar g'oyasi, to'g'ri bolani vatanparvarlik, oliyjanoblik ruhida tarbiyalashga chorlaydigan, qiziqarli kitoblarni tanlab berishi lozim. Hozirgi kunda kitoblarning ko'plab turlari mavjud bo'lib, qiziqarli, rasmli, hattoki yig'ma jildli kitoblar ham nashr etilmoqda.Ta'lim oluvchilarga o'qituvchi bola yoshidan kelib chiqqan holda uyda qo'shimcha o'qish uchun vazifa topshirig'ini berishi ham ta'lim sifatini oshirishga katta samara beradi.

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ЭКОЛОГИК МУНОСАБАТЛАРДА ФАН, ТАЪЛИМ ВА ИШЛАБ ЧИҚАРИШНИНГ УЙҒУНЛИГИНИ ТАЪМИНЛАШ МАСАЛАСИ

Мингбаев Рахим Хужаевич

Жиззах давлат

педогогика университети тадқиқотчиси;

Аннотация: Ушбу мақолада давлат қурилиши, фуқаролик жамияти барпо этишнинг зарурий шарти бўлган экологик хавфсизлигини таъминлаш масалалари, ушбу жараёнда фан, таълим ва ишлаб чиқаришнинг уйғунлигини таъминлаш масаласи ёритиб берилган. Шунингдек, гуманизм, "табиат-жамият-инсон" тизими муносабатларини инсонийлаштириш ва толерантлаштириш масалалари ёритилган.

Калит сўз: фан, таълим, ишлаб чиқариш, экология, экологик муносабат, глобал муаммо, уйғунлик.

Аннотация: В данной статье освещаются вопросы обеспечения экологической безопасности, которая является необходимым условием построения государства, становления гражданского общества, а также вопрос обеспечения гармонии науки, образования и производства в этом процессе. Также освещены вопросы гуманизма, гуманизации и толерантности системных отношений «природа-общество-человек».

Ключевые слова: наука, образование, производство, экология, экологическое отношение, глобальная проблема, гармония.

Abstract: This article covers the issues of ensuring environmental safety, which is a necessary condition for building a state, the formation of civil society, as well as the issue of ensuring the harmony of science, education and production in this process. It also covers the issues of humanism, humanization and tolerance of the systemic relations "nature-society-man". Keywords: science, education, production, ecology, environmental attitude, global problem, harmony.

Ўзбекистонда ҳуқуқий-демократик давлат қурилиши, фуқаролик жамияти барпо этишнинг зарурий шарти бўлган экологик хавфсизлигини таъминлаш самарадорлиги, шу соҳада фан, таълим ва ишлаб чиқаришни уйғунлаштирувчи ислоҳотларни устувор давлат сиёсати даражасида амалга оширишга боғлиқдир.

Бошқача қилиб айтганда: фан, таълим ва ишлаб чиқаришнинг уйғун ва мувозанатлашган тизими, фуқаролар моддий-маънавий эҳтиёжларини қондириш ва экологик барқарор ривожланишнинг муҳим омили ҳисобланади.

Бир-биридан нисбатан мустақил табиатшунослик, техника, аниқ фанларнинг ижтимоий-гуманитар фан соҳалари ва таълим-тарбия тизими билан интеграциялашуви, моддий ишлаб чиқариш амалиётининг экологик толерантликни муҳофаза қилиш институтлари фаолияти комплекс-системалилигини таъминлайди. Уларнинг умумий мақсад доирасида ўзаро интеграциялашуви: ёшларнинг ижтимоий-иқтисодий, илмий-техник интеллектуал салоҳияти ривожланиши ва *экологик ижтимоийлашуви* учун шарт-шароит, имконият яратади.

Лекин, уларнинг самарадорлиги: иқтисодиётда юқори "фан сиғими" ва малака талаб қиладиган меҳнат соҳалари ривожланишини, касбий маҳоратни мунтазам ошириб боришни, кадрлар мобиллиги ва мослашувчанлигини ўстиришини,уларнинг чуқур таркибий ўзгаришларни, диверсификациясини тақозо қилишдан ташқари, ёшларнинг маънавий-ахлоқий қиёфасига, дунёқараши, эътиқоди, фуқаролик позицияси мустаҳкамлигига боғиқ бўлади.

Шарқ фалсафаси тарихида ҳар томонлама гармоник ривожланган комил инсонни баҳолаш мезонлари, нисбатан универсал маънавий-ахлоқий қадриятлари, уларни шакллантиришнинг назарий-методологик асослари, педагогик-дидактик "технологияси" яратилган. Уларни умуминсоният экологик толерантлик тамойилларига муносабати нуқтаи назаридан баҳолайдиган бўлсак, комил инсон тушунчаси мазмуни ва моҳияти конкретлашганини кўрамиз[1].

Айнан шундай "инсон сифатларини" шакллантириш вазифаси эса, олий таълим тизимини экологиялаштиришни янда юқори даражасига кўтаришдан иборат бўлиб, унинг асосий шартлари, механизмлари, бизнинг назаримизда, қуйидагилардан иборат, яъни:

1) тизимда ўқитилаётган фан стандартларини, дастурларни замонавий экологик ишлаб чиқариш ва педагогик-дидактик фаолиятнинг илғор технологиялари билан интеграциялаштириш;

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[1] *Қаранг: Донишмандлар одоб-ахлоқ тўғрисида. – Т.: Ўқитувчи, 1986. 33-б.*

2) малакали мутахассислар тайёрлашнинг педагогик-дидактик технологиясини такомиллаштиришда тарихий шаклланган миллий анъаналардан, хориж тажрибаларидан ижодий фойдаланиш;

3) олий таълим тизими профессор-ўқитувчиларининг таълим-тарбия фаолиятида: ташаббускорлигини, меҳнат интизомини, мажбурияти ва масъулиятини ошириш, мавжуд моддий-техник базасидан самарали фойдаланиш имкониятларини қидириб топиш;

4) олий таълим тизими мақомини мустаҳкамлаш учун университет, академик ва соҳа фундаментал фанларининг экологик толерантлик масаласида ўзаро мувофиқлаштириш жараёни узлуксизлигини таъминлаш;

5) ўз касбини пухта эгаллаган, меҳнат бозорида рақобатбардош, ихтисослиги бўйича жаҳон стандартлари даражасида ишлашга қодир, доимий ижтимоий мобил малакали мутахассисни тайёрлаш миссиясини давом эттирадиган ворисларни тарбиялаш муҳим аҳамиятга эга.

Айниқса, глобал экологик хавфсизлик муаммолари кескинлашиб кетаётган ҳозирги шароитда, таълим-тарбия тамойиллари ва илмий парадигмаларидаги ўзгаришлар: фаннинг бевосита ишлаб чиқариш кучига айланиши – халқ хўжалигида экологик самарадор нанотехнология, ген модификацияси, ген инженерлиги ва биометрик идентификация усулларидан, янги сунъий конструкцион материаллардан фойдаланиш, энергиянинг янги манбаларини ўзлаштириш, коммуникация ва алоқа воситаларини амалиётга жорий қилишга доир амалий таклифлар беришдан иборат. Бунинг учун, аввало уларнинг назарий-методологик, амалий-праксиологик масалаларини ижтимоий-фалсафий таҳлил қилиш асосида, устувор стратегик йўналишларини, вазифаларини, истиқболларини аниқлаш зарур.

Умумлаштириб айтганда: ***биринчидан,*** Ўзбекистон давлат тизими бошқаруви барча бўғинларида экология соҳасига мутасадди мансабдор шахсларнинг конституциявий-қонуний ваколатлари доирасида ***толерантлик масъулиятини*** ошириш; ***икккинчидан,*** халқимизнинг табиатни муҳофаза қилиш борасида шаклланган азалий урф-одатлари, қадриятларини қайта тиклаш, ижодий ривожлантириш ва улардан самарали фойдаланиш; ***учинчидан,*** таълим-тарбия жараёнида ўқувчи ва талаба ёшларнинг экологик толерантлигини ривожлантиришга йўналтирилган назарий билимларни, методологик маҳоратни,

амалий кўникма ва малакаларни ўзлаштиришига эришиш; *тўртинчидан,* фуқаролар онгида *экологик толерантлик маданиятини* шакллантириш ва ривожлантиришни детерминлаштирувчи тарғибот-ташвиқот ишларини амалга оширишнинг техник-технологик, интеллектуал базасини мустаҳкамлаш, давлат экологик сиёсати самарадорлигини таъминлайди.

Бу кўрсатилган вазифалар, мамлакатимизда экологик толерантликни таъминлаш давлат сиёсатининг ташкилий асосларини яратиш вазифаларини, бир-бири билан боғлиқ икки йўналишда амалга оширишни тақозо қилади, яъни: *биринчи йўналишда* – амалдаги қонунларни ва институционал тизимини доимий такомиллаштириб, уларни амалга жорий қилиш "технологияси" ва механизмларидан экологик толерантлик маданиятини ривожлантиришда самарали фойдаланиш; *иккинчи йўналишда* –миллий ва умуминсоний экологик манфаатларни уйғунлаштиришга мутасадди давлат ва нодавлат-нотижорат ташкилотлар, фуқаролик институтлари фаолиятларини функционал интеграциялаштиришдан иборат. Зеро, уларнинг нисбий мустақиллиги ҳам, бир-бирини тақозо қилиши ҳам (миллий, минтақавий хусусиятларидан қатъий назар), глобал экологик толерантлик ҳодисасининг объектив асослари ва субъектив омиллари уйғунлигига боғлиқ бўлади.

Ҳозирги даврда Ўзбекистонда экологик толерантликни таъминлашга мутасадди институционал тизимини ривожлантириш вазифаларини ва истиқболларини аниқлаш, долзарб илмий муаммо бўлиб қолмоқда. Шунга кўра, экологик толерантликни ривожлантиришнинг ижтимоий-иқтисодий шароити, маънавий-ахлоқий муҳити шаклланиб, ўз ташкилий-техник механизмлари ва йўналишлари "контурлари"ни белгилаб олган.

Ўзбекистоннинг Марказий Осиё минтақасида трансчегаравий табиий ресурслардан фойдаланиш, атмосфера мусаффолигини таъминлаш ва бошқа ижтимоий-экологик муаммолар ечимига доир янги сиёсий муносабат формати шаклланмоқда. Унинг моҳияти ва мазмунида минтақа давлатлари мунсабатларида экологик толерантлик, умуман минтақавий низоларни, конфликтларни, зиддиятларни бартараф қилишда тарихий анъаналар умумийлигига, "халқ дипломатияси"нинг маънавий-маданий асосларига, давлатлараро ўзаро ёрдам, ижтимоий шерикчилик тамойилларига боғлиқлигини эътироф этишида намоён бўлмоқда.

Назаримизда, уларни янада ривожлантириш ва амалда реализация қилиш қуйидаги вазифалар комплексини бажаришни тақозо қилади, яъни:

- экологик толерантликни шакллантириш ва ривожлантиришнинг: миллий, минтақавий, глобал тамойилларига, мезонлари ва хусусиятларига дифференциал ёндашиб, уларни функционал конкретлаштириш;

- жамият, турли ижтимоий бирликлар, шахс экологик толерантлигини уларнинг бурчлари, мажбурияти ва масъулиятини оширувчи объектив шарт-шароитлари ва субъектив омилларини уйғунлашириш;

- давлатнинг барча бошқарув органлари, нодавлат-нотижорат, жамоат ташкилотлари, фуқаролик институтлари тизими экологик толерантлигини демократлаштириш, эркинлаштириш ва мувофиқлаштириш;

- экологик толерант онг ва маданиятни шакллантиришнинг тарғибот-ташвиқот усул-воситаларини, технологияларини, трансформация қилиш коммуникацияси ва ташкилий асосларини мукаммаллаштириш;

- экологик толерантликни рағбатлантириш имкониятларини қидириб топиш, ҳуқуқий асосларини демократиялаштириш ва оммавийлаштиришга доир халқаро тажрибалардан ижодий фойдаланиш амалий аҳамиятга эга.

Бу таълимотларда инсоннинг табиат ва жамиятни гуманизм тамойилларига, маънавий-ахлоқий нормаларга, интеллектуал потенциалга таяниб ўзгартириши, пировард натижада, цивилизация истиқболини сақлаб қолишда муқобили бўлмаган императив имконият, деган ғоя илгари сурилган. Яъни "бу дунёда фақат *янги Гуманизмгина* инсон маънавияти имкониятлари трансформациясини, унинг юксак масъулияти даражасига кўтаришга қодир"[2], деган ғоя таълимот мазмун-моҳиятини ташкил қилади.

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[2]Печчеи А. Человеческие качества. М.: Прогресс, 2-е изд. 1985. -С.211.

OTA-ONALARNI TA'LIM JARAYONIGA JALB QILISH USULLARI VA STRATEGIYALARI

Xolmirzayev Shavkat Abdulazizovich

University of Business and Science
Pedagogika va psixologiya kafedrasi
katta o'qituvchisi.

Annotatsiya: ushbu maqola ota-onalarni ta'lim jarayoniga jalb qilishning samarali usullari va strategiyalarini o'rganadi. Bu o'quvchilarning muvaffaqiyatini oshirish va ijobiy ta'lim muhitini yaratishda ota-onalar ishtirokining muhim rolini ta'kidlaydi. Maqolada o'qituvchilar va ota-onalar o'rtasidagi hamkorlikni mustahkamlashning turli yondashuvlari, masalan, muntazam muloqot, seminarlar va jamoat tadbirlari ko'rib chiqiladi. Bundan tashqari, u ota-onalar ishtirokining bolalarning o'quv faoliyati va hissiy farovonligiga ta'sirini muhokama qiladi, oilalarni o'z farzandlarining ta'limiga samarali jalb qilish uchun maktablar uchun amaliy tavsiyalar beradi.

Kalit so'zlar: *Ota-onalar ishtiroki, tarbiya jarayoni, ishtirok etish strategiyalari, talabalarning muvaffaqiyati, tarbiyachi-ota-onalar hamkorligi, aloqa usullari, jamoaviy tadbirlar, akademik samaradorlik, hissiy farovonlik, oilani jalb qilish tashabbuslari.*

KIRISH. Ota-onalarning ta'limdagi ishtiroki o'quvchilar muvaffaqiyatiga ta'sir qiluvchi muhim omildir. Ko'pgina tadqiqotlar shuni ko'rsatdiki, ota-onalar o'z farzandlarining ta'lim sayohatlarida faol ishtirok etishsa, bu o'quv samaradorligi, xatti-harakatlari natijalari va umumiy farovonlikdagi sezilarli yaxshilanishlarga olib kelishi mumkin. Milliy ta'lim assotsiatsiyasi (nea) ma'lumotlariga ko'ra, ota-onalari jalb qilingan o'quvchilar ota-onalarning ishtiroki kam bo'lgan tengdoshlariga qaraganda 30% yuqori baholarga erishish va 40% ko'proq bitirish ehtimoli bor. Bundan tashqari, garvard oilasi tadqiqot loyihasi tomonidan olib borilgan tadqiqotlar shuni ko'rsatadiki, ota-onasi ularning ta'limida faol ishtirok etgan o'quvchilar ham maktabga ijobiy munosabatda bo'lishlari va o'z-o'zini hurmat qilishlari mumkin.

Ota-onalar ishtirokining yaxshi hujjatlashtirilgan afzalliklariga qaramay, ota-onalar va ta'lim muassasalari o'rtasidagi samarali hamkorlikka to'sqinlik qiluvchi to'siqlar hali ham mavjud. Pew tadqiqot markazi tomonidan o'tkazilgan so'rov shuni ko'rsatdiki, ota-onalarning taxminan 50 foizi o'z farzandlarining maktabidan uzilib qolgan deb o'ylashadi, bu asosiy to'siqlar sifatida muloqot va ishtirok etish imkoniyatlarining

etishmasligi bilan izohlanadi. Ushbu uzilish talabalarning motivatsiyasi va faolligini pasayishiga olib kelishi mumkin, natijada ularning ilmiy natijalariga ta'sir qiladi.

Texnologik taraqqiyot va xilma-xil ta'lim muhiti bilan ajralib turadigan murakkab bo'lgan ta'lim landshaftiga o'tayotganimizda, ota-onalarning ishtirokini qo'llab-quvvatlash uchun innovatsion strategiyalarga bo'lgan ehtiyoj tobora ortib bormoqda. Prognozlar shuni ko'rsatadiki, 2030 yilga borib ta'limda texnologiya integratsiyasi kuchayadi, bu esa o'quvchilarning ta'lim jarayonlarini samarali qo'llab-quvvatlash uchun o'qituvchilar va oilalar o'rtasida yanada kengroq hamkorlikni talab qiladi. Shu nuqtai nazardan, ota-onalarni ta'lim jarayoniga jalb qilishning turli usullari va strategiyalarini o'rganish juda muhim, bu nafaqat uy va maktab o'rtasidagi tafovutni bartaraf etish, balki barcha manfaatdor tomonlar uchun ta'lim tajribasini yaxshilaydigan qo'llab-quvvatlovchi hamjamiyatni yaratishga qaratilgan. Ushbu maqolada ota-onalarni kuchaytirish, hamkorlikni rivojlantirish va pirovardida o'quvchilar uchun ta'lim natijalarini yaxshilashga hissa qo'shishi mumkin bo'lgan amaliy yondashuvlar ko'rib chiqiladi.

Tadqiqot metodologiyasi. Ushbu tadqiqot ota-onalarni ta'lim jarayoniga jalb qilish usullari va strategiyalarini o'rganish uchun aralash usullardan foydalanadi. Miqdoriy va sifatli ma'lumotlarni yig'ishning kombinatsiyasi ota-onalarning faolligini va uning o'quvchilar natijalariga ta'sirini har tomonlama tahlil qilish imkonini beradi.

Ushbu tadqiqotning miqdoriy jihati 500 ta ota-ona va 200 ta o'qituvchidan iborat bo'lgan turli ta'lim muassasalari, jumladan, davlat, xususiy va charter maktablari bo'yicha tuzilgan so'rovnomalarni taqsimlashni o'z ichiga oldi. So'rov ota-onalar ishtirokining chastotasi va turlarini, jalb qilishdagi to'siqlarni va maktablar tomonidan qo'llaniladigan turli strategiyalarning samaradorligini baholash uchun mo'ljallangan. Statistik tahlil **SPSS** kabi dasturiy ta'minot yordamida o'tkazildi va natijalar ota-onalar ishtiroki va o'quvchilarning akademik samaradorligi o'rtasidagi korrelyatsiyani aniqlash uchun tahlil qilindi. Dastlabki ma'lumotlarga ko'ra, ota-onalarning 65 foizi o'qituvchilar bilan muntazam muloqot qilishgan, 70 foizi esa maktab faoliyatiga ko'proq jalb qilish istagini bildirgan. Bundan tashqari, ma'lumotlar shuni ko'rsatdiki, ota-onalari maktab tadbirlarida qatnashgan o'quvchilar ota-onalari minimal ishtiroki bo'lgan tengdoshlariga qaraganda akademik yutuqlarga erishish ehtimoli 20% ga yuqori.

Sifat komponenti uchun 30 nafar ota-ona va 15 nafar pedagog bilan chuqur suhbatlar o'tkazildi, ularning tajribalari va ota-onalarning ta'limdagi ishtiroki haqidagi tasavvurlari to'g'risida tushunchaga ega bo'lishdi. Har biri taxminan 45 daqiqa davom

etgan intervyular transkripsiya qilindi va umumiy tendentsiyalar va noyob istiqbollarni aniqlash uchun tematik tahlil qilindi. Tahlil natijasida muloqot to'siqlari, maktab iqlimining ahamiyati, seminarlar samaradorligi kabi mavzular paydo bo'ldi. Sifatli ma'lumotlar shuni ko'rsatdiki, ota-onalarning 80 foizi vaqt etishmasligini ishtirok etish uchun asosiy to'siq sifatida aniqladilar, 75% o'qituvchilar esa ota-onalarning ishtirokini osonlashtirish uchun ko'proq tuzilgan dasturlar zarurligini ta'kidladilar. Ushbu tushunchalar ota-onalar va o'qituvchilar munosabatlaridagi o'yin dinamikasi haqida nozik tushuncha beradi.

Oldinga nazar tashlaydigan bo'lsak, ta'lim muhiti rivojlanishda davom etar ekan, ayniqsa raqamli platformalar va masofaviy ta'lim integratsiyasi bilan birga, ota-onalarning ishtiroki tobora muhim ahamiyat kasb etishi taxmin qilinmoqda. Brukings instituti tomonidan o'tkazilgan so'nggi tadqiqot shuni ko'rsatadiki, 2025 yilga kelib, oilani jalb qilish bo'yicha keng qamrovli dasturlarni amalga oshiradigan maktablarda o'quvchilarning muvaffaqiyati ko'rsatkichlari 25% ga oshadi. Bu maktablarda o'qituvchilar va oilalar o'rtasidagi hamkorlikni ta'minlovchi innovatsion strategiyalarni qabul qilish zarurligini ta'kidlaydi, bu esa o'quvchilarning uyda ham, sinfda ham kerakli yordamni olishini ta'minlaydi.

Ushbu aralash uslublar yondashuvi nafaqat hozirgi amaliyotni to'liq tekshirishga yordam beradi, balki ota-onalarning ta'limga jalb etilishini kuchaytirishga qaratilgan kelajakdagi tadqiqotlar uchun zamin yaratadi. Topilmalar samarali hamkorlikni rag'batlantiradigan, natijada talabalarning akademik va ijtimoiy natijalariga foyda keltiradigan amaliy strategiyalarni ishlab chiqishga yordam beradi.

Tahlil va natijalar. Miqdoriy so'rovlar va sifatli suhbatlar natijasida to'plangan ma'lumotlarning tahlili ota-onalarning ta'limga jalb etilishining hozirgi holatini, shuningdek, turli jalb qilish strategiyalarining samaradorligini har tomonlama ko'rib chiqish imkonini beradi.

So'rov natijalari shuni ko'rsatadiki, ota-onalarning salmoqli qismi, taxminan 72%, ularning ishtiroki farzandining o'quv faoliyatiga ijobiy ta'sir qiladi, deb hisoblaydi. Xususan, maktab tadbirlarida ishtirok etgani haqida xabar bergan ota-onalarning 68 foizi farzandining baholari va motivatsiyasi yaxshilanganini qayd etgan. Bundan tashqari, o'qituvchilarning 60 foizi ushbu xulosani tasdiqlab, mashg'ul bo'lgan ota-onalar yanada qulay ta'lim muhitiga hissa qo'shishini ta'kidladilar. Statistik korrelyatsiya tahlillari ota-onalarning ishtiroki va o'quvchilarning yutuqlari o'rtasidagi kuchli bog'liqlikni ko'rsatadi. Masalan, ota-onalari faol ishtirok etgan talabalar (har semestrda kamida uchta maktab tadbirida qatnashish sifatida belgilangan) o'rtacha gpa 3,5 ga teng, ota-

onalari kamroq ishtirok etganlar uchun esa 2,8. Bundan tashqari, tahlil shuni ko'rsatdiki, ota-onalarning har bir qo'shimcha soati haftada o'quvchilar gpa ning 0,25 ga o'sishi bilan bog'liq bo'lib, barqaror ishtirok etish muhimligini ta'kidlaydi. Sifatli suhbatlar ota-onalar va o'qituvchilarning tasavvurlari va tajribalari haqida chuqurroq tushunchalarni ochib berdi. Tematik tahlil bir nechta asosiy mavzularni aniqladi:

1. Muloqot: ota-onalarning 90 foizi o'qituvchilar bilan muntazam muloqot qilish ularning shug'ullanish istagiga sezilarli ta'sir ko'rsatishini ta'kidladi. Ko'pchilik maktablarda axborot byulletenlari va raqamli platformalar kabi tez-tez va xilma-xil aloqa kanallarini joriy etishni taklif qildi.

2. Ishtirok etishdagi to'siqlar: takroriy mavzu ishtirok etishdagi to'siqlarni aniqlash bo'lib, ota-onalarning 80% asosiy to'siq sifatida vaqt cheklovlarini ta'kidladilar. Ko'pgina ota-onalar o'zlarining jadvallariga mos keladigan moslashuvchan imkoniyatlarga ega bo'lish istagini bildirdilar.

3. Qo'llab-quvvatlovchi dasturlar: o'qituvchilar ota-onalar seminarlari va axborot sessiyalari kabi tuzilgan hamkorlik dasturlari samaradorligini ta'kidlab o'tishdi, ularni 85% o'qituvchilar tomonidan ta'kidlanganidek, hamkorlikdagi maktab madaniyatini rivojlantirish uchun muhim ahamiyatga ega.

Miqdoriy va sifat ma'lumotlarini birgalikda tahlil qilish ota-onalarning ta'lim jarayonidagi ishtirokini kuchaytirish bo'yicha strategik tashabbuslar zarurligini ta'kidlaydi. Ta'kidlash joizki, topilmalar shuni ko'rsatadiki, ota-onalar ishtirokini osonlashtirish uchun proaktiv yondashuvni qo'llaydigan maktablar o'quvchilar natijalarida sezilarli yaxshilanishlarni kutishlari mumkin. Xususan, muntazam muloqot strategiyalarini amalga oshiradigan va moslashuvchan jalb qilish imkoniyatlarini taklif qiladigan maktablar kelgusi yillarda ota-onalar ishtiroki darajasini 30% gacha oshirishi mumkin. Ta'lim amaliyotlari rivojlanib borar ekan, prognozlarga ko'ra, 2025 yilga kelib, oilaviy hamkorlik dasturlariga sarmoya kiritadigan va raqamli aloqa vositalaridan foydalanadigan maktablarda ota-onalarning umumiy ishtiroki 40 foizga oshadi. Bundan tashqari, texnologiyaning ta'limga integratsiyalashuvi ota-onalar va o'qituvchilar o'rtasidagi tafovutni bartaraf etib, hamkorlik uchun ko'proq imkoniyatlar yaratadi. Tadqiqotlar shuni ko'rsatadiki, samarali ishtirok etish nafaqat akademik samaradorlikni oshirishga, balki o'quvchilarning ijtimoiy ko'nikmalari va hissiy barqarorligini oshirishga ham olib kelishi mumkin.

Xulosa. Tahlil ota-onalarning ishtiroki va o'quvchilar muvaffaqiyati o'rtasidagi ishonchli bog'liqlikni ko'rsatib, ta'lim muassasalarining oilalarni faol jalb qiladigan strategiyalarga ustuvor ahamiyat berish zarurligini ta'kidlaydi. Ushbu topilmalar

maktablarda ota-onalar va o'qituvchilar o'rtasidagi mustahkam hamkorlikni ta'minlaydigan innovatsion usullarni qo'llash uchun harakatga chaqiruv bo'lib xizmat qiladi, pirovardida o'quvchilar uchun gullab-yashnayotgan ta'lim muhitini ta'minlaydi.

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KOGNITIV JARAYONLARNI RIVOJLANTIRISHNING O'QUV MOTIVLARI

Axmedov Davlatbek Saloxidin o'g'li
University of Business and Science
Pedagogika va psixologiya kafedrasi o'qituvchisi

Annotatsiya. Ushbu maqolada kognitiv jarayonlarni rivojlantirishda o'quv motivlarining o'rni va ahamiyati tahlil qilinadi. O'quvchilarning o'quv motivatsiyasini oshirish uchun qo'llaniladigan metod va usullar kognitiv rivojlanish jarayoniga qanday ta'sir ko'rsatishi haqida fikr yuritiladi. Tajriba asosida olingan natijalar jadvallar orqali ifodalanadi va muhokama qilinadi.

Kalit so'zlar. Kognitiv jarayonlar, o'quv motivlari, motivatsiya, rivojlanish, metodika, psixologik yondashuv.

Kirish. Kognitiv jarayonlar — bu shaxsning atrof-muhitni anglash va bilish imkoniyatlarini shakllantiruvchi jarayonlardir. Bunga diqqat, xotira, idrok va tafakkur kabi psixologik jarayonlar kiradi. O'quv motivlari esa, shaxsni bilim olishga undovchi va rag'batlantiruvchi ichki va tashqi omillar majmuasi sifatida tushuniladi. Shaxsning kognitiv rivojlanishiga ta'sir ko'rsatuvchi motivlar va usullarning tadqiqi pedagogika hamda psixologiya sohalarida katta ahamiyatga ega. Maqolada motivatsiyaning kognitiv rivojlanishga qanday ta'sir ko'rsatayotgani, o'qituvchilarning ushbu sohada qanday usul va yondashuvlardan foydalanishi tahlil qilinadi.

Adabiyotlar sharhi. O'zbek olimlari orasida M. A. Baxtiyorovning kognitiv rivojlanish nazariyasi va motivatsiyaning ta'lim jarayonidagi o'rni bo'yicha qilgan ishlari muhim ahamiyat kasb etadi. Baxtiyorov o'z asarlarida motivatsiyani ta'lim jarayonida shaxsning bilish faoliyatini rag'batlantiruvchi omil sifatida talqin etgan va uni o'quvchilarning kognitiv jarayonlariga ta'sir ko'rsatadigan asosiy omillardan biri sifatida ko'rib chiqqan. Shuningdek, o'zbek psixologi N. Karimov o'quvchilarning o'z-o'zini rag'batlantirish va maqsadga erishish motivlariga qaratilgan tadqiqotlar o'tkazgan, bu esa shaxsiy rivojlanish va motivatsiya o'rtasidagi bog'liqlikni ko'rsatib beradi.

MDH davlatlari olimlari orasida J. Piaget va L. S. Vygotskiyning kognitiv rivojlanish va motivatsiya sohasidagi tadqiqotlari alohida ahamiyatga ega. J. Piaget ta'lim jarayonida bolalarning o'ziga xos bilim olish bosqichlarini aniqlab, motivatsiyaning ushbu bosqichlarda qanday rol o'ynashini tadqiq qilgan. Uning tadqiqotlariga ko'ra, har bir bola bilish jarayonida o'zining individual rivojlanish bosqichlariga ega bo'lib, bu bosqichlarda motivatsiya kognitiv rivojlanishni jadallashtirishda muhim rol o'ynaydi. L. S. Vygotskiy esa ijtimoiy muhit va muloqotning

kognitiv rivojlanishga ta'sirini o'rganib, motivatsiyaning o'quv jarayonidagi rolini kengaytirgan. U motivatsiyani shaxs rivojlanishidagi ichki omil sifatida baholagan va ta'lim jarayonida o'qituvchi va o'quvchilar o'rtasidagi ijtimoiy aloqalar orqali motivatsiyaning shakllanishini tushuntirgan. Shuningdek, A. N. Leontev ham motivatsiyaning bilish jarayonidagi ahamiyatini tadqiq qilgan va motivatsiyani shaxsning faoliyatiga ta'sir ko'rsatuvchi asosiy psixologik omil sifatida o'rgangan.

Xorijiy psixologlar va pedagoglar orasida Abraham Maslow, Albert Bandura va B. F. Skinnerning ishlarini ta'kidlab o'tish kerak. Maslowning ehtiyojlar ierarxiyasi nazariyasida motivatsiya shaxsning fundamental ehtiyojlari orqali shakllanishi va rivojlanishi tushuntirilgan. Uning nazariyasiga ko'ra, bilim olish motivi yuqori darajadagi ehtiyoj sifatida talqin etiladi va shaxs o'z ehtiyojlarini qondirish orqali bilim olishga intiladi.

Albert Bandura esa o'rganish va motivatsiya o'rtasidagi o'zaro bog'liqlikni "ijtimoiy o'rganish nazariyasi" orqali tushuntirgan. Bandura nazariyasiga ko'ra, o'quvchilar ko'pincha boshqalarning xatti-harakatlarini kuzatish orqali bilim olishadi, bu esa ularning motivatsiyasini oshiradi. B. F. Skinnerning operant shartlashuv nazariyasi esa o'quv motivatsiyasini ta'lim jarayonidagi rag'bat va jazolash tizimi orqali boshqarish mumkinligini ko'rsatadi. Skinnerning nazariyasiga ko'ra, motivatsiya ko'pincha rag'batlantirish orqali shakllanadi va mustahkamlanadi.

Shunday qilib, o'zbek, MDH va xorijiy olimlar tomonidan o'quv motivatsiyasining kognitiv rivojlanishdagi roli va ahamiyati keng qamrovda o'rganilgan. Ularning tadqiqotlari shuni ko'rsatadiki, motivatsiya ta'lim jarayonida o'quvchilarning bilish faoliyatini kuchaytirishda muhim omil hisoblanadi. O'zbek olimlari milliy ta'lim tizimi sharoitida motivatsiyani oshirish bo'yicha o'ziga xos yondashuvlarni taklif qilgan bo'lsa, xorijiy tadqiqotchilar umumiy nazariy asoslar va global yondashuvlarni taqdim etishgan. Bu turli manbalarning tahlili motivatsiyani oshirish va o'quvchilarning kognitiv rivojlanishini ta'minlashda turli yondashuvlar muvaffaqiyatli qo'llanilishi mumkinligini ko'rsatadi.

Tadqiqotchi	Mavzu	Natija
M. A. Baxtiyorov	Kognitiv rivojlanish	Motivatsiyaning asosiy vazifalari
J. Piaget	Bilim va rivojlanish	Bolalar tafakkurining rivojlanishi

Tadqiqotchi	Mavzu	Natija
L. Vygotskiy	Ijtimoiy ta'sir va motivatsiya	Kognitiv jarayonlarning shakllanishi

Maqola doirasida eksperimental tadqiqot o'tkazilib, unda umumiy o'rta ta'lim muassasalarida kognitiv jarayonlarni rivojlantirish uchun o'quv motivlarining ta'siri o'rganildi. Tadqiqot uch bosqichda olib borildi: tayyorlov, eksperimental va nazorat bosqichlari. Har bir bosqichda o'quvchilarning motivatsiyasi va kognitiv rivojlanish darajasi baholandi. Eksperimentda 10-12 yoshdagi 100 nafar o'quvchi ishtirok etdi. Ular ikki guruhga bo'lindi: eksperimental va nazorat guruhi. Eksperimental guruhda innovatsion pedagogik usullar va motivatsiya texnikalari qo'llanildi.

Muhokama va tahlillar. Olingan natijalar shuni ko'rsatdiki, eksperimental guruhda motivatsiya darajasi yuqori bo'lgan o'quvchilarda kognitiv rivojlanish jarayonlari sezilarli darajada yaxshilandi. Quyidagi jadvalda o'quvchilarning o'zlashtirish ko'rsatkichlari va o'quv motivlari darajasi ko'rsatilgan.

Guruh	O'rtacha baho (boshlang'ich)	O'rtacha baho (yakuniy)	Motivatsiya darajasi (%)
Tajriba	70	85	90
Nazorat	70	72	45

Ushbu jadval psixologik nuqtai nazardan tahlil qilinganda, quyidagi muhim xulosalar keltirilishi mumkin:

Boshlang'ich va yakuniy baholar farqi. Tajriba guruhida o'quvchilarning boshlang'ich bahosi 70 bo'lgan bo'lsa, yakuniy baho 85 ga ko'tarilgan. Bu 15 ballik o'sishni ko'rsatadi va bu motivatsiya oshganidan dalolat beradi. Nazorat guruhida esa boshlang'ich baho 70 bo'lib, yakuniy baho 72 ga ko'tarilgan, lekin bu juda kichik o'sishdir. Bu nazorat guruhida motivatsiya darajasining pastligi bilan bog'liq bo'lishi mumkin.

Motivatsiya darajasining ta'siri. Tajriba guruhidagi o'quvchilarning motivatsiya darajasi 90% ni tashkil qilgani sababli, ular bilim olish jarayonida ko'proq qiziqish va faollik ko'rsatgan bo'lishi mumkin. Psixologik jihatdan yuqori motivatsiya kognitiv jarayonlarning yaxshilanishiga, diqqat va xotira jarayonlarining faollashishiga olib keladi. Shu sababli tajriba guruhida kognitiv o'sish yuqori bo'lgan.

Nazorat guruhi bilan solishtirish. Nazorat guruhida motivatsiya darajasi 45% bo'lib, bu o'quvchilarning o'qishga nisbatan qiziqishi past ekanligini ko'rsatadi. Bu psixologik nuqtai nazardan qaraganda, motivatsiyaning past darajasi bilimni qabul qilish

jarayonida sustlashuvga olib keladi. Shu sababli nazorat guruhida kognitiv o'sish darajasi tajriba guruhiga nisbatan kamroq.

Motivatsiyaning kognitiv jarayonlarga ta'siri. Jadvaldagi natijalar shuni ko'rsatadiki, yuqori motivatsiyaga ega o'quvchilar (tajriba guruhi) bilim olish jarayonida o'z faoliyatini muvaffaqiyatli amalga oshirgan. Psixologik jihatdan motivatsiya kognitiv jarayonlarni rag'batlantiruvchi omil hisoblanadi va o'quvchilarning o'quv faoliyatiga bo'lgan qiziqishini oshiradi. Shu sababli, motivatsiyani oshirish orqali o'quvchilarning umumiy o'quv ko'rsatkichlarini yaxshilash mumkin ekanligi isbotlangan.

Ushbu tahlil natijasida motivatsiya darajasi o'quvchilarning baholariga sezilarli ta'sir ko'rsatishi kuzatildi va motivatsiya oshishi bilan kognitiv rivojlanishning o'sishi ham kuzatilgan.Tajribada o'quvchilarning kognitiv jarayonlari — xotira, diqqat, idrok va tafakkur rivojlanishi kuzatildi. O'quvchilarga maxsus vazifalar va motivatsion o'yinlar yordamida kognitiv jarayonlarni rivojlantirishga qaratilgan mashg'ulotlar o'tkazildi. Shu bilan birga, o'quvchilarning bilim olishdagi qiziqishini oshirish uchun yondashuvlar ishlab chiqildi.

Xulosa. Tadqiqot natijalari shuni ko'rsatdiki, o'quv motivatsiyasini oshirish uchun to'g'ri pedagogik yondashuvlar va usullar qo'llanilganda, bu o'quvchilarning kognitiv rivojlanishiga sezilarli darajada ijobiy ta'sir ko'rsatadi. Tajriba davomida eksperimental guruhda motivatsiya darajasining yuqori ekanligi, o'quvchilarning bilim olish jarayonidagi faollik va ishtiyoqining ortishiga olib keldi. Natijada, ularning diqqat, xotira, tafakkur kabi kognitiv qobiliyatlari yaxshilandi va yakuniy baholari ham sezilarli darajada oshdi. Bu natijalar motivatsiya va kognitiv rivojlanish o'rtasidagi kuchli bog'liqlikni isbotlaydi. Bundan tashqari, tadqiqot davomida nazorat guruhida motivatsiya darajasi past bo'lgani sababli o'quvchilarning o'quv jarayonidagi ishtiyoqi sustlashgani, bu esa baholarda sezilarli o'sishga olib kelmaganini ko'rsatdi. Bu faktlar motivatsiyaning o'quv jarayonidagi muhim o'rnini yana bir bor tasdiqlaydi. Tadqiqot natijalari shuni ham ko'rsatdiki, o'qituvchilar tomonidan motivatsiyani oshirishga qaratilgan ta'lim yondashuvlari, masalan, faol o'quv usullari, rag'batlantirish, guruhlarda ishlash, qiziqarli o'quv materiallari qo'llanishi kognitiv jarayonlarning rivojlanishida muhim omil hisoblanadi. Shunday qilib, o'quv jarayonida motivatsiyani oshirish kognitiv jarayonlarning rivojlanishiga xizmat qilishi mumkin.

Umuman olganda, bu tadqiqot natijalari o'qituvchilarga o'quvchilar motivatsiyasini oshirishda aniq yondashuvlar va strategiyalarni qo'llashning muhimligini anglashga yordam beradi. Shuningdek, ta'lim muassasalariga o'quvchilarning kognitiv qobiliyatlarini rivojlantirishga yo'naltirilgan dasturlar ishlab

chiqishda motivatsiyaning ahamiyatini hisobga olishni tavsiya qiladi. Shu sababli, kelajakda o'quv motivatsiyasini oshirish usullarini chuqurroq o'rganish va ularning ta'lim samaradorligiga ta'sirini yanada kengroq tadqiq etish zarur.

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BERILGANLARDAGI O'TKAZIB YUBORILGAN QIYMATLAR MAVJUDLIGIDA SINFLAR OBYEKTLARI UCHUN USTUNLIK INTERVALLARINI QURISH

Saydullayev Xumoyiddin Shuxratovich
Maktab,Magitr,O'qituvchi
Humoyiddin6737196@gmail.com

Tel:+998919077196

Annotatsiya: Sinf ob'ektlarini tavsiflashda ma'lumotlarda bo'shliqlar mavjudligini hisobga olgan holda har xil turdagi xususiyatlarning axborot to'plamlarini tanlash ko'rib chiqiladi. Tanlash sharti - bu ularning o'lchovlari miqyosiga mos kelmaydigan ma'lumotlarning xususiyatidir. O'zgaruvchanlikka xususiyat qiymatlarini ajratilgan intervallarga bo'lish usullarini qo'llash orqali erishiladi. Intervallarga bo'linish ma'lumotlarni qayta ishlashning ikki usulida qo'llaniladi. Oldindan ishlov berish natijalariga ko'ra ketma-ketliklar xususiyatlarning barqarorligi bilan bog'liq holda va juft xususiyatlar qiymatlarining sinflararo farqlariga nisbatan shakllanadi.

Kalit so'zlar: Intellektual, klassifikatsiya, miqdoriy, nominal

Kirish:

Zaif tuzilmaga ega bo'lgan fan sohalarida berilganlarni yig'ish, ularga ishlov berish va ulardan yashirin qonuniyatlarni izlashdagi eng muhim muamollardan biri bu – obyekt tasnifidagi berilganlarning to'liq emasligidir. Hamda, alomatlarni sintez qilish yangi alomatlar fazosini dastlabki fazodan olish NP to'liq murakkablikdagi masala hisoblanadi. Bu esa sun'iy intellekt usullarda evristik usullarni qo'lashni taqozo etadi. Evristik usullarni qo'llashdan maqsad bu obyekt tasnifidagi berilganlarda bo'sh qiymatlarning mavjudligini hisobga olgan holda sun'iy intellektning algoritmlarini ishlatishdir. Berilganlarni tavsiflashing eng keng tarqalgan usullaridan biri bu "ob'ekt - alomat" ko'rinishidagi jadvallardir.Ushbu dessertatsiyada tadqiqot mavzusi sifatida bo'shliqlarni o'z ichiga olgan "ob'ekt - alomat" jadvallarini ko'rib chiqamiz. Informativ alomatlarni tanlash sinflar ichidagi ob'yektlar va sinflar orasidagi munosabatlarning o'zgarishi bilan bog'liq. Hisoblash algoritmini amalga oshirishda ob'ektlar orasidagi munosabatning noaniqligi

alomatlar soni ko'pligiga bog'liq va bu muammo "o'lchov-la'nati" deb ataladi. Munosabatlarning turli tuzilmalarini tahlil qilish vositasi sifatida sinflarning kompaktligi o'lchovidan va umumiy namunadan foydalanish taklif qilingan[1]. Sinflarning ixchamligi o'lchovlari qiymatlari yashirin xususiyatni shakllantirishning bir qator mezonlari uchun asos bo'lib xizmat qiladi

Asosiy qism:

Deterministik mezonlar asosida sonli alomatlarning (berilgan, latent) o'zaro kesishmaydigan intervallarga ajratishning ikki usuli ma'lum [4,5]. Mazkur usullar algoritmlari o'lchov masshtablariga invariant va quyidagi hollar uchun ishlatiladi:

- intuitiv yechimlar qabul qilish jarayonini modellashtirishda berilganlar bazasidan latent (oshkor, bevosita o'lchash mumkin bo'lmagan) alomatlarni qidirishda;

- sonli alomatlardan nominal alomatlarni shakllantirishda yo'qotiladigan axborotning minimal bo'lishini ta'minlashda;

- turli toifadagi alomatlardan informativ to'plamlarni tanlashda.

Mezonlar talqini. Ikki o'zaro kesishmaydigan K_1, K_2 sinflarga ajratilgan obyektlarning mumkin bo'lgan to'plami $E_0 = \{S_1,...,S_m\}$ berilgan bo'lsin. Har bir obyekt n ta turli toifadagi alomatlar $X(n) = (x_1,...,x_n)$ asosida ifodalanadi, $\delta(\delta > 0)$ tasi interval shkalada, qolgan, $n - \delta$ tasi nominal shkalalarda o'lchanadi. $X(n)$ dan olingan alomatlar $Y(\mu) = (y_1,...,y_\mu)$ sonli alomatlarga akslantiruvchi operator mavjud bo'lsin va uning elementlari ichida $X(n)$ dan olingan δ sondagi latent alomatlar bor bo'lsin. Latent (sonli) alomatlarga misol tariqasida $x_i x_j, x_i x_j^{-1}$ kombinatsiyalar, hamda sonli va nominal alomatlardan olingan umumlashgan ko'rsatkichlarni ko'rsatib o'tish mumkin [5].

E_0 tanlanmadagi $Y(\mu)$ to'plam ostisidan olingan alomatlar qiymatlarini kesishmaydigan intervallarga ajratishning ikki mezoni aniqlangan bo'lsin. Birinchi mezon sinflar soniga teng intervallar soniga amal qilishga asoslangan. Biz qarayotgan holda bu son ikkiga teng.

Har bir $y_j \in Y(\mu)$ alomatning mezonga mos optimal ajratish quyidagicha amalga oshiriladi. Alomatning tartiblangan qiymatlar to'plami ikkita $[c_0, c_1](c_1, c_2]$ intervalga ajratiladi, bu yerda $c_0 = \min\limits_{S_v \in E_0} y_{vj}$ va $c_2 = \max\limits_{S_v \in E_0} y_{vj}$, $\left(S_v = (y_{v1},...,y_{v\mu})\right)$. Intervalning

[1] *Ignatyev N A 2018 Structure Choice for Relations between Objects in Metric Classification Algorithms Pattern Recognition and Image Analysis vol 28 pp 590–597.*

chegarasining qiymatlarini hisoblash quyidagi gipoteza, ya'ni har bir interval obyektlar alomatlari qiymatlarining K_t yoki $K_{3-t}(t=1,2)$ sinfdan olinganiga asoslanadi.

Faraz qilaylik, $u_1^1, u_1^2 (u_2^1, u_2^2) - y_j \in Y(\mu)$ alomatning $K_1(K_2)$ sinflarga $[c_0, c_1]$ va $(c_1, c_2]$ intervallarga tegishli qiymatlari soni bo'lsin. $A = (a_0, a_1, a_2), a_0 = 1, a_2 = m, a_1 - E_0$ tanlanmadan olingan $y_j \in Y(\mu)$ alomat qiymatlarining o'sib borish tartibida tartiblangan va interval chegarasini $c_1 = r_{a_1}$, $m_t = |K_t \cap E_0|, t = 1,2$ aniqlovchi ketma-ketlik.
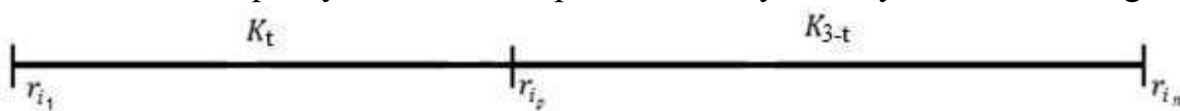
Quyidagi

$$\left(\frac{\sum_{p=1}^{2} u_1^p \left(m - m_t - u_2^p \right) + u_2^p \left(m_t - u_1^p \right)}{2 m_1 m_2} \right) \left(\frac{\sum_{p=1}^{2} \sum_{i=1}^{2} u_i^p \left(u_i^p - 1 \right)}{m_1 (m_1 - 1) + m_2 (m_2 - 1)} \right) \to \max_{\{A\}} \quad (1)$$

mezonni intervalning c_1 chegarasining optimal qiymatini hisoblash va uning (mezonning) qiymatidan E_0 to'plam obyektlarini sinflarga ajratishda sonli alomatning kompaktlik ko'rsatkichi sifatida foydalanish mumkin. Agar ikkita obyektning xar birining chegaralarida faqat K_t yoki K_{3-t} olingan obyektlar a'lomatlari qiymatlari $y_j \in Y(\mu)$ joylashgan bo'lsa, u holda (1) mezon qiymati birga teng bo'ladi (1-rasm).

Agar bo'lsa, mezon qiymati 0 ga teng bo'ladi. Boshqa barcha hollarda (1) mezon qiymatlari (0,1) intervalga tegishli qiymatlarni qabul qiladi, (1) mezon sinflar soni $l>2$ bo'lgan hollarda ham ishlatilishi mumkin.

1-rasm. Miqdoriy alomatni kompaktlik kriteriyasi bo'yicha intervallarga bo'lish.

Hisoblashni soddalashtirish uchun berilganlarga dastlabki ishlov berish tavsiya qilinadi. Berilganlarni dastlabki ishlov berish deganda tartiblangan ketma-ketlik asosida quyidagi butun sonli matritsani shakllantirish tushuniladi:

$$D = \begin{pmatrix} d_{10} \, d_{11} \ldots d_{1m} \\ \ldots\ldots\ldots \\ d_{l0} \, d_{l1} \ldots d_{lm} \end{pmatrix}, \quad (2)$$

Bu yerda $d_{pi}, p = 1,\ldots l, i = 1,\ldots,m$ ustun elementi alomat qiymati r_{ij} bo'lgan $S \in E_0$ obyektga tegishli.

D matritsa elementlari quyidagicha hisoblanadi:

$$d_{pi} = \begin{cases} 0, & i = 0, \\ d_{p,i-1} + g(p,i), & i > 0, \end{cases} \quad \text{bu yerda } g(p,i) = \begin{cases} 1, & S \in K_p, \\ 0, & S \notin K_p. \end{cases}$$

$K_p, p = 1,\dots l, \ i = 1,\dots,l$ sinfning $[c_1, c_2]$ intervaldagi, o'ng va chap chegaralari quyidagi indekslarga mos keluvchi $\eta = a_{t-1}, v = a_t, c_{2t-1} = r_{j\eta}, \ c_{2t} = r_{jv}, t = 1$ va $t > 1$ da $(c_{2t-1}, c_{2t}]$ vakillari soni quyidagicha topiladi:

$$u_t^p = d_{pv} - d_{p\eta} \tag{3}$$

Sonli alomat qiymatlarini (1) mezon asosida o'zaro kesishmaydigan intervallarga ajratish algoritmini vizual namoyishi 2-rasmda keltirilgan. Bunda $m=16$, sinflar soni $l=3$ va sinflar elementlari soni . Bunda (3) dastlabki ishlov berish natijalaridan foydalanilgan.

2-rasm. Algoritmning vizual namoyishi
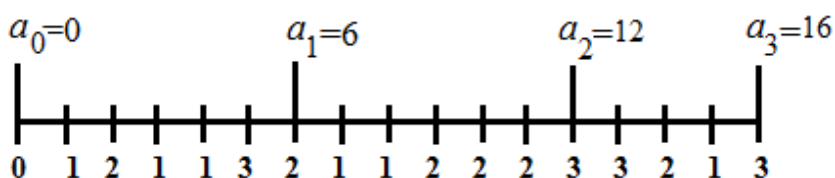
$$D = \begin{pmatrix} 0 & 1 & 1 & 2 & 3 & 3 & 3 & 4 & 5 & 5 & 5 & 5 & 5 & 5 & 5 & 6 & 6 \\ 0 & 0 & 1 & 1 & 1 & 1 & 2 & 2 & 2 & 3 & 4 & 5 & 5 & 5 & 6 & 6 & 6 \\ 0 & 0 & 0 & 0 & 0 & 1 & 1 & 1 & 1 & 1 & 1 & 1 & 2 & 3 & 3 & 3 & 4 \end{pmatrix}$$

Intervallarga ajratish variantlari 1-jadvalda keltirilgan.

1-jadval. Intervallarga ajratish variantlari

№	a_1	a_2	(1) mezon qiymatlari
1	1	2	0.19444444444444445
2	1	3	0.21296296296296297
3	1	4	0.25
. . .			
17	2	6	0.2976190476190476
18	2	7	0.30357142857142855
19	**2**	**8**	**0.34523809523809523(optimal)**
20	2	9	0.25462962962962965

21	2	10	0.20634920634920634
22	2	11	0.25793650793650796
. . .			
85	10	14	0.19345238095238096
86	11	12	0.2638888888888889
87	11	13	0.2361111111111111
88	11	14	0.2361111111111111
89	12	13	0.23148148148148148
90	12	14	0.23809523809523808
91	13	14	0.19642857142857142

Optimal ajratishda ($a_1 = 2$ va $a_2 = 8$) bir sinfga tegishli obyektlar-ning barcha alomatlari qiymatlarini o'z ichiga oluvchi birorta intervalning yo'qligi ko'rinib turibdi.

(1) asosida optimal ajratish intervallarining nomerlarini sonli belgi qiymatining nominal alomat qiymatlariga o'tkazish gradatsiyalari sifatida qarash mumkin. Bunday shakl almashtirish turli toifadagi maksimal tarzda o'zaro bog'liq bo'lmagan informativ to'plamlarini qidirishda foydalanilgan [6].

(1) matritsa asosida (3) dan foydalanish intervallar va latent (oshkor tarzda o'lchash mumkin bo'lmagan) alomatlar salmog'ini (1) asosida hisoblash imkoniyati yaratildi. Alomatning vazni deganda (1) mezonning optimal qiymati tushuniladi. Amaliyotda latent alomatlar ko'pincha turli indekslar ko'rinishida ishlatiladi. Masalan, meditsinada tana massasi indeksi, Kerdo indeksi tushunchalari ishlatiladi. Latent alomatlarni salmog'ining birga yaqin yoki birga teng qiymatlari intuitiv yechimlar qabul qilish modellarini qurishga asos bo'la oladi.

Alomatning (1) mezon bo'yicha salmog'i o'z ichiga alomatning informativligi xaqidagi muhim ma'lumotni oladi. Biroq, alomatlar axborotliligi to'plamlarini ajratganda, ularning salmoqlari bo'yicha tartiblanishiga to'laligicha asoslanish maqsadga muvofiq emas, ya'ni *"alomatning salmog'i qancha katta bo'lsa, alomatlar to'plamida ana alomatning informativligi shuncha yuqori bo'ladi"* tamoyili hamma vaqt ham o'rinli emas. Bunda alomatlarning o'zaro korrelyatsion bog'liqligidan ham foydalaniladi. Turli toifadagi informativ alomatlar to'plamlarini ajratish va ularning sun'iy neyron to'rlarini qo'llash samaradorligiga ta'sirini tadqiq qilishga qo'llanilgan [4].

Ikkinchi mezon [5] da keltirilgan bo'lib, u mumkin bo'lgan kesishmaydigan intervallar soni $p \geq 2$ bo'lgan ikkita *K1, K2* sinflar vakillari uchun mo'ljallangan. Intervallar sonini p

ni aniqlash, sonli alomatning $r_1,...,r_u,...,r_v,...,r_m$ tartiblangan qiymatlarida K_i sinf obyektlarining $\dfrac{d_i(u,v)}{|K_i|}, i=1,2, u \le v$ munosabati bo'yicha hisoblanuvchi uchrashlar chastotalarini tahlil qilishi asosida amalga oshiriladi. $d_i(u,v)$ alomat qiymatlari $r_u,...,r_v$ to'plam ostini hosil qiluvchi K_i sinf obyektlari sonini ifodalaydi. Kesishmaydigan intervallar chegaralari $\left[r_{c_u}, r_{c_v}\right]^i, i=1,...,p$ quyidagi mezonni rekursiv optimizatsiyalash natijasida topiladi:

Xulosa:

Berilganlarni tahlil qilish uchun ma'lumotlarni shakllantirishda obyekt-alomat ko'rinishidan foydalanildi. Predmed sohalarda, masalan meditsinada katta hajmdagi berilganlar tarkibida o'tkazib yuborilgan qiymatlar ko'plab uchrab turadi. Buning sabablari turlicha bo'lishi mumkin, topshirilmagan tahlillar, qurilmalarning yetishmasligi, inson omili va hokazo. Bu berilganlar intellektual tahlilining an'anaviy usullarini ishlatishda katta muammolarni keltirib chiqaradi.

Muammoning shartlariga ko'ra quyidagilar talab qilindi:

-alomatlar majmui bo'yicha ketma-ketlik qonuniyatlarini aniqlash;

-bo'shliqlar mavjud bo'lganda har xil turdagi xususiyatlar uchun yaqinlik matritsalarini yaratish;

-hisoblash eksperimenti orqali o'lchovsiz ma'lumotlar qiymatlarining nisbatlariga qarab funktsiyalar ketma-ketligi tartibining barqarorligini aniqlash.

Interval usullar asosida dasturiy ta'minot ishlab chiqildi. Tahlil qilish uchun intervalli usullarni tanlash, ularning yordami bilan, ma'lumotlarni tahlil qilishda bunday muhim xususiyat belgilari o'lchovlari uchun o'zgaruvchanlik sifatida amalga oshirilganligi bilan izohlanadi. Ichki yashirin qonuniyatlarni izlash miqdoriy alomatning tartiblangan ketma-ketligini ustunlik intervallariga bo'lish, har bir interval tegishlilik funksiyasi qiymatlari va alomat qiymatlarini intervallarga bo'lish turg'unligini hisoblash orqali hal qilindi.Bo'shliqlar bo'lgan holatlarda ham olingan qonuniyatlarni tekshirish uchun intervallarga bo'lish turg'unligi qiymati olinadi. Bo'shliqlar qiymati ko'p bo'lganda alomatlarning turg'unligi bo'yicha ustunlik ketma-ketligi o'zgarib ketishi mumkin. Bunday holatlarda ham turg'unlik qiymati yuqori bo'lsa aniqlangan qonuniyatga ishonishish mumkinligi ehtimoli ham yuqori bo'ladi.

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Yevropa Ittifoqining Markaziy Osiyo davlatlari bilan narkotiklarga qarshi kurash bo'yicha hamkorligi

Abdusattorov Shahzod Abdumumin o'g'li

ANNOTATSIYA

Markaziy Osiyo davlatlarining Yevropa Ittidoqi bilan o'zaro hamkorligi va unga qarshi kurash olib borishda erishgan natijalari, kamchiliklari va kelgusida erishilishi kutilayotgan natijalar haqida so'z yuritadi.

Kalit so'zlar: Yevropa Ittifoqi, BMTning Narkotiklar va jinoyatchilik bo'yicha boshqarmasi (UNODC), Yevropa narkotiklar va narkomaniya monitoringi markazi (EMCDDA)

Yevropa Ittifoqining Markaziy Osiyo mintaqasi bilan narkotiklarga qarshi kurash sohasidagi hamkorligi zamonaviy xalqaro munosabatlarning eng dolzarb yo'nalishlaridan biri hisoblanadi. So'nggi o'n yillikda narkotik moddalar savdosi va iste'molining global miqyosda ortishi, ayniqsa Markaziy Osiyo mintaqasining "Shimoliy tranzit yo'li" orqali Afg'onistondan Yevropaga narkotik moddalar etkazib berishda asosiy yo'lak sifatida xizmat qilishi mintaqaviy xavfsizlikka jiddiy tahdid tug'dirmoqda. Ushbu muammoning global xususiyati va transmilliy jinoyat tarmoqlarining faollashuvi Yevropa Ittifoqi va Markaziy Osiyo davlatlari o'rtasida samarali hamkorlik mexanizmlarini shakllantirish zaruriyatini keltirib chiqarmoqda. Markaziy Osiyo mintaqasi geografik joylashuvi, tarixiy va ijtimoiy-iqtisodiy omillar tufayli narkotik moddalar savdosiga qarshi kurashda o'ziga xos qiyinchiliklarga duch kelmoqda. Mintaqadagi davlatlarning chegaralari uzun va nazorat qilish murakkab bo'lgan hududlardan iborat, shuningdek, ayrim mintaqa davlatlarida huquqni muhofaza qiluvchi organlarning texnik jihati to'laqonli qarshilikni amalga oshirishni cheklaydi. Bu esa narkotrafik va unga aloqador jinoyatlarning oldini olish va ularga qarshi kurashishda qo'shimcha muammolarni keltirib chiqarmoqda. Yevropa Ittifoqi o'zining tashqi siyosatida Markaziy Osiyoni strategik ahamiyatga ega mintaqa sifatida qaraydi va mintaqada barqarorlik hamda xavfsizlikni ta'minlashda faol ishtirok etishga intiladi. 2019-yilda qabul qilingan "YI-Markaziy Osiyo: Yangi imkoniyatlar uchun hamkorlik" strategiyasi doirasida narkotiklarga qarshi kurash ustuvor yo'nalishlardan biri sifatida belgilangan. Ushbu strategiya doirasida huquqni muhofaza qiluvchi organlar salohiyatini oshirish, chegara nazoratini kuchaytirish, axborot almashish tizimlarini takomillashtirish va profilaktika dasturlarini amalga oshirish kabi yo'nalishlarda hamkorlik yo'lga qo'yilgan. Narkotiklarga qarshi kurashda YI-Markaziy Osiyo davlatlari hamkorligining dolzarbligi bir necha omillar bilan belgilanadi.

Birinchidan, Afg'onistonda ishlab chiqarilayotgan giyohvand moddalarning asosiy iste'molchi bozori Yevropa davlatlari hisoblanadi va ularning aksariyati Markaziy Osiyo hududi orqali o'tadi.

Ikkinchidan, narkotrafik terroristik tashkilotlarning moliyaviy manbaiga aylanib, mintaqaviy xavfsizlikka tahdid solmoqda.

Uchinchidan, narkotik moddalar savdosi bilan bog'liq jinoyatlar korrupsiya va uyushgan jinoyatchilikning boshqa turlarini ham keltirib chiqarmoqda.

Yevropa Ittifoqi va O'rta Osiyo davlatlari o'rtasida qarshi kurashga oid bir qancha dasturlar mavjud. 2019-yilda qabul qilingan YI-Markaziy Osiyo strategiyasi muhim ahamiyatga ega hisoblanadi. Shuningdek BMTning Narkotiklar va jinoyatchilik bo'yicha boshqarmasi (UNODC), Yevropa narkotiklar va narkomaniya monitoringi markazi (EMCDDA) hamda milliy statistika organlarining ma'lumotlari qarshi kurash olib borishda muhim ahamiyat kasb etadi. So'nggi 5 yilda YI va Markaziy Osiyo davlatlari ancha bir qancha kelishuvlar amalga oshirilgan12 ta ikki tomonlama va 3 ta ko'p tomonlama kelishuv. Lekin bu hujjatlarning hammasi ham yaxshi ishlamayapti. Ammo ma'lumot almashish nisbatan uzoq vatni talab qilib oddiy bir ma'lumotni olish uchun ham 2-3 hafta talab qilinadi.

YI va Markaziy Osiyo davlatlari o'rtasidagi narkotiklarga qarshi kurash borasidagi hamkorlik bir necha yo'nalishda rivojlanmoqda va turli darajadagi natijalarni ko'rsatmoqda.

Huquqiy-me'yoriy baza tahlili shuni ko'rsatdiki, so'nggi besh yil ichida tomonlar o'rtasida 12 ta ikki tomonlama va 3 ta ko'p tomonlama bitimlar imzolangan ammo ularning ayrimlari deklarativ xususiyatga ega bo'lib, amaliy mexanizmlar yetarli darajada ishlab chiqilmagan. Masalan, "Narkotiklarga qarshi kurashda axborot almashish to'g'risida"gi bitimning ijrosi bo'yicha monitoring natijalari shuni ko'rsatadiki, ma'lumot almashish jarayonida byurokratik to'siqlar va texnik muammolar mavjud. Institutsional mexanizmlar tahlili shuni ko'rsatdiki, hamkorlikning asosiy platformalari sifatida YI-Markaziy Osiyo forumi, CADAP (Markaziy Osiyo narkotiklarga qarshi harakatlar dasturi) va BOMCA (Chegaralarni boshqarish bo'yicha dastur) kabi dasturlar faoliyat yuritmoqda. Biroq, ularning samaradorligi turlicha bo'lib, ayrim hollarda faoliyatlarining dublikatsiyasi kuzatilmoqda. Statistik ma'lumotlar tahlili shuni ko'rsatadiki, 2019-2023 yillar davomida YI tomonidan Markaziy Osiyodagi narkotiklarga qarshi kurash loyihalariga 75 million evrodan ortiq mablag' yo'naltirilgan. Ushbu mablag'larning 45% texnik ko'mak va salohiyatni oshirish dasturlariga, 30% chegara nazoratini kuchaytirish loyihalariga, 15% profilaktika dasturlariga va 10% monitoring va baholash tizimlarini rivojlantirishga sarflangan. Ekspert so'rovi natijalari shuni ko'rsatdiki, respondentlarning 67%

hamkorlikning umumiy holatini "qoniqarli" deb baholagan, 23% "yaxshi" va 10% "qoniqarsiz" deb hisoblaydi. Asosiy muammolar sifatida moliyaviy resurslarning etishmasligi (78%), institutsional salohiyatning pastligi (65%) va byurokratik to'siqlar (58%) ko'rsatilgan.

Hamkorlikning amaliy natijalari tahlili shuni ko'rsatdiki, 2019-2023 yillar davomida:

- Qo'shma operatsiyalar natijasida 15 tonna narkotik moddalar musodara qilingan

- 2500 dan ortiq huquqni muhofaza qiluvchi organlar xodimlari malaka oshirish kurslarini tamomlagan

- 25 ta chegara nazorati punkti zamonaviy uskunalar bilan jihozlangan

- 150 dan ortiq profilaktika tadbirlari o'tkazilgan

Shunday bo'lsada yuqoridagilar bilan birgalikda quyidagi bir qancha kamchiliklar mavjud:

1. Hamkorlik mexanizmlarining byurokratlashuvi va muvofiqlashtirish masalalarining murakkabligi

2. Texnik va kadrlar salohiyatining notekis rivojlanishi

3. Ayrim loyihalarning mahalliy sharoitga to'liq moslashtirilmaganligi

4. Monitoring va baholash tizimlarining zaif ekanligi

Prognoz tahlillari shuni ko'rsatadiki, 2025-2030 yillar davomida hamkorlikning yangi bosqichi kutilmoqda. Bu davrda yangi texnologiyalarning joriy etilishi, institutsional mexanizmlarning takomillashuvi va moliyaviy resurslarning ortishi prognoz qilinmoqda.

Yevropa Ittifoqi va Markaziy Osiyo davlatlari o'rtasidagi narkotiklarga qarshi kurash borasidagi hamkorlik so'nggi yillarda sezilarli rivojlanish tendensiyasini ko'rsatmoqda, biroq hali ham bir qator muammolar o'z echimini kutmoqda. Narkotiklarning noqonuniy aylanishiga qarshi kurashish sohasidagi hamkorlikning samaradorligini yanada oshirish uchun quyidagi xulosalar va tavsiyalar muhim ahamiyat kasb etadi. Mavjud huquqiy-me'yoriy bazani takomillashtirish va yangilash zarurati mavjud. Xalqaro hamkorlikning huquqiy asoslarini zamonaviy talablar va yangi paydo bo'layotgan tahdidlarga moslash, shuningdek milliy qonunchilikni xalqaro standartlarga uyg'unlashtirish muhim vazifa hisoblanadi. Bu orqali hamkorlikning huquqiy mexanizmlarini yanada samaraliroq ishlashiga erishish mumkin. Texnik va kadrlar salohiyatini oshirish masalasi dolzarb bo'lib qolmoqda. YeI tomonidan amalga oshirilayotgan texnik ko'mak va treninglar dasturlarini kengaytirish, zamonaviy uskunalar va texnologiyalar bilan ta'minlash, shuningdek kadrlarni muntazam malakasini oshirish tizimini takomillashtirish zarur. Bu borada YI tajribasini Markaziy Osiyo sharoitiga moslashtirgan holda qo'llash muhim ahamiyat kasb etadi.

Axborot almashish va operativ hamkorlik mexanizmlarini yanada takomillashtirish lozim. Real vaqt rejimida ma'lumot almashish imkoniyatlarini kengaytirish, qo'shma operatsiyalarni rejalashtirish va o'tkazish amaliyotini rivojlantirish, shuningdek maxsus xizmatlar o'rtasidagi hamkorlikni kuchaytirish zarur. Bu esa narkotik moddalar savdosiga qarshi kurashning samaradorligini sezilarli darajada oshirish imkonini beradi. Narkotiklarga qarshi kurashning profilaktik yo'nalishini kuchaytirish muhim ahamiyat kasb etadi. Bu borada YI tajribasidan foydalangan holda, aholining turli qatlamlari, ayniqsa yoshlar o'rtasida profilaktika ishlarini olib borish, narkomaniyaning oldini olish dasturlarini ishlab chiqish va amalga oshirish zarur.

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TERMINOLOGY AND SPECIALIZED DICTIONARIES: IMPACT AND IMPORTANCE

**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:** Abdurahmonova Zilola Yoqubjon qizi
**abduraxmanova@jbnuu.uz
Student of group 404-22:** Pardaboyeva Mohira Jonon qizi
pardaboyevamohira@gmail.com

Abstract: This article explores the significance of terminology and specialized dictionaries in modern linguistics, emphasizing their role in enhancing communication across various scientific and professional fields. It categorizes specialized dictionaries into scientific, technical, medical, and business types while highlighting their importance in ensuring clear communication, meeting professional needs, and facilitating mutual understanding. The contributions of Uzbek scholars, particularly Akmalov and Kurbanov, are discussed in relation to the challenges and advancements in Uzbek lexicography and terminology development. The impact of specialized dictionaries on business, education, and globalization is also examined, underscoring their essential role in fostering effective communication and collaboration. The article concludes by emphasizing the need for continued development and integration of specialized dictionaries with emerging technologies.

Key Words: Terminology, specialized dictionaries, linguistics, communication, Uzbek scholars, lexicography, professional needs, globalization, education, mutual understanding.

Terminology and specialized dictionaries are essential components of modern linguistics that significantly enhance communication in scientific and professional contexts. These tools not only provide clarity but also facilitate understanding among specialists across various fields. The creation of terminology and specialized dictionaries is a complex process that involves collaboration among linguists and subject-matter experts.

Definitions and Types of Specialized Dictionaries

Terminology refers to the collection of terms used within a specific field or domain. Each discipline, whether it be science, engineering, medicine, or business, has its unique set of terminology. Specialized dictionaries compile these terms and offer definitions, explanations, and contextual usage, thereby serving as critical resources for professionals. They can be categorized into several types:

1. **Scientific Dictionaries**: These dictionaries encompass specialized terms relevant to various scientific fields, such as physics, chemistry, and biology.

2. **Technical Dictionaries**: Focused on engineering, IT, and other technical areas, these dictionaries provide definitions and explanations tailored to industry-specific language.

3. **Medical Dictionaries**: These contain terms used in the medical field, complete with definitions and context, to enhance communication between healthcare professionals and patients.

4. **Business Dictionaries**: These dictionaries focus on terminology related to economics and business practices, facilitating precise communication in the corporate world.

Importance of Specialized Dictionaries

Specialized dictionaries are vital for several reasons:

1. **Clear Communication**: They enable professionals to convey complex ideas clearly and accurately, reducing the risk of misunderstandings. In technical documentation, precise terminology is crucial, as ambiguities can lead to significant errors (Hoffmann, 2016). For instance, in scientific research, using the correct term is essential for maintaining the integrity of findings.

2. **Professional Needs**: Different fields require distinct terminology, which is systematically compiled in specialized dictionaries. For example, medical dictionaries that include terms such as "diagnosis" and "therapy" improve communication between doctors and patients, allowing for better patient care and understanding (Gordon, 2018).

3. **Enhancing Mutual Understanding**: Specialized dictionaries help enhance mutual understanding across different languages and cultures. Bilingual dictionaries, for

example, allow for the comparison of terms, thereby strengthening global connections (Harrison, 2020).

Contributions of Uzbek Scholars

Uzbek scholars have made significant contributions to the field of terminology and specialized dictionaries. For instance, the work of **Akmalov A.** in his article "Problems of Uzbek Lexicography: Theory and Practice" discusses the challenges faced in compiling specialized dictionaries in the Uzbek language, emphasizing the need for standardized terminology to improve communication in various fields [1]. Additionally, **Kurbanov A.** in "Language Planning and Terminology Development in Uzbekistan" highlights the efforts of the Academy of Sciences of Uzbekistan in creating comprehensive terminological databases that serve as vital resources for researchers and professionals [2].

Impact on Various Sectors

The influence of specialized dictionaries extends to multiple sectors:

1. **Business and Economics**: In the corporate realm, specialized dictionaries provide precise terminology that enhances effective communication and decision-making. This clarity is particularly important in the global market, where miscommunication can lead to financial losses (Smith, 2021).

2. **Education and Scientific Research**: Educational institutions rely on specialized dictionaries as essential resources for students and researchers. By incorporating these tools into curricula, educators help students grasp the terminology pertinent to their fields, thereby equipping them with the necessary knowledge for success (Johnson, 2022).

3. **Globalization and Intercultural Relations**: As globalization continues to shape our world, specialized dictionaries facilitate connections between diverse cultures. They are instrumental in international cooperation and research, helping to overcome language barriers and foster mutual understanding (Adams, 2023).

Conclusion

In conclusion, specialized dictionaries and terminology are of paramount importance in today's society. They ensure clear and effective communication, enhance mutual understanding within professional fields, and provide essential resources for scientific research. The contributions of Uzbek scholars in this field further enrich the landscape of terminology studies. As we look to the future, the development of specialized dictionaries

and their integration with emerging technologies will likely continue to evolve, further supporting communication across disciplines and cultures.

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3. Uzbek English Dictionary & Tra - Apps on Google Play

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CHALLENGES AND STRATEGIES IN TEACHING PRAGMATIC COMPETENCE FOR ENGLISH-UZBEK TRANSLATION: A CASE STUDY APPROACH

Karina Khusainova – researcher

E-mail: Husainovakarina67@gmail.com

Contact number: 998932476565

Annotation. This article examines the challenges and strategies in teaching pragmatic competence to English-Uzbek translation students. Pragmatic competence, which involves understanding context, cultural nuances, idioms, and expressions, is crucial for producing accurate translations. However, developing this skill poses unique challenges, particularly in language pairs with significant cultural and linguistic differences like English and Uzbek. Through a case study approach, the article explores real-world examples and instructional methods to enhance students' pragmatic abilities. The study also addresses how educators can adapt teaching strategies to confront these challenges, such as incorporating contextual exercises, role-play scenarios, and comparative analyses of idiomatic expressions. These techniques aim to bridge cultural gaps and improve accuracy in translations. Practical insights into assessment methods, including error analysis and feedback, are provided to help measure students' progress. This article contributes to the field by offering a detailed framework for enhancing pragmatic competence among translation students.

Keywords: Pragmatic competence, translation, English-Uzbek, teaching strategies, cultural nuances, case study, language education.

Introduction. The formation of pragmatic competence is a critical component in the training of translation students, particularly those working within linguistically and culturally distinct language pairs, such as English and Uzbek. Pragmatic competence in translation goes beyond mere linguistic accuracy; it requires an understanding of contextual nuances, idiomatic expressions, cultural references, and the intended tone and purpose of the original message. For English-Uzbek translation students, developing pragmatic competence can be particularly challenging, given the profound linguistic and cultural differences between these languages. While English has a broad international reach and is influenced by diverse global perspectives, Uzbek holds cultural nuances and expressions deeply rooted in the region's heritage, which often lack direct equivalents in English. Therefore, translating between these languages requires careful attention to context, audience expectations, and cultural sensitivity to preserve the message's intent and tone.

Teaching pragmatic competence in translation is complex, involving more than vocabulary acquisition and syntactic accuracy. It necessitates an understanding of cross-

cultural pragmatics, allowing students to analyze and adapt language in a way that resonates with target audiences without distorting the original meaning[1]. Key challenges include teaching students to recognize and adapt idiomatic language, handle implicit meanings, and adjust for formal and informal registers. Additionally, the lack of a one-to-one correspondence between expressions in English and Uzbek frequently complicates this task, demanding creative and flexible approaches in translation pedagogy. In light of these challenges, this article explores strategies for teaching pragmatic competence to translation students, focusing on case studies that illustrate practical applications and challenges.

The study draws on methods such as contextual exercises, role-play scenarios, and comparative analyses of idiomatic expressions. These techniques help bridge cultural and linguistic gaps, enhancing students' ability to produce contextually accurate and culturally sensitive translations. Furthermore, by examining real-world case studies, this article highlights specific examples of pragmatic issues and suggests practical methods for resolving them in educational settings[2]. The research contributes to the field by providing a framework that educators can use to enhance the pragmatic competence of translation students, ultimately better preparing them for professional roles where such skills are indispensable. Through these efforts, translation education can better equip students with the nuanced skills needed to navigate complex translation tasks with confidence and cultural awareness. The development of pragmatic competence in translation education, especially for the English-Uzbek language pair, involves a multifaceted approach that addresses the linguistic, cultural, and contextual elements essential for effective translation. This section delves into the key challenges students face, the instructional strategies to overcome these challenges, and the case studies that illustrate successful methods in fostering pragmatic skills among translation students.

Pragmatic competence refers to the ability to use language appropriately within various social and cultural contexts[3]. For translation students, pragmatic competence means understanding not only the lexical and grammatical aspects of a text but also its cultural nuances, idioms, and implicit meanings that resonate within the source language culture. This is particularly challenging in the English-Uzbek context due to the linguistic and cultural distance between these languages. English, as a widely spoken language with diverse dialects and usage patterns, often contains phrases, idioms, and rhetorical devices

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[1] *Baker M. (2018). In Other Words: A Coursebook on Translation (3rd ed.). Routledge. See Chapter 7, "Pragmatic Equivalence," pp. 227–270.*
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that lack direct equivalents in Uzbek. Conversely, Uzbek has its own rich heritage of expressions and cultural references that can be difficult to convey accurately in English. This discrepancy necessitates a creative and culturally sensitive approach to translation, demanding that students go beyond literal translation to ensure the intended message and tone are preserved.

Another significant challenge is the lack of one-to-one correspondence in expressions and idiomatic language. For example, English idioms like "break the ice" or "under the weather" may have no direct translation in Uzbek. Students must learn how to interpret such phrases, assess their contextual meaning, and find appropriate equivalent expressions in Uzbek[4]. Additionally, students must navigate varying degrees of formality, humour, and rhetorical styles, adapting them as needed to suit the target audience's cultural expectations. These complexities require that translation students develop a keen awareness of both source and target cultures, a skill that takes time and practice to cultivate. To address these challenges, instructors can employ several pedagogical strategies aimed at enhancing students' pragmatic competence in translation. These strategies include contextual exercises, role-playing, comparative analysis, and the integration of case studies that simulate real-world translation scenarios[5].

- Contextual exercises: Contextual exercises provide students with translation scenarios that mimic real-life situations, allowing them to practice interpreting pragmatic nuances. For example, students might be tasked with translating dialogues from English-language films or television shows into Uzbek, focusing on maintaining the characters' original tone, humor, or emotions. This approach encourages students to think critically about word choice and to consider how context influences meaning. Additionally, contextual exercises often incorporate authentic texts—such as news articles, advertisements, or social media posts—that require students to analyze and convey implicit messages and cultural references effectively.

- Role-playing scenarios: Role-playing is a valuable tool in teaching pragmatic competence because it allows students to experience language from both the translator's and the audience's perspective. Instructors can create scenarios where students assume roles such as a news reporter, diplomat, or advertising copywriter, each with specific translation tasks that require sensitivity to cultural and social contexts. Role-playing

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[4] Kecskes I. (2014). Intercultural Pragmatics. Oxford University Press. Chapter 6, "Pragmatic Competence," pp. 145–170.
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activities foster an environment in which students must make real-time translation decisions, enhancing their ability to think on their feet and adapt language accordingly[6].

– Comparative analysis of idiomatic expressions: Comparative analysis exercises help students understand and handle idiomatic language by comparing idioms and expressions across English and Uzbek. Instructors can present students with a list of idioms, asking them to find Uzbek equivalents or to explain why certain expressions have no direct translation. This method allows students to explore the intricacies of both languages and cultures, deepening their understanding of how idioms function within each language. By analyzing and discussing idiomatic phrases, students learn to navigate expressions that are culture-specific, thereby gaining a more intuitive grasp of pragmatic competence.

– Case studies: Using case studies based on real-world translation tasks provides students with concrete examples of pragmatic challenges in translation. For instance, a case study might involve translating a promotional campaign from English to Uzbek, where students must consider factors such as cultural references, tone, and the target audience's expectations. Case studies encourage students to evaluate and apply pragmatic translation strategies, helping them build a toolkit of techniques for managing cultural differences. Furthermore, case studies allow students to examine errors or successes in past translations, fostering a critical understanding of pragmatic translation strategies.

A practical example of teaching pragmatic competence can be drawn from translating cultural expressions in media discourse, such as news articles or public statements. Suppose students are tasked with translating an English news report about a cultural festival into Uzbek. The festival may contain elements unfamiliar to Uzbek audiences, requiring students to adjust descriptions or provide cultural context. Instructors can guide students in analyzing the report, identifying sections where cultural references may need adaptation, and discussing options for accurately conveying the event's spirit and significance[7]. Another case study could involve translating diplomatic language, where maintaining the original tone is crucial. For instance, when translating a formal government statement from English into Uzbek, students must be sensitive to subtle nuances in the language that express diplomacy or caution. Instructors can encourage students to consider the target audience and to decide whether adjustments are necessary to retain the statement's formal tone while making it culturally relatable. Assessing students' pragmatic competence can be challenging, but methods such as error analysis, peer review, and feedback sessions are

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valuable tools. In error analysis, students review and reflect on their own translations to identify areas where pragmatic nuances may have been lost or misinterpreted. Peer review encourages students to discuss their translations, share feedback, and learn from each other's approaches.

Lastly, feedback sessions with instructors allow students to gain insights into their progress, helping them understand how to refine their skills further. Developing pragmatic competence in translation students, particularly those working with culturally distinct language pairs like English and Uzbek, is both challenging and essential[8]. Through contextual exercises, role-play, comparative analyses, and real-world case studies, educators can equip students with the tools they need to navigate the complexities of pragmatic translation. As students enhance their ability to understand and convey cultural nuances, they become better prepared for professional translation roles, where accuracy and cultural sensitivity are paramount. This approach not only benefits students but also contributes to the broader field of translation by promoting culturally aware and contextually accurate language practices.

Conclusion. The development of pragmatic competence is essential for translation students, particularly when working with linguistically and culturally distinct language pairs like English and Uzbek. Pragmatic competence enables students to understand and convey the subtleties of language, including cultural references, idiomatic expressions, and contextual nuances that are crucial for effective communication. Despite the challenges posed by cultural and linguistic differences, a focused approach to teaching pragmatic competence can help students become more adept translators.

Through strategies such as contextual exercises, role-playing, comparative analysis, and real-world case studies, educators can enhance students' awareness of the complexities involved in translation. These methods encourage students to think critically, adapt language to different cultural contexts, and build a toolkit of strategies for handling pragmatic challenges in translation. Additionally, assessment techniques such as error analysis and peer review provide students with valuable feedback, helping them refine their skills and improve their cultural sensitivity. By cultivating pragmatic competence, translation education better prepares students for the demands of the professional world, where accurate and culturally sensitive translations are paramount. This approach not only benefits individual students but also contributes to more culturally attuned and effective translation practices in an increasingly globalized society.

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SOCIAL-PSYCHOLOGICAL MECHANISMS IN INCLUSIVE EDUCATION

Nodira Normamatovna Himmatova, English language teacher at the Department of Uzbek and Foreign Languages, Termiz Branch of Tashkent Medical Academy nodira.yoqut@gmail.com

Abstract: Inclusive education fosters an environment where students with diverse abilities learn together, promoting social integration and equality. This paper explores the social-psychological mechanisms that drive inclusive education, examining factors such as group dynamics, social identity, peer influence, and empathy development. Through both qualitative and quantitative methods, this study identifies key mechanisms that facilitate or hinder effective inclusion. Findings suggest that successful inclusive practices rely on understanding social interactions, fostering positive peer attitudes, and supporting teachers in managing diverse classrooms. Recommendations are provided to enhance the effectiveness of inclusive education through targeted social-psychological interventions.

Keywords: Inclusive education, social psychology, peer influence, group dynamics, empathy, social identity.

Introduction: Inclusive education integrates students with and without disabilities into a single educational environment. This approach not only emphasizes academic inclusion but also addresses social-psychological mechanisms critical to successful integration. Social psychology plays a vital role in understanding how group interactions, social identities, and attitudes impact the learning and social outcomes of all students involved in inclusive settings. This paper aims to analyze the social-psychological mechanisms in inclusive education and identify strategies for overcoming common barriers to effective inclusion.

Methods:A mixed-methods approach was employed to gather comprehensive data on the social-psychological dynamics of inclusive classrooms. Surveys and observational studies were conducted in ten inclusive schools, involving 200 students and 50 teachers. Interviews were also conducted with students, teachers, and administrators to gain qualitative insights. Statistical analysis was used for quantitative data, while thematic analysis helped categorize qualitative responses into meaningful patterns.

Results:1. Group Dynamics and Peer Influence

Peer influence significantly impacts the success of inclusive education. Positive peer interactions lead to greater social acceptance, while negative interactions can lead to

exclusion and isolation. Observations showed that students with disabilities who had strong friendships with non-disabled peers experienced higher self-esteem and social satisfaction.

2. Social Identity and Inclusion

Students often categorize themselves and others based on visible differences, which can lead to in-group and out-group distinctions. Inclusive education helps to reduce these distinctions over time, as students learn to value diversity. Teachers who facilitated cooperative group work found that students developed a shared identity, which promoted empathy and reduced stigma.

3. Empathy and Emotional Development

Empathy plays a critical role in inclusive settings. Activities that encourage empathy, such as role-playing or collaborative projects, foster greater understanding among students. The study found that empathy-related activities reduced incidents of bullying and enhanced social cohesion.

4. Teacher-Student Relationships

The role of teachers in managing inclusive classrooms is crucial. Teachers trained in inclusive education practices were more effective in creating an environment of mutual respect and understanding. Teachers who actively modeled inclusive behavior positively influenced students' attitudes, making them more accepting of diversity.

5. Challenges to Social-Psychological Inclusion

Despite positive findings, some challenges persist. Students occasionally struggled with understanding how to interact with peers who have different needs, leading to misunderstandings and exclusion. Additionally, teachers expressed the need for more training in social-psychological strategies to support students in navigating these challenges.

Discussion:

The study demonstrates that social-psychological mechanisms such as group dynamics, peer influence, social identity, and empathy are integral to the success of inclusive education. While inclusive education can foster social cohesion, it requires intentional support, especially in peer relationship-building and teacher training. Schools need structured programs that emphasize empathy and social skills development, creating a culture where diversity is valued. Teachers' attitudes and practices play a critical role in

shaping student perspectives, and training in social psychology could enhance their ability to manage inclusive classrooms effectively.

Conclusion:Social-psychological mechanisms are essential in shaping the experiences of students in inclusive educational settings. Effective inclusion depends on fostering positive peer interactions, promoting empathy, and minimizing social divisions. Through targeted interventions and teacher support, inclusive education can create a more equitable and psychologically supportive environment for all students.

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SUN'IY INTELLEKTNING MAKTAB O'QUVCHILARIGA BO'LGAN TA'SIRI

Ismoilova Muslima O'ktam qizi

Termiz shahar 3-ixtisoslashtirilgan

maktab o'quvchisi

Annotatsiya: Ushbu tezisda hozirgi kunda foydalanilishi ommalashib borayotgan sun'iy intellektning maktab o'quvchilarining ta'lim olish jarayoniga qanchalik ta'sir qilayotganini bir qancha misollar va qarashlar bilan o'rganiladi. Sun'iy intellektning ushbu maktab tizimidagi ulushi kelajakda qay darajada rivojlanishi haqida so'z yuritiladi.

Kalit so'zlar: Ta'lim algoritmlari, virtual obyektlar, texnologiyalar, shaxsiylashtirilgan ta'lim tizimi, imkoniyatlar, inqilob,diskriminatsiya, intellektual repetitorlik tizimi,raqamli ilovalar, xavfsiz aloqalar.

Kirish

Barchamizga a'yonki, oxirgi o'n yillikda butun dunyoda su'niy intelektning foydalanilishi oshib bormoqda hamda u dunyoda foydalanilishi bo'yicha beqiyos o'ringa chiqib oldi. Sun'iy intellekt biz bilgan dunyoni shiddat bilan o'zgartirmoqda va , albatta, bu ta'lim tizimiga ham ta'sirini o'tkazmay qolmaydi. AI (sun'iy intellekt) ta'limdagi muammolarni hal qilish va SDG 4 (maqsadini ta'lim tiziminining sifatini oshirishga qaratgan loyiha(Sustainable development goal))sari olg'a siljishni tezlashtirish uchun samarali vositaga aylandi. AI ma'lumotlarni to'plash va tahlil qilish qobiliyati bilan o'qituvchilarga o'quvchilarning faolligi, o'qishdagi taraqqiyoti va farovonligi haqida ma'lumot berishi mumkin. Bundan tashqari, maktablarning o'zaro ta'siri va shaxsiy rivojlanish monitoringi uchun o'rnatilgan raqamli ilovalar va vositalar ham ta'lim tizimida alohida o'rin egallaydi.

AI shaxsiylashtirilgan ta'lim algoritmlari orqali o'qish va o'qitish jarayonlarini optimallashtirish orqali ta'limni o'zgartirish imkoniyatiga ega, ya'ni siz bu yerda faqatgina kamchiliklarni emas ,bir qancha foydali bo'lgan imkoniyatlar eshigi ochilganini ham ko'rishingiz mumkin.Bu texnologiya har bir o'quvchining kuchli va zaif tomonlarini aniqlashga yordam berib, AI o'quv materiallarini shaxsiy ehtiyojlariga qarab moslashtirishi mumkin, bu esa rivojlanish uchun katta turtki bo'ladi,deb ayta olamiz. Su'niy intellekt orqali biz virtual dunyoni yarata olamiz va bu hozirgi kunda ko'plab rivojlangan davlatlarda amalga oshirilmoqda. Bu tajribalar uzoq mamlakatlardan kelgan o'quvchi bilan muloqot qilish yoki uzoq vaqt va xarajat talab etadigan masofalarni ko'rish imkoniyatini beradi. Bu orqali ular nafaqat sinfxona ichida balki o'z xonalarida ham boshqa yurtlarga sayohat qila oladi , o'rgana oladi va bemalol tadqiqot ishlarini ham amalga oshirishlari mumkin. Bundan

tashqari turlicha xil dars mashg'ulotlarida o'quvchilar qiynalmasdan tasavvur qila olishadi va bu esa ularning bir qancha bilim va ko'nikmalarni oshirishga yordam beradi.

Sun'iy intellekt yordamida amalga oshirilgan virtuallik texnologiyasi o'quvchilar uchun yanada qiziqarli o'rganish tajribasini hosil qiladi, bu esa ularga virtual obyektlar bilan ilgari imkonsiz bo'lgan tarzda bir-biriga o'zaro ta'sir qilish imkonini beradi. Sinfxonalardagi smart doskalar yoki ekranlardagi turlicha qurilmalar yoki smartfonlar yordamida odamlar atrofida ko'rayotgan narsalarga ayni vaqt davomida ma'lumot joylashtirish orqali odamlarning ma'lumot almashish usullarini o'zgartiradigan yangi tajribalarni amalga oshiradi.

Ta'limda AIning afzalliklari chuqur bo'lsa-da, ba'zilar ushbu texnologiyalarni to'liq samarali tatbiq etish bilan bog'liq zararli xavflar borligini ham ta'kidlashadi. Maxfiy ma'lumotlardan foydalanish bo'yicha bir qancha savollarni tug'diradi, ya'ni, sizning ma'lumotlaringiz va hayotingiz yetarli darajada xavfsiz bo'lmaydi, bu esa ma'lumotlarning qanday to'planishiga oid aniq tizimni talab qiladi, bu manfaatdor tomonlar o'rtasida xavfsiz aloqalar o'rnatishga halaqit qiladi va shuningdek ba'zi tadqiqotlar aytishadiki, bu kabi zamonaviy texnologiyalardan foydalanish insonlarning tanqidiy fikrlash holatini susaytiradi,shu bilan birga ko'pchilik insonlarda psixologik muammolar paydo bo'lishni boshlashi mumkin.

Ta'lim tizimida AIning eng muhim afzalliklaridan biri-bu- shaxsiylashtirilgan ta'limdir. Sun'iy intellektga asoslangan tizimlar har bir o'quvchi uchun o'ziga xos o'rganish qobiliyatlari va ehtiyojlaridan kelib chiqqan holda moslashtirilgan dars rejalari va ko'nikmalarni yaratishi mumkin. Bu o'quvchilarning rivojlangan ta'lim tajriba va ko'nikmalarni olishini ta'minlaydi, bu esa faollikni oshirish va ishlashni yaxshilashga olib keladi.

Bundan tashqari, sun'iy intellekt maxsus ehtiyoji bo'lgan o'quvchilar uchun yaxshiroq ta'lim olishni ta'minlaydi. Intellektual repetitorlik tizimlari bilan sun'iy intellektga asoslangan qurilmalar o'quvchi qo'shimcha yordamga muhtoj bo'lgan sohalarni aniqlaydi va shunga mos ravishda o'ziga moslashtirilgan ko'rsatmalarni taqdim etadi. Bu qo'shimcha vaqt talab qilishi mumkin bo'lgan yoki ba'zi fanlar bo'yicha yordamga muhtoj bo'lgan talabalarga tengdoshlari bilan bir darajada qolishga yordam beradi.

Ta'limda sun'iy intellektning yana bir afzalligi shundaki, u bir vaqt ichida muammolarni hal qilishda baholash tizimini ham faollashtiradi. O'qituvchilar ushbu texnologiyalardan dars yoki kurs davomida foydalanib shaxsiy rivojlanish taraqqiyoti orqali kuzatish, ularning tasavvur qilish doirasini kengaytirishga katta hissa qo'shadi. Shunday

qilib, ular ko'proq e'tibor talab qiladigan sohalardan bemalol xabardor bo'la oladilar va shu tariqa ular o'ziga xos fikr va g'oyalarni yarata oladi.

Qo'shimcha qilib aytganda, sun'iy intellekt ijtimoiy jihatdan ehtiyojmand bo'lgan o'quvchilar uchun ta'lim olishdan yaxshiroq foydalanishni ham ta'minlaydi. Shaxsiy to'garaklar tizimlari bilan sun'iy intellektga asoslangan qurilmalar orqali ular ko'p bo'lmagan xarajat orqali ta'lim olishadi va tengdoshlari bilan bir xil darajaga chiqa olishadi.

Nihoyat, kompyuterlarga Pokémon Go kabi VR o'yinlarini o'tkazish imkonini beruvchi kameralarni kiritish orqali bir qancha masofalarni aniqlashtiruvchi xaritalar yaratish imkonini beruvchi SLAM (bir vaqtning o'zida mahalliylashtirish va xaritalash loyihasi) deb nomlangan haqiqiy bo'lgan obyektlarni ko'rish algoritmlari bo'yicha sun'iy intellektni yaratishdagi yutuqlar tufayli endi virtual dunyo (VR) tajribalari mavjud! Janubiy Kaliforniya universiteti Ijodiy texnologiyalar instituti askarlar o'quv simulyatsiyasi paytida yo'nalishlarni o'qishdan ko'ra, ushbu simulyatsiyalardan foydalanganda tez o'rganganligini aniqladi. Agar butun dunyo insonlari shu kabi dasturlardan foydalansa bu davlatlarning yanada tezroq rivojlanishi va takomillashishi uchun muhim turtki bõladi desak adashmagan bo'lamiz.

Xulosa

Umuman olganda, sun'iy intellekt tomonidan taqdim etilgan imtiyozlar o'qitish va o'rganish usulini ajoyib tarzda o'zgartirmoqda. u butun dunyo bo'ylab o'quvchilarning qanday sharoitlarda kun kechirayotganligidan qat'iynazar, barcha uchun bir xil imkoniyatlarni taqdim etadi va bu ko'plab maktablar qiynalayotgan diskriminatsiya yoki boshqacha aytganda gender tengsizligini yo'qotishga katta yordam beradi.

Sun'iy intellekt ta'limni inqilob qilishga va sanoatdagi uzoq vaqtdan beri mavjud muammolarni hal qilishga tayyor bolib turmoqda. kelajakda esa yani 2027 yilga borib sun'iy intellekt ta'lim bozori 20 milliard dollarga yetishi kutilmoqda va bu texnologiya butun dunyo bo'ylab porloq kelajakka ega ekanligiga shubhalarni birin ketin yo'qotmoqda.Shuningdek, aytish joizki, hozirgi kunda bu texnologiya orqali 12 milliondan ortiq insonlar ish o'rinlariga ega. IBM(Xalqaro biznes mashinalari korporatsiyasi) ma'lumotlariga ko'ra: Hozirda kompaniyalarning 34 foizi sun'iy intellektdan foydalanmoqda, qo'shimcha 42 foizi esa sun'iy intellektni o'rganmoqda. Tashkilotlarning 35 foizi yangi sun'iy intellekt va avtomatlashtirish vositalaridan foydalanishga o'z jamoalarini o'rgatmoqda va malakasini oshirmoqda.

Ko'ngilochar va katta tezlikda ommalashib borayotgan mashhur Netflix programmasi AI dasturiy ta'minotidan foydalanishi bilan mashhur bo'lib, kompaniya yiliga 1 milliard dollar tejamkorlik qiladi. AIning ta'limdagi yana bir asosiy afzalliklaridan biri,

uning o'qituvchilarga muhim bo'lgan muammolarni kamaytirish va ba'zi burchlarini soddalashtirishga yordam beradi Shaxsiylashtirilgan ta'lim, avtomatlashtirilgan baholash tizimi va aqlli repetitorlik tizimlari – AI o'quvchilar o'rganish va o'qituvchilar ishini o'zgartirish usullaridan faqat o'ndan bir qismidir Muntazam vazifalarni avtomatlashtirish orqali o'qituvchilar talabalar bilan yakkama-yakka muloqot qilish yoki o'qitishning ijodiy jihatlariga e'tibor qaratish uchun ko'proq vaqtga va imkoniyatga ega bo'lmoqdalar.

Biroq, sun'iy intellektga asoslangan ta'lim tizimlari va xizmatlarining samaradorligi haqida bir qancha xavotirlar ham yetarligina. Ushbu texnologiyalar shaxsiy fikr-mulohazalarni taqdim etishga yordam bersa-da, ular odamlarning o'zaro ta'sirini yarata olmaydi, ya'ni bu fikr inson bilan muloqot qilinib olingan bilim sun'iy intellekt orqali olingan bilimdan ancha samaradorligini ta'kidlamoqda. Bundan tashqari, o'quvchilardan olingan ko'nikma va ma'lumotlardan foydalanish bo'yicha qilingan tadqiqotlarga oxirgi yillardagi ehtiyoj tezlik bilan oshib bormoqda.

Ushbu xavotirlarga qaramasdan, sun'iy intellekt ta'lim sohasida samaradorlik va salohiyatni yuzaga chiqarish uchun ulkan imkoniyatlarga ega ekanligini ham inkor eta olmaymiz. Bu texnologiyalarning zararli tomonlarini kamaytirish uchun biz insonlar bu qismda o'qituvchilar va o'quvchilar o'rtasidagi samarali muloqotni rivojlantirishimiz va tengdoshlarimiz o'rtasida muloqotni osonlashtiradigan aqlli qurilmalarni va texnologiyalarni yaratishga e'tibor qaratishimiz lozim.

Foydalanilgan adabiyotlar ro'yxati:

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ARTICULATORY AND ACOUSTIC CHARACTERISTICS OF SPEECH SOUNDS: THE ROLE OF SPECH ORGANS

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: Teshaboyeva Nafisa Zubaydulla qizi
Student of group 302-21: Jumaniyozuva O`g`iljon Bakdurdi qizi

Annotation: The article "Articulatory and Acoustic Features of Sounds: Speech Organs" provides a comprehensive overview of the anatomical structures involved in speech production and their functional roles in articulating sounds. It begins by categorizing the speech organs into three main systems: respiratory, phonatory, and articulatory, highlighting how each contributes to sound generation. The article details key organs such as the lungs, larynx, and tongue, explaining their specific functions in producing different speech sounds. It further explores articulatory features like place and manner of articulation, as well as voicing, which define how sounds are produced. Acoustic features such as frequency, amplitude, duration, and formants are also examined, emphasizing their importance in distinguishing speech sounds and conveying meaning. The interaction between articulatory and acoustic features is discussed, particularly the concept of coarticulation, which illustrates how sounds can influence one another in connected speech. Overall, the article underscores the complexity of speech production and its significance in linguistics, speech therapy, and artificial intelligence. It serves as a valuable resource for understanding the mechanics of human communication, providing insights into both the biological and acoustic dimensions of speech.

Key words: articulatory features, acoustic features, speech organs, respiratory system, phonatory system, articulatory system, lungs, larynx, vocal cords, tongue, lips, teeth, alveolar ridge, hard palate, soft palate, place of articulation, manner of articulation, voicing, frequency, amplitude, duration, formants, coarticulation, human communication, linguistics, speech therapy, artificial intelligence.

Speech is a complex and fascinating process that involves the intricate coordination of various speech organs and the production of sounds. Understanding the articulatory and acoustic features of speech sounds requires an exploration of the anatomy involved in speech production, the mechanisms by which these sounds are articulated, and how these sounds

are perceived acoustically. This article delves into the key speech organs, their roles in articulating speech sounds, and the acoustic properties of these sounds.

Speech Organs and Their Functions

Speech production involves a coordinated effort among several anatomical structures known as speech organs, which can be categorized into the respiratory system, phonatory system, and articulatory system.

Respiratory System

The respiratory system provides the airflow necessary for speech. It consists of:

- Lungs: The primary source of air pressure for speech. During exhalation, air is pushed through the vocal tract, enabling sound production.

- Diaphragm: This muscle separates the thoracic cavity from the abdominal cavity and plays a crucial role in controlling airflow.

- Trachea: The windpipe that conducts air from the lungs to the larynx.

The control of airflow is essential for modulating the loudness and pitch of speech sounds.

Phonatory System

The phonatory system is responsible for producing voiced sounds. The key structures include:

- Larynx: Often referred to as the voice box, it houses the vocal cords (vocal folds). When air passes through the closed vocal cords, they vibrate, producing sound. This vibration frequency determines the pitch of the sound.

- Vocal Cords: The tension and length of the vocal cords can be adjusted to create different pitches and volumes.

Articulatory System

The articulatory system shapes the airflow into distinct speech sounds. The main articulators include:

- Tongue: The most flexible and dynamic speech organ, responsible for producing a wide range of sounds. Different parts of the tongue (tip, blade, body, back) can be positioned to alter sound production.

- Lips: They can be rounded or spread to influence the shape of the oral cavity and modify sounds, such as in the production of bilabial consonants (/p/, /b/, /m/).

- Teeth: The upper front teeth play a critical role in producing dental sounds (/θ/, /ð/).

- Alveolar Ridge: The ridge just behind the upper front teeth is important for producing alveolar sounds (/t/, /d/, /s/, /z/).

- Hard Palate: The bony part of the roof of the mouth is essential for producing palatal sounds (like /ʃ/ and /ʒ/).

- Soft Palate (Velum): It can be raised or lowered to allow air to flow into the nasal cavity, producing nasal sounds (/m/, /n/, /ŋ/).

Articulatory Features of Sounds

The production of speech sounds can be described using several articulatory features, including:

- Place of Articulation: This refers to where in the vocal tract the airflow is constricted. For example, bilabial sounds are produced with both lips, while alveolar sounds are produced with the tongue against the alveolar ridge.

- Manner of Articulation: This describes how the airflow is constricted. Sounds can be stops (complete closure), fricatives (partial closure, causing turbulence), or nasals (airflow through the nasal cavity).

- Voicing: Voiced sounds occur when the vocal cords vibrate, while voiceless sounds are produced without vocal cord vibration.

These articulatory features combine to form phonemes, the basic units of sound in a language.

Acoustic Features of Sounds

Once produced, speech sounds can be analyzed acoustically. Key acoustic features include:

- Frequency: Measured in Hertz (Hz), frequency determines the pitch of a sound. Higher frequencies correspond to higher pitches.

- Amplitude: This refers to the loudness of a sound. Greater amplitude results in louder sounds.

- Duration: The length of time a sound is produced. Duration can affect the meaning of words in languages where timing is phonemic.

- Formants: These are resonant frequencies of the vocal tract and are crucial in distinguishing vowel sounds. Formants are typically labeled as F1, F2, F3, etc., with each formant corresponding to a specific frequency range.

Interaction Between Articulatory and Acoustic Features

The interaction between articulatory and acoustic features is critical for effective communication. The same articulatory gestures can produce different acoustic outputs based on variations in speech context, speaker characteristics, and environmental factors. For

example, coarticulation occurs when adjacent sounds influence each other's articulation, leading to subtle changes in their acoustic properties.

Conclusion

Understanding the articulatory and acoustic features of speech sounds reveals the complexity of human communication. The coordination of various speech organs allows for the production of a rich array of sounds, which can be analyzed both articulatorily and acoustically. This interplay is not only fundamental to linguistics but also has practical applications in fields such as speech therapy, linguistics, and artificial intelligence, where the aim is to model or replicate human speech. By exploring these features, we gain a deeper appreciation of the intricate processes that enable us to communicate effectively.

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O'zbekistonda ichki turizmni rivojlantirishda raqamli texnologiyalar va innovatsiyalarning o'rni

Bekmurodov Baxtiyor Farxodovich,

Axborot texnologiyalari va menejment universiteti assistenti.

bekmurodovbaxtiyor@gmail.com

tel: +99891 214 94 36

Annotatsiya. Ushbu maqolada O'zbekistonda ichki turizmni rivojlantirishda raqamli texnologiyalar va innovatsiyalarning ahamiyati tahlil qilinadi. Zamonaviy texnologiyalardan foydalanish turizm sohasini jadal rivojlantirish va xizmatlar sifatini oshirishga yordam beradi. Tadqiqotda asosiy yo'nalishlar va kelajak istiqbollari yoritilgan.

Kalit so'zlar. Mahalliy turizm, raqamli texnologiyalar, innovatsiyalar, VR, AR, raqamli marketing, sun'iy intellekt, elektron to'lovlar.

Аннотация. В данной статье анализируется значение цифровых технологий и инноваций в развитии внутреннего туризма в Узбекистане. Использование современных технологий помогает стремительно развивать туристическую отрасль и повышать качество услуг. В исследовании выделены основные направления и перспективы развития.

Ключевые слова: Местный туризм, цифровые технологии, инновации, VR, AR, цифровой маркетинг, искусственный интеллект, электронные платежи.

Abstract. This article analyzes the importance of digital technologies and innovations in the development of domestic tourism in Uzbekistan. The use of modern technologies helps to rapidly develop the tourism industry and improve the quality of services. The main directions and future prospects are highlighted in the study.

Keywords. Local tourism, digital technology, innovation, VR, AR, digital marketing, artificial intelligence, electronic payments,

Kirish. O'zbekiston o'zining boy tarixiy va madaniy merosi, betakror tabiat manzaralari hamda ko'plab diqqatga sazovor joylari bilan markaziy Osiyoda turizm sohasida yetakchi o'rinlardan birini egallash imkoniyatiga ega. Ichki turizm mamlakat iqtisodiyotini diversifikatsiya qilish va yangi ish o'rinlari yaratish uchun katta potensialga ega bo'lib, uni

rivojlantirish zamonaviy texnologiyalarsiz tasavvur qilib bo'lmaydi. Raqamli texnologiyalar va innovatsion yechimlar turizm sohasini jadal sur'atlarda rivojlantirish, xizmatlar sifatini yaxshilash va sayyohlar uchun ko'proq qulayliklar yaratishga yordam beradi. Ushbu maqolada raqamli texnologiyalarning ichki turizmni rivojlantirishdagi o'rni va ularning mamlakat kelajagiga ta'siri ko'rib chiqiladi.

Tadqiqot Materiallari va Metodologiyasi. Ushbu maqola O'zbekiston turizm sektorining joriy holatini tahlil qilish va raqamli texnologiyalarni tatbiq etishning natijalarini o'rganishga qaratilgan. Tadqiqot metodologiyasi sifatida tahliliy usul (O'zbekistondagi turizm xizmatlarida joriy etilgan texnologiyalar va raqamli platformalarning tahlili), solishtirma tahlil (Yevropa va Osiyo mamlakatlaridagi muvaffaqiyatli tajribalar bilan O'zbekistonni solishtirish) va intervyu va so'rovlar (turizm sohasida ishlovchi mutaxassislar, biznes vakillari va turistlar bilan o'tkazilgan suhbatlar orqali olingan ma'lumotlar) usulidan foydalanildi.

Tadqiqot Natijalari. Tadqiqot natijalari O'zbekistonda raqamli texnologiyalar va innovatsiyalarning mahalliy turizmni rivojlantirishdagi ahamiyatini har tomonlama yoritib berdi. So'nggi yillarda mamlakatda onlayn xizmatlar, mobil ilovalar va raqamli platformalar jadal rivojlanib, sayyohlar uchun qulay sharoitlar yaratmoqda. Mehmonxona va restoranlarni bron qilish, ekskursiyalarni rejalashtirish kabi xizmatlar osonlashib, zamonaviy raqamli yechimlar sayyohlik tajribasini ancha yaxshiladi.

Sun'iy intellekt texnologiyalari orqali shaxsiylashtirilgan xizmat ko'rsatish va avtomatlashtirish sohada muhim o'rin tutmoqda. AI asosida ishlab chiqilgan chatbotlar va yordamchi tizimlar sayyohlarga 24 soat davomida qo'llab-quvvatlash xizmatlarini taqdim etib, xizmat sifatini oshirmoqda. Shuningdek, VR va AR texnologiyalari sayyohlar uchun yangi tajribalarni taqdim etmoqda, ularni diqqatga sazovor joylar bilan virtual tarzda tanishtirish va qo'shimcha ma'lumotlar olish imkoniyatini yaratmoqda.

Raqamli marketing va ijtimoiy tarmoqlar orqali olib borilayotgan reklama kampaniyalari turizmni global miqyosda targ'ib qilishga yordam berdi. Bu kampaniyalar O'zbekistonning madaniy merosi va tabiiy go'zalliklarini xorijiy auditoriyaga namoyish qilib, sayyohlarni jalb qilishda muvaffaqiyat qozondi. Elektron to'lov tizimlarining keng joriy etilishi esa turistlar uchun qulaylik yaratib, mahalliy va xalqaro sayohatlarni soddalashtirdi.

Mahalliy kichik va o'rta bizneslar raqamli transformatsiya orqali xizmatlar doirasini kengaytirib, internet orqali o'z mahsulotlari va xizmatlarini ilgari surmoqda. Bu o'z navbatida turizm sektoridagi iqtisodiy o'sish va yangi ish o'rinlari yaratishga xizmat qilmoqda. Umuman olganda, raqamli texnologiyalar O'zbekistonda turizm sohasining jadal rivojlanishiga va uning xalqaro miqyosdagi raqobatbardoshligini oshirishga katta hissa qo'shmoqda.

Xulosa. O'zbekistonda mahalliy turizmni rivojlantirishda raqamli texnologiyalar va innovatsiyalarning o'rni tobora ortib bormoqda. Ushbu texnologiyalar turistik xizmatlarni shaxsiylashtirish, ulardan foydalanish qulayligini oshirish va sayyohlar uchun yangi tajribalarni yaratishda muhim vosita bo'lib xizmat qilmoqda. VR va AR texnologiyalari sayyohlik imkoniyatlarini kengaytirib, turistlarga virtual ekskursiyalar va boyitilgan ma'lumotlar taqdim etmoqda, bu esa diqqatga sazovor joylarga qiziqishni oshiradi va turizmni ommalashtiradi.

Sun'iy intellekt asosidagi avtomatlashtirilgan xizmatlar va chatbotlar turistlarning savollariga tezkor javob berish va ularning ehtiyojlarini qondirishda katta rol o'ynamoqda. Raqamli marketing va ijtimoiy tarmoqlar orqali olib borilayotgan targ'ibot kampaniyalari O'zbekistonning madaniy merosi va tabiiy go'zalliklarini global miqyosda samarali targ'ib qilishga yordam berdi. Bu orqali turistlar oqimini oshirish va mamlakat imidjini mustahkamlashga erishildi.

Elektron to'lov tizimlarining joriy etilishi mahalliy va xalqaro sayyohlar uchun qulaylik yaratib, xizmatlardan foydalanishni soddalashtiradi. Bu turistlar uchun xavfsizlik va ishonchlilikni oshiradi, mahalliy biznes subyektlari uchun esa turistik xizmatlarning ko'lami va daromadini oshirish imkoniyatini taqdim etadi.

Mahalliy kichik va o'rta bizneslar uchun raqamli transformatsiya ularga global bozorga chiqish va yangi auditoriyalarni jalb qilish imkonini berdi. Bu raqamli texnologiyalarning tatbiqi natijasida yangi ish o'rinlari yaratilishiga, iqtisodiy faollikning oshishiga va umumiy ravishda mamlakatning raqobatbardoshligini kuchaytirishga olib keldi.

Kelgusida O'zbekiston turizm sohasini raqamlashtirish va innovatsiyalarni qo'llab-quvvatlash orqali yanada rivojlantirish uchun qator chora-tadbirlarni amalga oshirishi zarur. Bunga raqamli infratuzilmani yanada takomillashtirish, IT va turizmni birlashtiruvchi

dasturlarni rivojlantirish, innovatsion startaplarni rag'batlantirish kiradi. Bu jarayonlar natijasida O'zbekiston turizm sohasida mintaqaviy yetakchi o'rinni egallab, xalqaro miqyosda o'z mavqeini yanada mustahkamlashi mumkin.

Umuman olganda, raqamli texnologiyalar va innovatsiyalar turizmning rivojlanishi uchun yangi imkoniyatlarni ochmoqda, bu esa mamlakat iqtisodiyotini mustahkamlash va turizmni barqaror rivojlantirishda muhim qadamdir. O'zbekistonning bu yo'nalishdagi strategik qarorlari mamlakatning turizm sektorida yangi yutuqlarni ta'minlaydi va iqtisodiy barqarorlikka zamin yaratadi.

Foydalanilgan adabiyotlar

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2. Jahon sayyohlik tashkiloti (UNWTO) statistik ma'lumotlari.
3. "Raqamli iqtisodiyot va turizm" bo'yicha xalqaro ilmiy maqolalar.
4. Mahalliy va xalqaro raqamli platformalar (Booking.com, TripAdvisor) bo'yicha tadqiqotlar.
5. O'zbekistondagi raqamli xizmatlar va innovatsion texnologiyalar bo'yicha milliy nashrlar.

2-TOM, 11-SON

Yoshlarning huquqiy va siyosiy madaniyatini yuksaltirishda fuqarolik jamiyati institutlarining ishtiroki

Shodiyev Ma'rufjon Mirsalimovich

Navoiy davlat pedagogika instituti tadqiqotchisi.

Tel: 99-755-88-66

E-mail: m.shodiyev@mail.ru

O'zbekiston, Navoiy vil. Navoiy shahri

Annotatsiya. Ushbu maqolada bugungi kunda yoshlar huquqiy va siyosiy madaniyati va uni yuksaltirish jarayonida fuqarolik jamiyati institutlarining o'rni va ishtiroki haqida fikr va mulohazalar keltirilgan.

Kalit so'zlar. Huquq, manfaat, qonun, jarayon, jamiyat, institute, siyosiy madaniyat, siyosiy-huquqiy.

Shodiyev Marufjon Mirsalimovich

Researcher of the Navoi State Pedagogical Institute.

Phone: 99-755-88-66

E-mail: m.shodiyev@mail.ru

Uzbekistan, Navoi village. Navoi city

Participation of civil society institutions in raising the legal and political culture of young people

Abstract. This article presents thoughts and opinions about the legal and political culture of young people today and the role and participation of civil society institutions in the process of its improvement.

Key words. Law, interest, law, process, society, institution, political culture, political-legal.

Шодиев Маруфжон Мирсалимович

научный сотрудник Навоийского государственного педагогического института.

Телефон: 99-755-88-66

Электронная почта: m.shodiev@mail.ru

Узбекистан, село Навои. город Навои

Участие институтов гражданского общества в повышении правовой и политической культуры молодежи

Аннотация. В данной статье представлены мысли и мнения о правовой и политической культуре современной молодежи, а также о роли и участии институтов гражданского общества в процессе ее совершенствования.

Ключевые слова. Право, интерес, право, процесс, общество, институт, политическая культура, политико-правовой.

Kirish (Introduction). O'zbekiston Respublikasining mustaqillikni qo'lga kiritib, demokratik huquqiy davlatni qurish, fuqarolik jamiyatini barpo etish maqsadlarini oldiga qo'ygan holda izchil islohotlar olib borayotganiga ham 33 yil bo'lgan bo'lsa, bu yillarda mamlakatimiz aholisining 60 foizdan ortiqroq qismini tashkil etuvchi yoshlarga, ularning barkamol avlod bo'lib yetishishlariga, huquq va manfaatlarini himoya qilishga va har tomonlama qo'llab-quvvatlashga qaratilgan eng yuksak demokratik hamda xalqaro talablarga javob beradigan mustahkam huquqiy baza yaratildi. Jumladan, kuni-kecha yangilangan Konstitutsiyamizda ham yoshlar manfaatlari maxsus moddalarda mustahkamlab qo'yildi. Jamiyatni demokratlashtirish va liberallashtirish, aholining, jumladan yoshlarning siyosiy-huquqiy madaniyati, ijtimoiy ongi va dunyoqarashini oshirishga, ularning eng muhim sotsial-iqtisodiy muammolarini hal etishga qaratilgan ko'plab qonun va qonun osti hujjatlari qabul qilindi.

Mavzuga oid adabiyotlarning tahlili (Literature review). Mamlakat siyosiy-huquqiy tizimining barqarorlik holati bir tomondan amalga oshirilayotgan ijtimoiy, iqtisodiy, madaniy-ma'rifiy islohotlar, ikkinchi tomondan esa ana shu jarayonlarga mos holatda shaklanlanadigan jamiyat siyosiy-huquqiy madaniyatining darajasiga bog'liqdir. Shu hijatdan barqarorlikni ta'minlovchi omillarni shartli ravishda siyosiy, iqtisodiy, mafkuraviy va ijtimoiy-madaniy omillarga bo'lish mumkin. Shuningdek, ularning o'zaro aloqasi va o'zaro ta'sirini hisobga olish lozim. Bu borada rus olimlari Y.V.Irxin, V.D.Zotov, L.V.Zotovalar jamiyat siyosiy barqarorlikning asosiy shartlari va omillarini quyidagicha ajratib ko'rsatish maqsadga muvofiqligini ta'kidlaydilar.

Tadqiqot metodologiyasi (Research Methodology). O'zbekistonda yoshlar masalasi davlat siyosatining eng ustuvor yo'nalishlaridan biri hisoblanadi. Zero, yoshlar tarbiyasi-muhim, bir vaqtning o'zida, dolzarb masala. Shu sabab, mamlakatimizda ham O'zbekiston Respublikasini siyosiy, ijtimoiy-iqtisodiy va madaniy-ma'naviy rivojlantirishning muhim omili bo'lgan yoshlar tarbiyasi davlat siyosatining ustuvor darajasiga ko'tarilgan. Chunki jamiyat ijtimoiyiqtisodiy va texnologik jihatdan qanchalik taraqqiy etmasin, har bir tarixiy davr inson ma'naviy-ma'rifiy kamoloti, yoshlar tarbiyasi borasida yangidan-yangi, murakkab masalalarni kundalang qo'yaveradi. Aslida bugungi globallashgan jarayonda ham o'sib kelayotgan yosh avlod ma'naviy olamini yuksaltirish,

yoshlarni milliy va umuminsoniy qadriyatlar ruhida tarbiyalash dolzarb vazifalardan biri hisoblanadi. Hozirgidek murakkab sharoitda milliy oʻzligimiz, azaliy qadriyatlarimizga yot boʻlgan xurujlar, yoshlarning ongi hamda qalbini egallashga qaratilgan gʻarazli intilishlar tobora kuchayib borayotgani har birimizdan yanada hushyor va ogoh boʻlishni talab etmoqda. Yoshlar ongida milliy va umuminsoniy qadriyatlarni shakllantirish va rivojlantirish masalalari har doim dolzarb boʻlib kelgan.

Ma'lumki, har qanday davlatning taraqqiyoti va kelajak qiyofasi yoshlarning bilim va itellektual salohiyati, jismonan va ma'nan barkamolligiga bogʻliq. Jamiyatimizda huquqiy madaniyatni yuksaltirishda, eng avvalo, huquqiy ta'lim va tarbiya borasidagi ishlar tizimli va uzviy olib borish, bunda oila, mahalla va fuqarolik jamiyati boshqa institutlarining samarali ishtirokini ta'minlash, aholining huquqiy ongi va huquqiy madaniyatini yuksaltirishning innovatsion usullaridan, targʻibotning ilgʻor va ta'sirchan vositalaridan, xorijiy davlatlarning bu boradagi ijobiy tajribalaridan, fuqarolarning ijtimoiy-siyosiy oʻzgarishlar bilan uygʻun ravishda huquqiy bilimlarini oshirib borishning zamonaviy usullarini joriy etish, shuningdek, aholini, ayniqsa, yoshlarni zararli axborotlardan himoya qilish boʻyicha mustahkam huquqiy immunitetni shakllantirish muhim sanaladi. Bu ishlarni tizimli amalga oshirishda nafaqat huquqni muhofaza qilish organlari balki, Sud organlari xodimlari, ta'lim muassasalari xususan Oliy ta'lim muassasalari tizimli ishlarni tashkil etishlari lozim. Bu borada Farmonda nazarda tutilgan "shaxs – oila – mahalla – ta'lim muassasasi – tashkilot – jamiyat" prinsipi boʻyicha tizimli va uzviy ishlar amalga oshirilishi maqsadga muvofiq. Demokratik huquqiy davlat, erkin fuqrolik jamiyatini rivojlantirish, hamda yangi Oʻzbekistonni rivojlangan davlatlar qatoridan munosib oʻrin egallashiga erishish kabi buyuk maqsadlar oldida yoshlarning huquqiy savodxonligi va huquqiy madaniyatini rivojlantirish eng ustuvor vazifalardan biridir. Yuksak huquqiy madaniyat – jamiyat taraqqiyotining asosi ekan, demak, ta'lim-tarbiyani modernizatsiyalash, jahon andozalari darajasida tashkil qilishda huquqqiy tarbiya ham alohida ahamiyat kasb etadi.

Tahlil va natijalar (Analysis and results). Bugun mamlakatimizda amalga oshirilayotgan ijtimoiy-siyosiy islohotlar jarayonida shakllanayotgan siyosiy madaniyatda oʻtmishdagi, hozirgi kundagi va chet ellardagi siyosiy madaniyatning ta'sirini ilgʻash qiyin emas. Gʻarb demokratik mamlakatlarida davlat, jamiyat va shaxsning oʻzaro hamkorligida asosan fuqarolik jamiyati va shaxs yetakchilik qilsa, Oʻzbekistonda bunday uygʻunlik faqat hozirgi bosqichda shakllanmoqda. Bundan tashqari, siyosiy madaniyat bizda hokimiyat uchun kurash tarzida emas, balki ijtimoiy-siyosiy muammolarni davlat, hokimiyat institutlari bilan birgalikda, an'anaviy-axloqiy qadriyatlarga tayangan holda yechish koʻrinishida yuzaga kelmoqda. Oʻzbekistonda fuqarolik jamiyati va huquqiy davlat barpo

etishning eng muhim shartlaridan yana biri fuqarolarning ijtimoiy-huquqiy faolligini oshirish, jamiyatda huquqiy madaniyatni yuksaltirishdir. Milliy mustaqillik yillarida O'zbekistonda yangi davlat va jamiyat qurish masalasida rivojlangan mamlakatlarning ilg'or tarixiy tajribasini chuqur o'rganish natijasida fuqarolik jamiyatini barpo etishdagi "O'zbek modeli" ning nazariy asoslari ishlab chiqildi. Unga ko'ra "Kuchli davlatdan — kuchli fuqarolik jamiyagi sari" konseptual dastur va O'zbekistonda fuqarolik jamiyatini shakllantirish amaliyotda o'z ifodasini topib bormoqda

Xulosa va takliflar (Conclusion/Recommendations). Yoshlarning huquqiy va siyosiy madaniyatini yuksaltirishda fuqarolik jamiyati institutlarining ishtiroki juda muhimdir. Quyidagi jihatlar bu jarayonni yanada takomillashtirishga yordam beradi:

1. Ta'lim va treninglar: Fuqarolik jamiyati institutlari, masalan, nohukumat tashkilotlari (NHT), yoshlar uchun huquqiy va siyosiy ta'lim dasturlarini ishlab chiqishi va o'tkazishi mumkin. Bu traininglar yoshlarni ularning huquqlari, majburiyatlari va siyosiy jarayonlar haqida ma'lumot berish orqali ularning ongi va madaniyatini oshiradi.

2. Ishtirok etish imkoniyatlari: Fuqarolik jamiyatlari yoshlarni siyosiy jarayonlarga jalb qilish orqali ularning ishtirokchi sifatida tajriba orttirishlariga yordam berishi mumkin. Yoshlar, turli tadbirlar va kampaniyalarda faol ishtirok etish orqali o'z fikrlarini bildirish, tashabbus ko'rsatish va ijtimoiy o'zgarishlarga hissa qo'shish imkoniga ega bo'lishadi.

3. Ovoz berish va saylov jarayonlari: Fuqarolik jamiyati institutlari saylovlar va demokratik jarayonlar haqida yoshlarni ogoh qilishda muhim rol o'ynaydi. Yoshlarni ovoz berishga undash orqali ularni aktiv fuqarolar sifatida tarbiyalash mumkin.

4. Tarmoq va hamkorlik: Yoshlar o'rtasida tarmoq yaratish va fuqarolik jamiyatining boshqa guruhlari bilan hamkorlik qilish ularga o'z fikrlarining kuchini oshirishga, rejalarini amalga oshirishga yordam beradi.

5. Monitoring va hisobdorlik: Fuqarolik jamiyatlari, davlat organlarining faoliyatini nazorat qilish va shaffoflikni ta'minlash uchun yoshlar bilan hamkorlik qilishi, ularni huquqiy va siyosiy jarayonlarga ko'maklashishda jalb qilishi mumkin.

6. Ijtimoiy masalalar: Fuqarolik jamiyati institutlari yoshlarning ijtimoiy masalalar, muammolar va o'zgarishlarga bo'lgan qiziqishini oshirish orqali ularni faol ishtirokchilarga aylantira oladi.

Bularning barchasi yoshlarning huquqiy va siyosiy madaniyatini yuksaltirishga yordam beradi va ularni faol, ongli va mas'uliyatli fuqarolar sifatida tayyorlashga xizmat qiladi.

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A SYLLABLE, ITS FORMATION AND SEPARATION

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: Abdusattorova Gulira'no Shavkat qizi
Teshaboyeva Nafisa Zubaydulla qizi

Annotation: This article explores the concept of a syllable in English, focusing on its formation, types, and the rules for syllable separation. A syllable is defined as a single unit of sound in a word, typically built around a vowel, and can follow several patterns (e.g., CVC for "cat"). It examines six primary types of syllables (closed, open, vowel-consonant-e, r-controlled, consonant-le, and diphthong) that guide pronunciation and structure. Key rules for syllable separation are presented, such as splitting between two consonants and dividing compound words between their roots. The article emphasizes the importance of understanding syllables for better reading, spelling, and pronunciation skills. Additionally, it highlights the significance of syllables in rhythm and meter, particularly in poetry and music.

Key words: syllable, formation, separation, vowel, consonant, closed syllable, open syllable, pronunciation, spelling, phonics, compound words, rhythm, poetry, language structure, syllable types, syllable patterns, English language, syllable division, reading skills, word structure.

Language is built on smaller units of sound that come together to create meaning. One of these fundamental building blocks is the syllable, an essential element in the structure of words. Understanding what syllables are, how they form, and the rules governing their separation can enhance comprehension, pronunciation, and even spelling. Here, we explore the concept of a syllable, its formation, and the guidelines for separating syllables in written language.

What is a Syllable?

A syllable is a single, uninterrupted unit of sound within a word. It often contains a vowel sound and may include consonants as well. For example, the word syllable itself has three syllables: syl-la-ble. Each syllable functions as a small, individual sound that contributes to the word's rhythm and pronunciation.

Syllables serve as the foundation for the rhythm in speech, making them fundamental in poetry, singing, and even everyday conversation. They also play a significant role in the

learning and teaching of language, where breaking words into syllables can make them easier to pronounce and spell.

Formation of a Syllable

A syllable is generally formed around a single vowel sound, which acts as its core or "nucleus." The vowel can stand alone as a syllable, as in the word "I" or "a", or it can combine with one or more consonants. The structure of a syllable typically follows one of these patterns:

1. "V": A single vowel, e.g., "I" or "a".
2. "VC": A vowel followed by a consonant, e.g., "it".
3. "CV": A consonant followed by a vowel, e.g., "go".
4. "CVC": A consonant-vowel-consonant combination, e.g., "cat".
5. "CCV": Two consonants followed by a vowel, e.g., "try".
6. "CVCC": Consonant-vowel-consonant-consonant, e.g., "fast".

These structures are common, but syllables can vary in complexity. They are created based on the sounds present in a word and can sometimes contain more consonants before or after the vowel, as in the words "spring" (CCCVCC) stretched (CCCVCCC).

Types of Syllables

There are generally six common types of syllables, each with its unique characteristics:

Closed syllable: Ends with a consonant, e.g., "cat".

Open syllable: Ends with a vowel, e.g., "he".

Vowel-consonant-e (VCE) syllable: Contains a vowel followed by a consonant and a silent "e" at the end, e.g., "cake".

R-controlled syllable: Contains a vowel followed by "r," changing the vowel sound, e.g., "car".

Consonant-le syllable: Ends in a consonant followed by "le," e.g., "table".

Double vowel or diphthong syllable: Contains two vowels making one sound, e.g., "boat".

These types help to determine how to pronounce and separate words, especially useful in language learning and phonics.

Syllable Separation

Separating syllables involves breaking down a word into its syllable components. This is commonly done to aid pronunciation and spelling. The following rules help guide the process of separating syllables in English:

Between Consonants: When two consonants come between two vowels, they often split to form separate syllables. For example:

- hap-py

- lit-tle

Single Consonant Between Vowels: When there is one consonant between two vowels, the consonant often joins the first syllable if the first vowel is short:

- lem-on

- cab-in

Vowel-Consonant-Consonant-Vowel: If a word has a vowel-consonant-consonant-vowel (VCCV) structure, the syllable often divides between the two consonants:

- win-dow

- num-ber

Prefixes and Suffixes: In words with prefixes and suffixes, the division often occurs between the prefix or suffix and the root word:

- un-kind

- hope-less

Compound Words: Compound words split between the two root words:

- sun-flower

- foot-ball

Consonant + "le" Ending: In words ending in consonant + "le," the last syllable typically starts with the consonant and ends with "le":

- ta-ble

- pur-ple

These rules are not exhaustive, but they provide a framework for syllable separation. Exceptions exist due to the irregularities in English pronunciation and spelling.

Why is Understanding Syllables Important?

Recognizing and correctly dividing syllables can significantly aid in learning to read, write, and spell. This is especially crucial for children and language learners, as syllabic awareness can improve their ability to decode unfamiliar words. It also facilitates more accurate pronunciation and a better grasp of spelling patterns, which is useful in understanding complex words.

In addition, syllable division plays a role in poetry and music, where rhythm, meter, and flow are essential. For example, the traditional haiku follows a 5-7-5 syllable pattern across three lines, requiring poets to have a keen awareness of syllable counts.

Conclusion

A syllable is a basic unit of speech sound that shapes the structure and flow of language. Its formation revolves around vowel sounds, which can be accompanied by consonants,

forming distinct syllabic structures. Understanding syllables helps in mastering pronunciation, spelling, and even the rhythm in language. By learning the rules for syllable formation and separation, we gain greater insight into the mechanics of language, enriching both written and spoken communication. In summary, syllables are not only fundamental units of language but also pivotal in the development of effective communication skills. A deep understanding of syllable formation and separation empowers learners to improve their pronunciation, reading fluency, and writing abilities. As language learners break down words into syllables, they gain a clearer understanding of phonetic structures, making complex words more manageable and less intimidating. Moreover, syllable awareness is essential in fostering early literacy, as it helps students master spelling patterns, decode unfamiliar words, and build confidence in their reading skills. Ultimately, mastering syllables enhances the overall learning experience, offering learners the tools to articulate their thoughts more clearly, comprehend new information more easily, and engage with language in more meaningful ways. Whether in early education or advanced language studies, a focus on syllables remains a cornerstone of language proficiency.

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THE CLASSIFICATION OF ENGLISH CONSONANTS

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: Abdusattorova Gulira'no Shavkat qizi
Teshaboyeva Nafisa Zubaydulla qizi

Annotation: This article provides an overview of the classification of English consonants, which is essential for understanding their roles in pronunciation and phonetics. Consonants are categorized by three primary criteria: "place of articulation" (the location within the vocal tract where the sound is produced), "manner of articulation" (how airflow is modified as it passes through the vocal tract), and "voicing" (whether the vocal cords vibrate during sound production). The article further breaks down each criterion, discussing how each one applies to English consonants. Understanding these classifications is beneficial for linguists, language educators, and speech therapists. For example, knowing the distinctions between voiced and voiceless sounds or understanding how various articulatory placements influence pronunciation can help educators teach clearer and more accurate pronunciation. A summary table organizes consonants by their classifications, offering a quick reference for each sound's specific features. This structured approach makes it easier to see patterns in English phonology and helps learners grasp the nuances of English consonant sounds more effectively.

Key words: English consonants, classification, phonetics, place of articulation, manner of articulation, voicing, voiced consonants, voiceless consonants, bilabial, labiodental, dental, alveolar, post-alveolar, palatal, velar, glottal, plosives, fricatives, affricates, nasals, approximants, lateral approximant, pronunciation, linguistics, language education, speech therapy, phonology.

The classification of consonants in English is essential for understanding the nuances of pronunciation, phonetics, and linguistic structure. Consonants serve as building blocks in words, working alongside vowels to create the sounds that make up the language. By analyzing consonants based on their articulatory features, linguists have devised a classification system that breaks down each consonant's unique properties. In English, consonants are classified according to three main criteria: "place of articulation", "manner of articulation", and "voicing".

Place of Articulation

The place of articulation describes the point in the vocal tract where airflow is restricted, defining the consonant's sound. In English, there are several places of articulation:

Bilabial: The upper and lower lips come together to produce sounds like /p/, /b/, and /m/.

Labiodental: The lower lip touches the upper teeth, producing /f/ and /v/.

Dental: The tongue is placed against the upper teeth. In English, these include /θ/ (as in "thin") and /ð/ (as in "this").

Alveolar: The tip of the tongue touches the alveolar ridge (just behind the upper front teeth), creating sounds like /t/, /d/, /s/, /z/, /n/, and /l/.

Post-alveolar: The tongue contacts an area just behind the alveolar ridge, producing /ʃ/ (as in "she"), /ʒ/ (as in "measure"), /tʃ/ (as in "chill"), and /dʒ/ (as in "judge").

Palatal: The body of the tongue touches the hard palate, resulting in the sound /j/ (as in "yes").

Velar: The back of the tongue contacts the velum (soft part of the roof of the mouth), as in /k/, /g/, and /ŋ/ (the "ng" sound in "sing").

Glottal: Produced by restricting airflow at the vocal cords. In English, the main glottal sound is /h/, as in "hat".

Manner of Articulation

The manner of articulation explains how the airstream is manipulated or obstructed in the vocal tract to create consonants. The manners include:

Plosive (Stop): Complete blockage of the airflow in the vocal tract, followed by a release. English plosives are /p/, /b/, /t/, /d/, /k/, and /g/.

Fricative: Air flows through a narrow constriction, creating friction. Fricatives in English include /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, and /ʒ/.

Affricate: A combination of a plosive and a fricative sound, beginning with a complete blockage and followed by a fricative release. English affricates are /tʃ/ and /dʒ/.

Nasal: The airflow passes through the nasal cavity rather than the oral cavity. Nasals in English are /m/, /n/, and /ŋ/.

Approximant: Minimal constriction of the airflow, producing a sound that is close to a vowel. English approximants include /r/, /j/, and /w/.

Lateral Approximant: The airflow passes along the sides of the tongue while the center is blocked, as in /l/ in English.

Voicing

Voicing determines whether the vocal cords vibrate during the production of a consonant. Consonants can be either voiced or voiceless:

- Voiced: Vocal cords vibrate, adding resonance to the sound. Voiced consonants in English include /b/, /d/, /g/, /v/, /z/, /ʒ/, /dʒ/, /m/, /n/, /ŋ/, /l/, /r/, /w/, and /j/.

- Voiceless: Vocal cords do not vibrate, producing a sound that is less resonant. Voiceless consonants in English include /p/, /t/, /k/, /f/, /θ/, /s/, /ʃ/, /tʃ/, and /h/.

A Summary Table of English Consonants

Place	Manner	Voiceless	Voiced
Bilabial	Plosive	p	b
	Nasal		m
Labiodental	Fricative	f	v
Dental	Fricative	θ	ð
Alveolar	Plosive	t	d
	Fricative	s	z
	Nasal		n
	Lateral Approximant		l
Post-alveolar	Fricative	ʃ	ʒ
	Affricate	tʃ	dʒ
Palatal	Approximant		j
Velar	Plosive	k	g
	Nasal		ŋ
Glottal	Fricative	h	

Conclusion

English consonants are a rich and diverse set of sounds that contribute significantly to the language's phonetic identity. By examining their place of articulation, manner of articulation, and voicing, we gain a deeper understanding of their role in the structure and rhythm of English. This classification also aids in fields such as linguistics, language

education, and speech therapy, allowing specialists to analyze and improve spoken language skills systematically. Understanding these classifications can be instrumental in mastering pronunciation and accent, leading to clearer and more effective communication. In summary, the classification of English consonants provides valuable insight into the intricacies of speech production. By categorizing consonants according to their place of articulation, manner of articulation, and voicing, we can better understand the patterns and distinctions that shape the sounds of English. This knowledge is not only beneficial for linguists and language students but also crucial for improving pronunciation, accent reduction, and overall fluency. Furthermore, it highlights the diversity and complexity of spoken language, demonstrating how subtle variations in speech production can lead to distinct phonetic outcomes. As we continue to explore and study these consonantal distinctions, we deepen our understanding of how language works, both in theory and in practice. Whether for academic purposes, teaching, or personal language development, mastering the classification of English consonants is an essential step toward becoming a more skilled communicator.

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

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
Teshaboyeva Nafisa Zubaydulla qizi

Annotation: This article explores the essential role of suprasegmental features—stress, intonation, and rhythm—in spoken English communication. It begins by defining stress and its impact on word and sentence meaning, illustrating how emphasis can alter interpretations. The article then discusses intonation as a crucial element for conveying emotions and intent, highlighting its significance in distinguishing between statements and questions. The concept of rhythm is addressed, explaining how English operates as a stress-timed language and the importance of understanding rhythmic patterns for fluency. Furthermore, the article emphasizes the importance of teaching suprasegmentals in language education, suggesting various strategies such as focused listening activities, pronunciation drills, and role-playing exercises. It highlights the role of technology in facilitating the learning process through interactive tools and resources.

Key words: suprasegmentals, stress, intonation, rhythm, spoken English, communication, emphasis, meaning, word stress, sentence stress, emotions, intent, fluency, language education, listening activities, pronunciation drills, role-playing, technology, interactive tools, communicative competence.

Language is a complex system of sounds and meanings, and while segmental features like individual phonemes are essential for communication, suprasegmental features—namely stress, intonation, and rhythm—play a crucial role in how we convey and interpret meaning in spoken English. These features operate above the level of individual sounds and words, shaping the way we express emotions, emphasize particular points, and organize speech into comprehensible units.

Stress refers to the emphasis placed on certain syllables or words within spoken language. In English, stress can alter the meaning of a word or sentence. For example, consider the word "record." When stressed on the first syllable (RE-cord), it functions as a noun; when stressed on the second syllable (re-CORD), it becomes a verb. This distinction highlights how stress can affect comprehension and meaning.

In addition to affecting individual words, stress also plays a significant role in sentences. Content words—nouns, verbs, adjectives, and adverbs—typically receive greater stress than function words (prepositions, articles, and conjunctions). This pattern helps listeners discern the main ideas in spoken discourse, guiding them through the information being conveyed.

Intonation refers to the variation in pitch while speaking and serves as a vital element in conveying meaning beyond the literal interpretation of words. In English, intonation patterns can indicate the speaker's attitude, emotions, or intent. For example, a rising intonation at the end of a statement often signals a question, as in "You're coming?" Conversely, a falling intonation usually indicates certainty or completeness, as in "I'll see you tomorrow."

Intonation can also convey nuances of meaning, such as surprise, disbelief, or sarcasm. For instance, the sentence "Oh, great!" can express genuine enthusiasm or be laden with sarcasm, depending on the speaker's intonation. Understanding these subtleties is essential for effective communication and can sometimes pose challenges for non-native speakers who may not be familiar with English intonation patterns.

Rhythm in spoken English refers to the pattern of sounds and silences that create a musical quality in speech. English is often described as a stress-timed language, meaning that the intervals between stressed syllables tend to be relatively equal, creating a rhythmic pattern. This contrasts with syllable-timed languages, where each syllable receives approximately equal time.

The rhythm of speech affects comprehension and fluency. Native speakers naturally adjust their rhythm, linking sounds and reducing unstressed syllables, which can create a fluid, fast-paced speech. For learners of English, understanding this rhythm is crucial for improving listening skills and achieving fluency. Practicing with rhythm through poetry, songs, or conversational exercises can help learners become more attuned to the natural flow of English. Given the critical role that suprasegmentals play in effective communication, integrating their instruction into language teaching is essential. Educators can employ various strategies to help students develop a strong understanding of stress, intonation, and rhythm, which in turn can enhance their overall speaking and listening skills.

Listening exercises that highlight suprasegmental features can significantly improve students' comprehension. Teachers can use recordings of natural conversations, songs, or poetry readings to expose students to different intonation patterns and stress placements. After listening, students can be encouraged to identify stressed words or discuss the

emotions conveyed through intonation. This practice helps students become more aware of how these features function in everyday speech.

Targeted pronunciation drills can assist learners in mastering the stress patterns of English. Teachers can introduce exercises that emphasize stressed syllables in multi-syllable words and phrases. For example, students can practice words like "photograph," "photographer," and "photographic," paying attention to where the stress falls in each. Additionally, sentence stress exercises can help students learn to differentiate between content and function words, reinforcing their ability to produce clear, comprehensible speech.

To help students grasp the nuances of intonation, teachers can conduct practice sessions focused on differentiating between statements and questions. Using sentence pairs like "You're coming." vs. "You're coming?" allows students to see how intonation alters meaning. Role-playing exercises where students must convey emotions or attitudes through intonation can further deepen their understanding and control of this feature. To develop a natural rhythm in spoken English, educators can incorporate activities that promote awareness of syllable timing and stress patterns. Chanting, clapping, or using body movements to mark stressed syllables can engage students physically and audibly, reinforcing the rhythm of English speech. Additionally, practicing with poems or rhymes can help students internalize the rhythmic flow of the language, making it easier for them to replicate in their own speech. Incorporating technology into the teaching of suprasegmentals can provide students with interactive and engaging ways to practice these features. Language learning apps often include pronunciation tools that allow learners to listen to and compare their speech with native speakers. Online resources, such as videos or interactive quizzes, can also be valuable in reinforcing concepts of stress, intonation, and rhythm.

Conclusion

The significance of suprasegmentals in English cannot be overstated. They not only enhance the clarity of communication but also enrich the expressiveness of spoken language. By understanding and effectively using stress, intonation, and rhythm, speakers can convey their intended meanings more accurately and engage their listeners more effectively. As educators and learners, prioritizing the teaching and practice of suprasegmentals is crucial in language acquisition. By equipping students with these skills, we empower them to communicate confidently and meaningfully in a diverse range of contexts. Ultimately, mastering suprasegmental features will lead to more successful interactions, fostering a deeper appreciation for the complexities and beauty of the English language. Suprasegmental features—stress, intonation, and rhythm—are integral to effective

communication in English. They not only contribute to the clarity of speech but also enrich the expressiveness of language, allowing speakers to convey emotions and intentions beyond mere words. For learners and speakers alike, mastering these features can significantly enhance their communicative competence, fostering better understanding and interaction in a variety of contexts. As we continue to explore the nuances of spoken English, appreciating the role of suprasegmentals remains essential for both teaching and learning the language.

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THE PHONETICS OF ENGLISH WORD-FORMATION PROCESSES

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
Teshaboyeva Nafisa Zubaydulla qizi

Annotation: This article explores the intricate relationship between phonetics and word formation in the English language, focusing on key processes such as derivation, compounding, blending, acronyms, and conversion. It highlights how these processes not only create new words but also influence their phonetic characteristics, including stress patterns, sound alterations, and pronunciation variations. For instance, it explains how the addition of affixes in derivation can change stress placement (e.g., "happy" to "happiness") and how compounds typically feature primary stress on the first element (e.g., "toothbrush"). The article also discusses the fluid nature of blends and the phonetic transformations in acronyms and initialisms. By examining these word-formation processes, the article emphasizes the dynamic evolution of English and its adaptability, illustrating how phonetic rules shape language development and usage. Overall, the piece provides valuable insights into the interplay between sound and meaning in English vocabulary expansion.

Key words: phonetics, word formation, English language, derivation, compounding, blending, acronyms, initialisms, conversion, stress patterns, sound alterations, pronunciation, vocabulary expansion, linguistic evolution, phonological rules, language development, morphology.

The study of phonetics and its intersection with word formation processes in English reveals how sounds contribute to the development of words. Understanding this relationship not only enriches our comprehension of the language but also highlights the dynamic nature of linguistic evolution. In this article, we will explore key word-formation processes in English—such as compounding, derivation, and blending—while examining the phonetic implications and transformations involved in these processes.

Introduction to Word-Formation Processes

Word formation is the creation of new words or expressions in a language. English employs several processes to expand its vocabulary, drawing on a rich history of linguistic influences. The primary methods of word formation include:

- Derivation: Adding prefixes or suffixes to existing words to create new ones.

- Compounding: Combining two or more whole words to form a new word.

- Blending: Merging parts of two words to create a new term.

- Acronyms and Initialisms: Forming new words from the initial letters of a phrase.

- Conversion: Changing the grammatical category of a word without altering its form.

These processes are not only morphological but also have significant phonetic characteristics that influence pronunciation and stress patterns.

Derivation

Derivation involves the addition of affixes—prefixes and suffixes—to a root word. For example, the adjective "happy" can become the noun "happiness" by adding the suffix "-ness." Phonetically, this process often changes the stress pattern of the word. In "happy," the stress falls on the first syllable (/ˈhæpi/), while in "happiness," the stress shifts to the first syllable as well, but the addition of the suffix alters its rhythm and syllabic structure (/ˈhæpɪnɛs/).

Phonetic alterations can also occur based on the phonological rules of English. For instance, the suffix "-able" is pronounced /əbl/ when added to roots ending in /ə/ or /i/, as in "readable" (/ˈriːdəbəl/), which demonstrates a change in pronunciation when the suffix is applied.

Compounding

Compounding creates new words by combining two or more existing words. Common examples include "toothbrush" (tooth + brush) and "bookstore" (book + store). Phonetically, compounds often exhibit specific stress patterns. Typically, the primary stress falls on the first element of the compound: /ˈtuːθˌbrʌʃ/ and /ˈbʊkˌstɔːr/. This stress placement is crucial for distinguishing compounds from phrases, as in "blackboard" (/ˈblækˌbɔːrd/) versus "black board" (/blæk bɔːrd/), where the latter has equal stress on both words.

The phonetic integration of compound elements can also lead to reductions and assimilations in casual speech. For example, "book club" can be pronounced more fluidly as /bʊk klʌb/ rather than with full enunciation of each word, illustrating how phonetics influences everyday language use.

Blending

Blending involves merging parts of two words to form a new term, such as "brunch" (breakfast + lunch) and "smog" (smoke + fog). Phonetically, blends often combine the initial sounds of one word with the final sounds of another. The resulting pronunciations frequently follow English phonotactic rules, ensuring they are pronounceable and fit the existing phonetic system.

Blending can also result in unique stress patterns, where the stress may favor the first component, as in "brunch" (/brʌntʃ/). However, because blends are often informal and can be created in various contexts, their pronunciation can vary based on regional dialects or individual speaker habits.

Acronyms and Initialisms

Acronyms (like NATO, pronounced as a word) and initialisms (like FBI, pronounced by saying each letter) exemplify phonetic word formation. The phonetics of acronyms typically involve vowel insertion or syllabification to facilitate easier pronunciation. For example, NATO is pronounced /ˈneɪtoʊ/, which transforms the initial letters into a single, flowing word.

Initialisms, on the other hand, maintain a more distinct pronunciation of each letter, often reflecting the phonetic structure of English. For instance, "FBI" is pronounced /ɛf bi aɪ/, which adheres to the rules of English phonetics in maintaining clarity and distinctiveness between sounds.

Conversion

Conversion, or zero derivation, occurs when a word changes its grammatical category without any affixation, such as the noun "email" becoming the verb "to email." This process often involves phonetic adjustments, particularly in stress. In the case of "email," the noun form has a stress on the first syllable (/ˈiːmeɪl/), while the verb form may shift its stress or intonation based on the sentence context (/iːˈmeɪl/).

Phonetics plays a crucial role not only in word formation but also in the broader context of language change and development. As languages evolve, their phonetic structures can shift due to various factors, including social interactions, technological advancements, and cultural exchanges. This evolution affects how words are formed, pronounced, and understood within a community. Regional accents and dialects introduce phonetic variations that can influence word formation. For instance, certain dialects may favor different stress patterns or vowel pronunciations, leading to variations in how compounds and blends are formed and used. This variation reflects the adaptability of language to local contexts and cultural nuances.

Contact between different languages often results in borrowing and the creation of new words. Phonetic characteristics of the donor language can influence how borrowed words are pronounced in the recipient language. For example, English has borrowed extensively from languages like French and Latin, leading to the incorporation of foreign phonetic elements and influencing word-formation processes.

The rise of digital communication has also shaped phonetic patterns in English. The prevalence of texting and online communication has led to the creation of new acronyms (e.g., "LOL," "BRB") and blends (e.g., "meme" from "gene" and "mimeme"). These forms often reflect the phonetic preferences of fast-paced digital interactions and have become widely accepted in contemporary usage.

Social dynamics, including the influence of youth culture, trends, and subcultures, can accelerate changes in phonetics and word formation. The emergence of slang terms and neologisms often stems from these social influences, showcasing how phonetic creativity contributes to the vibrancy of language.

Linguists employ various methods to analyze phonetic changes in word formation, including corpus linguistics, acoustic analysis, and sociolinguistic studies. These approaches help uncover patterns of phonetic evolution, providing insights into the interplay between sound and meaning over time.

Conclusion

The phonetics of English word-formation processes illustrate the intricate relationship between sound and meaning in language. By analyzing how phonetic patterns influence the creation and pronunciation of new words, we gain insights into the dynamic nature of English and its ability to evolve. Understanding these processes not only enriches our appreciation for the language but also enhances our communication skills by recognizing the nuances of word formation and phonetic variation. As English continues to adapt and incorporate influences from other languages and cultures, the study of its phonetics will remain a crucial aspect of linguistic inquiry. Overall, the study of phonetics in the context of English word formation not only enhances our understanding of how new words emerge but also sheds light on the dynamic and ever-evolving nature of language itself. As English continues to adapt to cultural and technological shifts, the phonetic aspects of word formation will remain a vital area of linguistic inquiry.

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ARTICULATORY AND ACOUSTICS CHARACTERISTICS OF SPEECH SOUNDS: THE ROLE OF SPEECH ORGANS

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
Teshaboyeva Nafisa Zubaydulla qizi

Annotation: This article provides a comprehensive overview of the articulatory and acoustic features of speech sounds, focusing on the critical role of speech organs in the production of these sounds. It delves into the fundamental concepts of articulatory phonetics, including the place and manner of articulation, as well as the concept of voicing, which are essential for understanding how different sounds are produced in the vocal tract. Additionally, the article explores the key acoustic features such as frequency, amplitude, formants, and voice onset time (VOT), which define the physical properties of speech sounds as they travel through the air. It also highlights the function of various speech organs, distinguishing between active articulators (such as the tongue and lips) and passive articulators (like the teeth and alveolar ridge). Overall, the article bridges the study of sound production and its acoustic characteristics, offering a holistic view of how humans produce and perceive speech. This serves as a foundational resource for anyone interested in phonetics, linguistics, or speech science.

Key words: articulatory phonetics, acoustic phonetics, speech sounds, place of articulation, manner of articulation, voicing, frequency, amplitude, formants, voice onset time (VOT), speech organs, active articulators, passive articulators, vocal tract, tongue, lips, teeth, alveolar ridge, soft palate, hard palate, glottis, phonetics, sound production, speech perception.

Speech is a complex process that relies on the coordinated functioning of various parts of the human vocal anatomy, called the speech organs. These organs produce different speech sounds by manipulating airflow and vibration in the vocal tract. The study of these sounds can be divided into two key areas: articulatory and acoustic phonetics. Articulatory phonetics focuses on how speech sounds are produced by the movement of the speech organs, while acoustic phonetics studies the properties of the sounds themselves as they travel through the air. This article delves into the intricacies of articulatory and acoustic features of sounds, with a focus on the role of the speech organs.

Articulatory Features of Speech Sounds

Articulatory phonetics is concerned with the physical processes involved in producing sounds. It examines which parts of the vocal tract are used, how they move, and the nature of the sounds produced. Key articulatory features include place of articulation, manner of articulation, and voicing.

Place of Articulation

The place of articulation refers to the specific points in the vocal tract where airflow is constricted to produce distinct sounds. Major places of articulation include:

- Bilabial: Involving both lips, as in sounds like /p/ and /b/.

- Labiodental: Involving the lower lip and upper teeth, as in /f/ and /v/.

- Dental: Involving the tongue and upper teeth, as in the "th" sounds in English (/θ/ and /ð/).

- Alveolar: Involving the tongue against the alveolar ridge (just behind the upper teeth), as in /t/, /d/, /s/, and /z/.

- Palatal: Involving the tongue against the hard palate, as in /ʃ/ (the "sh" sound).

- Velar: Involving the back of the tongue against the soft palate, as in /k/ and /g/.

- Glottal: Involving constriction at the vocal folds (glottis), as in the sound /h/.

Manner of Articulation

The manner of articulation describes how the airflow is controlled as it moves through the vocal tract. Common manners of articulation include:

- Plosive: A complete closure followed by a release, as in /p/ and /t/.

- Fricative: Narrow constriction creating continuous airflow, as in /f/ and /s/.

- Affricate: A combination of plosive and fricative, as in the English sounds /tʃ/ and /dʒ/.

- Nasal: Airflow directed through the nose, as in /m/, /n/, and /ŋ/.

- Lateral: Airflow directed around the sides of the tongue, as in the English /l/ sound.

- Approximant: Slight constriction without creating turbulent airflow, as in sounds like /w/ and /j/.

Voicing

Voicing refers to whether the vocal cords vibrate during the production of a sound. In voiced sounds, the vocal cords are active, as in /b/ and /d/, while in voiceless sounds, they remain inactive, as in /p/ and /t/.

Acoustic Features of Speech Sounds

Acoustic phonetics examines the sound waves that speech produces, focusing on aspects such as frequency, amplitude, and duration. By analyzing the acoustic properties of

sounds, researchers can understand and categorize different speech sounds based on how they resonate and travel through the air.

Frequency

Frequency measures the rate of sound wave vibrations, expressed in Hertz (Hz). It is directly related to the pitch of a sound. Vowels generally have lower frequencies than consonants, giving them a fuller sound, while certain consonants produce higher frequencies due to turbulent airflow.

Amplitude

Amplitude measures the strength or intensity of a sound, which is perceived as loudness. Speech sounds vary in amplitude depending on articulation; for example, a louder sound like /a/ has greater amplitude than a softer sound like /θ/.

Formants

Formants are the resonant frequencies of the vocal tract, especially relevant for vowel sounds. The first two or three formants (F1, F2, and F3) are crucial for distinguishing different vowel qualities, as each vowel has a unique formant pattern.

Voice Onset Time (VOT)

Voice onset time refers to the delay between the release of a consonant (particularly plosives) and the onset of voicing. Voiced plosives have shorter VOTs compared to voiceless plosives, allowing for the distinction between sounds like /b/ and /p/.

Speech Organs and Their Role in Sound Production

Speech organs, also known as articulators, are divided into active and passive categories:

- Active Articulators: Move to create constriction, including the tongue, lips, and soft palate.

- Passive Articulators: Remain stationary while being approached by active articulators, including the teeth, alveolar ridge, and hard palate.

The primary speech organs include:

Lips: Used for bilabial and labiodental sounds, and play a significant role in vowel rounding.

Teeth: Involved in sounds like /f/ and /θ/, where the tongue or lips make contact with them.

Alveolar Ridge: Creates sounds like /t/ and /d/ when the tongue touches this area.

Hard Palate: Involved in palatal sounds like /ʃ/.

Soft Palate (Velum): Used for velar sounds such as /k/ and /g/, and controls airflow to the nasal cavity.

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Tongue: The most versatile articulator, shaping sounds across multiple regions of the mouth.

Glottis: Located at the vocal folds, and used in producing glottal sounds like /h/.

Conclusion

The articulatory and acoustic features of sounds, shaped by the intricate anatomy and functions of the speech organs, create the unique speech sounds we use for communication. These features form the foundation for studying phonetics, helping linguists understand sound production, perception, and differentiation. By examining both how sounds are produced in the vocal tract and how they manifest acoustically, linguists can classify, analyze, and understand speech in a detailed, systematic way. In conclusion, the study of articulatory and acoustic features of speech sounds offers invaluable insights into the complex process of human communication. Understanding how sounds are produced through the coordinated movement of the speech organs, coupled with an analysis of their acoustic properties, deepens our knowledge of both phonetic theory and the practical aspects of language production. The articulatory features—such as place and manner of articulation, as well as voicing—are crucial in distinguishing one sound from another, while the acoustic features, including frequency, amplitude, and formants, provide a physical representation of these sounds in the speech signal. Moreover, the interaction between the active and passive speech organs, which shape and modify airflow through the vocal tract, plays a pivotal role in determining the characteristics of speech sounds. This foundational understanding not only aids in linguistic analysis but also has practical applications in fields like speech therapy, language teaching, and speech recognition technology. By continuing to explore both the articulatory and acoustic dimensions of speech, we gain a more holistic view of how language functions, both as a physical phenomenon and as a tool for human expression.

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THE RELATIONSHIP BETWEEN PHONEMIC STRUCTURES AND SEMANTIC INTERPRETATION

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

Teshaboyeva Nafisa Zubaydulla qizi

Annotation: This article explores the semantic functions of speech sounds and phonemes and their critical role in distinguishing meaning in language. Phonemes, as the smallest units of sound that differentiate words, provide the basis for semantic differentiation—subtle shifts in sound can alter meaning, as in minimal pairs like "bat" and "pat." The article also discusses the influence of suprasegmental features (e.g., pitch, stress, and intonation) on meaning, highlighting how they add emotional and contextual layers to language. In addition, the concept of phonesthemes illustrates how certain sound clusters may carry semantic associations across different words (e.g., "gl-" in "glow" and "glitter," often related to light). The piece further contrasts phoneme functions across languages, noting how certain languages rely more on specific phonetic distinctions than others, while acknowledging the influence of morpheme-phoneme interactions and language evolution on meaning. This analysis enriches our understanding of how languages use sound to communicate complex meanings and emotions.

Key words: semantic functions, phonemes, speech sounds, minimal pairs, suprasegmental features, pitch, stress, intonation, phonesthemes, morphemes, phoneme differentiation, language evolution, sound clusters, meaning differentiation, phonology.

The study of language involves a detailed examination of how speech sounds contribute to meaning. One of the fundamental concepts in linguistics that deals with the relationship between sounds and meaning is the notion of semantic functions of speech sounds and phonemes. Understanding this connection helps to reveal how languages structure and convey meaning through sound.

The Basics: Phonemes and Speech Sounds

A "phoneme" is the smallest unit of sound in a language that can distinguish words from one another. For example, the English sounds /p/ and /b/ differentiate words like "pat" and "bat." Phonemes are abstract representations of sounds that carry no intrinsic meaning themselves, yet their variations or combinations influence meaning in complex ways. Speech sounds (or phones), on the other hand, are the actual sounds produced when speaking. The distinction between phonemes and phones helps linguists study both the mental representations of sounds (phonemes) and their physical articulations (phones).

Phonemes play a critical role in distinguishing between words and meanings. This function is known as semantic differentiation. By changing a single phoneme in a word, we can alter its meaning, as seen in minimal pairs (words that differ by only one phoneme, like "cat" and "bat" or "bat" and "bet"). The meaning difference established through phonemic contrasts illustrates the semantic function of phonemes within a language.

Each language has its own set of phonemes that are significant for differentiating meaning. For example, while /r/ and /l/ are distinct phonemes in English, allowing words like "right" and "light" to be differentiated, they do not carry the same contrasting function in Japanese, where these sounds are treated as variations rather than distinct phonemes.

Phoneme Categories and Meaning Influence

Phonemes are divided into categories such as consonants and vowels, each contributing differently to a word's meaning and structure. For instance:

- Vowels often carry prosodic functions that add rhythm and melody to language, influencing semantic nuances or emotional tone.

- Consonants frequently outline the structure of words, providing the framework for understanding.

Some phonemes have semantic implications based on cultural associations. For instance, the phoneme /s/ might evoke notions of "softness" or "hissing" across languages, subtly influencing how words using this sound are perceived.

Suprasegmentals and Semantic Functions

Beyond individual phonemes, suprasegmental features—such as pitch, tone, stress, and intonation—play a significant role in conveying meaning. For example:

- Pitch variation (as seen in tonal languages like Mandarin Chinese) can change the meaning of a word entirely.

- Stress (prominence on certain syllables) and intonation (the rise and fall of pitch) convey additional layers of meaning, such as questions, emphasis, or emotional nuance.

These suprasegmental features illustrate that phonemic variation can extend beyond isolated sounds, impacting meaning on the level of sentences and discourse.

Phonesthemes: Meaningful Sound Clusters

In addition to phonemes, clusters of sounds known as phonesthemes have been found to carry certain semantic associations. For example, English words beginning with "gl-" (like "glitter," "glow," "glance") often involve some form of light or vision. While phonesthemes do not strictly follow phonemic distinctions, they reflect how sound patterns can contribute to shared meaning associations across different words.

Phonemes and Morphemes: The Interface of Sound and Meaning

Morphemes, the smallest units of meaning in a language, often consist of one or more phonemes. Morpheme-phoneme interaction highlights how phonemes function as building blocks for meaning within a language's morphology. For instance, the English plural morpheme "-s" has multiple phonemic forms (/s/, /z/, or /ɪz/) depending on the phonetic context, yet it consistently conveys the plural meaning.

Phonemic systems and their semantic functions vary across languages. Some languages, like English, use stress to convey subtle distinctions in meaning (e.g., "REcord" as a noun vs. "reCORD" as a verb), while others, such as Turkish, maintain a more rigid phonemic structure, with less reliance on stress for semantic variation. This variation demonstrates that while phonemes serve a universal function of distinguishing meaning, the specific sounds and rules of each language shape how they achieve this goal.

Phonemic systems evolve over time, and their semantic functions may shift. Sound changes, mergers, and splits can alter a language's phonemic inventory and create new semantic distinctions. For instance, Old English had distinct phonemes for certain sounds that have merged in modern English, reducing certain phonemic contrasts. These evolutionary shifts can influence how meaning is perceived and conveyed across generations.

Conclusion

The semantic functions of speech sounds and phonemes highlight the intricate relationship between sound and meaning. Phonemes serve as essential units of

differentiation, enabling speakers to convey distinct meanings with subtle sound variations. Through phonemic contrasts, suprasegmental features, and phonesthemes, languages leverage their sound systems to express nuanced meanings. Understanding these functions not only enriches our understanding of language structure but also sheds light on how humans use sounds to communicate complex ideas and emotions. In conclusion, the study of the semantic functions of speech sounds and phonemes reveals the profound connection between sound and meaning in language. Phonemes, as the foundational units of speech, not only differentiate words but also play an essential role in shaping our understanding of the world. Through the manipulation of sound, languages achieve both subtle distinctions and broad semantic categories, allowing speakers to communicate complex ideas and emotions. Furthermore, suprasegmental features like stress, pitch, and intonation, alongside phonesthemes and morpheme-phoneme interactions, deepen our appreciation of the dynamic nature of language. Understanding how sounds influence meaning enhances our comprehension of linguistic structures across different languages and cultures, illustrating that meaning is not only conveyed through words but is intricately tied to the very sounds that form them. The evolving nature of phonemic systems underscores the adaptability of language, reinforcing the importance of sound in shaping both linguistic and social meaning.

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2-TOM, 11-SON

MODIFICATIONS OF CONSONANTS IN CONNECTED SPEECH

Jizzakh branch of the National University of

Uzbekistan named after Mirzo Ulugbek   The faculty of Psychology, department of Foreign languages

Phylology and foreign languages

Student of group 301-21: Urdusheva Sevinch Sobir qizi

Teshaboyeva Nafisa Zubaydulla qizi

Annotation: This article explores the modifications of consonants in connected speech, highlighting key phonetic phenomena such as assimilation, elision, flapping, linking, and gemination. It elucidates how these processes enhance the fluency and naturalness of spoken language, contrasting them with isolated speech where words are pronounced distinctly. The implications of understanding these modifications are discussed in relation to language learning and teaching, emphasizing their importance for improving listening comprehension and pronunciation skills. Furthermore, the article addresses the relevance of these concepts in speech therapy and suggests avenues for future linguistic research. Ultimately, the article underscores the dynamic nature of speech and its significance in effective communication.

Key words: consonants, connected speech, assimilation, elision, flapping, linking, gemination, phonetics, language learning, pronunciation, listening comprehension, speech therapy, linguistic research, fluency, communication

Connected speech refers to the way speech sounds are produced in natural, fluent conversation. Unlike isolated speech, where words are pronounced clearly and distinctly, connected speech involves a series of phonetic alterations that occur when words are pronounced in succession. These modifications can significantly affect the articulation of consonants, leading to various phonetic changes that enhance fluency and coherence in spoken language. Understanding these modifications is crucial for linguists, language learners, and speech professionals.

Types of Consonant Modifications

Assimilation

Assimilation is a process whereby a consonant sound becomes more similar to an adjacent sound. This can occur in terms of voicing, place of articulation, or manner of articulation.

- Voicing Assimilation: When a voiceless consonant precedes a voiced consonant, it may become voiced. For example, in the phrase "have to," the /v/ in "have" may assimilate to the voiceless /t/, producing a sound closer to /hæv tə/ rather than /hæf tu/.

- Place Assimilation: This occurs when a consonant changes its place of articulation to match a neighboring consonant. For instance, in "in bed," the /n/ may become more like /m/ before the bilabial /b/, resulting in a pronunciation that sounds like /ɪm bɛd/.

Elision

Elision refers to the omission of a sound, typically a consonant, in connected speech. This often happens in rapid or casual speech, where maintaining the flow of conversation takes precedence over clarity.

- A common example is the phrase "next day," where the /t/ may be elided, leading to a pronunciation like /nɛks deɪ/. Elision can make speech more efficient but may also lead to misunderstanding if listeners are not accustomed to the modifications.

Flapping

Flapping occurs in some dialects of English, notably American English, where alveolar stops /t/ and /d/ are pronounced as a quick, soft flap sound [ɾ] when they occur between two vowel sounds, with the first vowel being stressed.

- For example, in the word "butter," the /t/ may be pronounced as a flap, resulting in a pronunciation that sounds like /ˈbʌɾər/. Similarly, "ladder" may sound like /ˈlæɾər/. This phenomenon contributes to the fluidity of speech in casual contexts.

Linking and Intrusive Consonants

In connected speech, linking refers to the process of joining the final consonant of one word to the initial vowel of the next word. This often involves a consonant sound that may not be present in careful speech.

- For example, in the phrase "come on," the /m/ in "come" can be linked to the initial vowel of "on," creating a smoother transition: /kʌmən/.

- Intrusive consonants, such as /r/, can also occur. In non-rhotic accents, where /r/ is not pronounced at the end of a syllable, speakers might insert an /r/ when a vowel follows. For instance, "law and order" may be pronounced as /lɔr ənd ɔrdər/.

Gemination

Gemination is the phenomenon where a consonant sound is lengthened or held longer when it occurs at the junction of two words. This often happens in cases of identical consonants.

- An example can be seen in "big game," where the /g/ is lengthened: /bɪggame/. This modification helps maintain the rhythm and flow of speech, emphasizing the connection between the words.

Understanding the modifications of consonants in connected speech is critical for both language learners and educators. It helps learners become more attuned to the natural rhythms and patterns of spoken language, which can enhance their listening comprehension and speaking fluency. For language learners, exposure to connected speech can significantly improve listening skills. Many learners struggle to understand native speakers due to the rapid, fluid nature of conversation. Familiarizing learners with common phonetic modifications can help them recognize words and phrases more readily in natural speech. Teachers can use audio recordings of conversational speech to help students identify instances of assimilation, elision, and linking. By playing recordings at varying speeds, instructors can assist learners in adjusting to the pace of natural speech. Teaching students about consonant modifications can enhance their pronunciation. When learners understand how consonants are altered in connected speech, they can practice speaking in a way that sounds more natural and fluent. Engaging students in role-playing scenarios that mimic real-life conversations can help them apply these concepts in context. Encouraging them to use contractions, elisions, and linking can improve their overall spoken fluency.

Both teachers and learners can benefit from being aware of regional variations in connected speech. Different accents and dialects exhibit unique patterns of consonant modification, and understanding these can help learners adapt to various speaking styles. Incorporating materials from speakers of different dialects can expose learners to a variety of connected speech features. This approach not only enriches their listening experiences but also prepares them for real-world interactions. Speech-language pathologists (SLPs) can also apply knowledge of consonant modifications to assist clients with speech disorders. Understanding how natural speech patterns differ from isolated speech can inform treatment

strategies and improve communication skills. SLPs may design interventions that focus on helping clients navigate the complexities of connected speech, facilitating smoother communication in daily interactions. Research into consonant modifications can further inform evidence-based practices in speech therapy.

The study of connected speech, particularly the modifications of consonants, is an area ripe for further research. Investigating how these modifications vary across languages, dialects, and sociolects can provide deeper insights into phonetic behavior and language evolution. Conducting studies that compare connected speech modifications in different languages can reveal universal patterns and unique characteristics. This research could help linguists understand the cognitive processes behind speech production and comprehension.

Conclusion

The modifications of consonants in connected speech play a vital role in the dynamics of spoken language. By understanding and acknowledging these alterations, learners can enhance their listening and speaking skills, while educators can develop more effective teaching strategies. Furthermore, the implications extend beyond language learning to fields such as speech therapy and linguistic research. As communication continues to evolve, exploring the intricacies of connected speech will remain essential for both language practitioners and scholars alike. In summary, the study of consonant modifications not only enriches our understanding of linguistic phenomena but also empowers individuals to communicate more effectively and confidently in diverse social contexts. By embracing these phonetic nuances, we can foster greater appreciation for the fluidity and richness of spoken language. The modifications of consonants in connected speech are essential for achieving naturalness and fluency in spoken language. These processes—assimilation, elision, flapping, linking, and gemination—demonstrate the dynamic nature of speech as speakers navigate the complexities of language in real-time communication. Understanding these modifications not only aids language learners in improving their pronunciation and comprehension but also enhances the awareness of linguistic nuances in everyday conversation. As research continues in this field, further insights into the phonetic alterations in connected speech will enrich our understanding of language dynamics and communication.

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ACCENT, ITS IMPORTANCE AND FUNCTIONS

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

Annotation: This article provides a comprehensive examination of accents, exploring their importance in communication, cultural identity, and social interactions. Accents are shown to be more than mere linguistic features; they are symbolic of cultural heritage and social belonging, helping individuals to identify with specific communities. The article outlines several key functions of accents, including their roles in differentiating social groups, aiding language development, and expressing emotion. Additionally, the article addresses the impacts of accent bias, a form of prejudice that can lead to stereotypes and affect professional opportunities. The piece advocates for increased awareness of linguistic diversity and encourages overcoming accent bias, promoting inclusivity in multicultural settings. It emphasizes the need for greater representation of diverse accents in media and society to foster understanding and empathy. Through this exploration, the article highlights the multifaceted role of accents, underscoring their significance in shaping individual identity and enhancing global cultural exchange.

Key words: Accent, identity, linguistic diversity, cultural heritage, communication, social perception, accent bias, language development, cultural exchange, inclusivity, stereotypes, regional accents, social stratification, emotional expression, globalization.

Language is much more than just words and grammar; it's also deeply influenced by the way people pronounce words, the rhythm of their speech, and the unique tones they use. These characteristics form what we call an "accent." An accent refers to the specific pronunciation of words, which varies by region, ethnicity, or social group. Accents are not only linguistically fascinating but also carry significant social, cultural, and psychological meanings. This article delves into the importance and functions of accents, exploring their role in identity, communication, and perception.

What is an Accent?

An accent can be defined as the particular way in which people pronounce words, influenced by their background, region, or first language. Accents can vary widely, even within the same language, as seen in English, where British, American, Australian, and

South African accents each have distinct pronunciation features. Within each of these accents, there are even more nuanced sub-accents influenced by local culture and demographics. Accents reflect a rich tapestry of linguistic diversity and are often closely tied to an individual's cultural or social identity.

Why is Accent Important?

Accents serve as powerful linguistic markers, helping people identify with certain communities and regions. They can influence others' perceptions and can even affect social opportunities. Let's explore a few of the major reasons why accents are essential: Accents are a way of signaling where a person comes from or belongs. For instance, a person with a Southern American accent may feel a unique connection to the southern United States, whereas a Londoner may feel a similar bond through their distinct pronunciation. By sharing an accent, people experience a sense of belonging to a specific group, strengthening their connection to their community, culture, and family.

Cultural and Historical Representation

Accents carry cultural and historical weight. A Scottish accent, for example, can evoke a rich cultural heritage and history. Similarly, many African, Asian, or indigenous communities' accents reflect long histories of linguistic evolution and resilience, preserving sounds and expressions that connect to generations past. Accents play a critical role in shaping communication, impacting how easily or effectively people understand each other. In some cases, accents can pose barriers, especially in workplaces or international settings where various accents intersect. Conversely, shared accents or familiar dialects can enhance rapport, fostering comfort and trust among speakers. Our accents often shape how others perceive us. A person's accent can suggest certain qualities or characteristics based on social stereotypes. For instance, a French accent in English-speaking countries is often associated with sophistication, while certain American accents may evoke friendliness or approachability. While these stereotypes are often ungrounded, they still significantly impact social dynamics. In professional settings, accents can sometimes create implicit biases, affecting hiring or advancement. Studies have shown that some people may perceive certain accents as more authoritative or prestigious, impacting individuals' job opportunities, especially in sectors like broadcasting, customer service, or education. Many people consciously alter their accents to fit into different social or professional settings, a process known as "code-switching."

Functions of an Accent

The importance of an accent lies not just in its social implications but also in its functions within language and communication. Accents help differentiate one group from

another, creating a sense of "us" versus "them." Accents can reflect socioeconomic status, educational background, and even professional affiliations, as seen in occupational dialects like "medical English" or "legalese." This differentiation, though sometimes divisive, enables people to locate themselves within a social framework. Learning a new language often involves adopting a new accent, which can aid in language comprehension and fluency. Accents can help learners distinguish between similar sounds and allow them to better mimic native speakers, increasing the chances of effective communication. Accents also contribute to a child's development of their native language, helping them recognize sounds and patterns specific to their cultural environment. Accents contribute to intonation, rhythm, and overall tone, adding layers of meaning to spoken words. By emphasizing certain syllables or elongating vowels, an accent can convey a wide range of emotions, from excitement to authority. This unique function allows individuals to express their feelings in culturally resonant ways. Dialects and accents often introduce new expressions, idioms, and even words into a language, enriching its vocabulary. These variations can also influence mainstream language, as seen in regional accents popularized by media and music. Accents thus serve as catalysts for linguistic diversity, promoting innovation and adaptability in languages. In an increasingly globalized world, accents offer a means for cultural exchange. Exposure to different accents encourages linguistic flexibility and cross-cultural understanding, promoting greater acceptance of diversity. As people travel, study, or work in different regions, they encounter new accents, which broadens their awareness and appreciation of various cultures.

Conclusion

Accents are much more than just a part of speech; they are an integral part of our identities, connecting us to our culture, history, and community. They facilitate communication, enhance emotional expression, and promote linguistic diversity. In a globalized world, understanding and appreciating accents is essential to fostering a more inclusive, empathetic society. By recognizing the importance and functions of accents, we can better appreciate the beauty of linguistic diversity and the richness it brings to our lives. Despite their value, accents can sometimes lead to bias or discrimination. Accent bias, or accentism, occurs when individuals are judged or stereotyped based on their way of speaking. Overcoming accent bias is crucial in diverse societies, as it fosters inclusivity and equal opportunities. Efforts to combat accent bias include promoting diverse representation in media, raising awareness about linguistic diversity, and fostering open-mindedness in workplaces and educational institutions.

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IQTISODIYOTNI BARQARORLASHTIRISHDA TO'G'RIDAN-TO'G'RI INVESTITSIYALARNING AHAMIYATI

Pirmatova Farangiz Marufjonovna
Toshkent menejment va iqtisodiyot instituti o'qituvchisi

Qaysi bir rivojlangan mamlakat iqtisodiyotiga razm solmaylik, eng avvalo investitsiya muhitining sog'lomligi, uning jozibadorligi natijasida, investitsiyalar oqimining shiddat bilan kirib kelishi orqali mamlakat iqtisodiyoti bilan bog'liq tendensiyalarning progressiv natijalarga erishayotganini guvohi bo'lamiz. Bugungi kunda jahonda kechayotgan globallashuv va texnologik qurollanish bosqichida iqtisodiy rivojlanish kombinatsiyasi talqinida investitsiya oqimining roli kata ahamiyat kasb etadi. Davlatlar retsipient pozitsiyasi orqali xorijiy investitsiyalarni jalb etish borasida o'rta va yirik biznesni tashkil etish va uni samarali yuritish uchun mamlakatdagi yaratilgan investitsiya salohiyati, tashkil etilgan zamonaviy infratuzilma, investitsion muhitni sog'lomlashtirish bo'yicha olib borayotgan ijtimoiy-iqtisodiy siyosati, xususan, xorijiy kompaniyalarning hech qanday moneliksiz kirib kelishi, xususiy mulk daxlsizligi, biznes subyekti sifatida o'z kapitalini yo'naltirish uchun mamlakatda maxsus iqtisodiy va kichik sanoat zonalarining tashkil etilganligi, soliq va boshqa moliyaviy imtiyozlarning mavjudligiga e'tibor qaratishadi.

O'zbekiston Respublikasi Prezidenti Sh.M.Mirziyoyev 2020-yil 29-dekabrdagi Oliy Majlisga yo'llagan Murojaatnomasida "Iqtisodiy o'sishga, avvalo, raqobatdosh sanoat zanjirlarini yaratish hamda bunday loyihalarga investitsiyalarni ko'paytirish orqali erishiladi[1]" – deb ta'kidlaganlar.

Hozirgi kunda O'zbekiston iqtisodiyotining barcha sohalarida keng ko'lamli o'zgarishlar va tarkibiy islohotlar olib borilmoqda. Bunday islohotlarning olib borilishi bevosita mamlakatdagi investitsion jarayon, davlatning investitsion siyosati, uning ustuvor yo'nalishlari va mamlakatdagi korxonalar investitsion faolligiga bog'liq hisoblanadi. Investitsiya jozibadorligi mamlakat investitsiya salohiyati va investitsiya riski darajasining bir vaqtda ta'sir etishi orqali aniqlanadi. Bu kabi ko'rsatgichlar esa investitsiyalarning maqsadga muvofiqligi hamda jozibadorligini anqilashga yordam beradi. Investitsiya riski darajasi investitsiya muhitiga to'g'ridan-to'g'ri bog'liqdir. Investitsiya muhiti qanchalik qulay bo'lsa, investorning tadbirkorlik riski shunchalik past darajada bo'ladi va bu investorlarning kirib kelishini faollashtiradi. Aksincha, investitsiya muhiti noqulay bo'lsa, risk darajasi yuqori bo'ladi. Bu esa, investitsiya qabul qiluvchi tomon sarf-xarajatlarining o'sishiga olib keladi. Investitsiya jozibadorligining holati faqat investor uchun emas, balki

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[1] *https://eytb.uz/index*

investitsiya qabul qiluvchi uchun ham muhimdir. Korxonalarning investitsion jozibadorligi bevosita mamlakatdagi investitsiya siyosatiga va yaratilgan investitsion muhitiga bog'liq. Xususan, investitsiya muhiti uchta elementdan iborat tizim sifatida ko'rib chiqiladi: investitsiya salohiyati, investitsiya riski va qonunchilik shartlari. Iqtisodiy rivojlangan mamlakatlarda investitsiya jarayoni bozor konyunkturasi ta'siriga, investitsiyalarni moliyalashtirish manbalariga va hajmiga bog'liq.

To'g'ridan-to'g'ri xorijiy investitsiyalarni jalb qilishning asosiy omillari bozorlar va resurslarga kirishdir. Chet el kapitalining faqat ayrim mintaqalarda va ayrim tarmoqlarda kontsentratsiyasi boshqa mintaqalar iqtisodiyotining rivojlanishini cheklaydi, birinchi navbatda sanoati rivojlanmagan mintaqalar iqtisodiyotiga ta'sir qiladi. Bu esa o'z navbatida, mintaqaviy investitsion jozibadorlikning asosiy ko'rsatkichi hisoblanadi.

To'g'ridan-to'g'ri investitsiyalar makroiqtisodiyot darajasida, ya'ni investor va aniq davlat organlari, xo'jalik subyektlari o'rtasidagi munosabatlarda o'z aksini topadi. Investitsiya muhiti har qanday aniq vaqt uchun obyektiv holat bo'lib, kapital qo'yish uchun mavjud sharoitlarning majmuasini o'zida qamrab oladi. Lekin investitsiya muhiti davlat organlarining boshqarish faoliyati ta'sirida shakllanadi. Shuning uchun davlatning investitsiya siyosati eng omillardandir. Shu ma'noda har bir davlat kapital import qilishda o'zining aniq kapital qabul qilish tizimiga ega bo'ladi. Investitsiya muhiti darajasi qanchalik yomon bo'lsa, investor o'z riskini shunchalik yuqori belgilaydi. Investitsiya muhitining makroiqtisodiy darajada quyidagi rasm ko'rinishida tasvirlash mumkin (1-rasm).

1-rasm. Mamlakat investitsiya muhitiga ta'sir etuvchi omillar

Yuqoridagi grafik shaklda keltirilgan rasmda ko'rishimiz mumkinki, O'zbekistonda investitsion jozibadorlikni belgilovchi kengaytirilgan uchta eng yirik segmentlar mavjud bo'lib, ular siyosiy, iqtisodiy hamda ijtimoiy tarmoqlar tarkibidagi ta'sir etish kuchiga ega turli-xil omillar sanaladi. Bu omillarning barqarorligi esa o'z-o'zidan investitsiyalarni donor pozitsiyasida kirib kelishi uchun munosabatlar negizi vazifasini o'tabgina qolmay, investor o'z kapitalini yo'naltirish borasida mamlakatning hududi hamda soha-tarmoqlariga bo'lgan potensiali ortib boradi. Shu qatorda aksincha, investitsiya muhiti darajasi qanchalik yomon bo'lsa, investor o'z riskini shunchalik yuqori belgilaydi.

O'zbekistonda xorijiy investitsiyalarni jalb etishni faollashtirishga kata e'tibor qaratilib, investorlarga ko'maklashish va kafolatlar berish uchun ularga investitsiya, soliq tizimida va bojxona to'lovlari sohalarida ma'lum imtiyozlar, sharoitlar va kafolatlar tizimi yaratildi. Shuningdek, xorijiy investitsiyalar uchun hudud jozibasini baholashda ko'pchilik xorijiy investorlar ham «BERI» (business environment risk index) indeksidan foydalanadilar. Bu indeks asosiy 15 ko'rsatgichda aniqlanadi, 0 dan 4 ballgacha. Indeksning

optimal jihatlari shundaki, u bilan hududlardagi iqtisodiy, ijtimoiy, siyosiy strukturani qay tarzda ishlayotganini bilish mumkin bo'ladi.

Mamlakatimizda to'g'ridan-to'g'ri investitsiya masalasi so'nggi 5 yilda o'z aktualligini yo'qotmaganini hisobga olgan holda, asosiy kapitalga o'zlashtirilgan investitsiyalarni tahlil qilish natijasida mamlakatga investitsiya kirib kelishida yildan-yilga o'sish sur'atlar qayd etilganini ko'rishimiz mumkin (1-jadval).

1-jadval

Asosiy kapitalga o'zlashtirilgan investitsiyalar hududlar kesimida (o'sish sur'ati %da)

Hududlar	2020	2021	2022
O'zbekiston Respublikasi	95,6	102,9	105,0
Qoraqalpog'iston Respublikasi	69,9	105,1	118,9
Andijon	110,6	106,0	114,6
Buxoro	104,7	147,4	98,5
Jizzax	147,4	72,4	106,9
Qashqadaryo	76,5	77,8	96,0
Navoiy	77,1	86,0	105,9
Namangan	88,0	100,5	102,0
Samarqand	128,8	98,7	122,5
Surxondaryo	77,4	109,7	100,6
Sirdaryo	111,2	107,7	127,6
Toshkent	92,2	120,3	102,4
Farg'ona	113,5	105,7	112,4
Xorazm	92,7	139,3	108,7
Toshkent sh.	108,6	105,0	97,6

Yuqorida keltirilgan jadval ma'lumotlarida shuni ko'rish mumkinki, asosiy kapitalga o'zlashtirilgan investitsiyalarning o'sish sur'ati foiz ko'rinishida berilgan. 2020-2021 yillarga nisbatan 2022 yilda o'sish sur'atlari 105,0 foiz deya qayd etilgan, bu esa o'z navbatida, O'zbekistonda asosiy kapitalga investitsiyalar o'sish tendensiyasiga ega bo'lib borayotgani hamda investitsiya muhitining qulayligidan dalolat beradi. Bunday investitsiya holatida o'sish sur'atlarini yanada oshib borishi investorlar uchun qulay muhit yaratilganligi, investitsiya dinamikasi va tarkibiga ta'sir ko'rsatadigan jami iqtisodiy, huquqiy, siyosiy va ijtimoiy sharoitlar bilan belgilanadi.

So'nggi bir necha yil ichida O'zbekiston jadal iqtisodiy o'zgarishlarni boshdan kechirdi va xalqaro hamjamiyatda biznes va to'g'ridan-to'g'ri investitsiyalar uchun turli xil to'siqlarini bartaraf etishda ochiqlik, yangilanish va qat'iyatlilik ramzlaridan biri sifatida tobora ko'proq namoyon bo'lmoqda. Investitsiya muhitining holati faqat investor uchun emas, balki investitsiya qabul qiluvchi uchun ham muhim jarayondir.

2-TOM, 11-SON

Jinsga bog'liq tranzit ishemik xurujlar qayd etilgan bemor xususiyatlari
N.A.Xodjayeva, N.S.Aliyeva

Respublika shoshilinch tez tibbiy yordam ilmiy markazi,

Buxoro filiali

Kirish. Tranzitor ishemik xurujlar (TIX) miyaga qon ta'minotining keskin, lekin vaqtincha buzilishi bo'lib, bu holat nevrologik simptomlar bilan kechadi va ularning davomiyligi 24 soatdan oshmaydi. TIX keyingi insult xavfini ko'rsatadigan muhim prognoz belgisi hisoblanadi va turli xavf omillari hamda qo'shimcha patologiyalar fonida yuzaga kelishi mumkin, bu esa tashxis qo'yish va davolashni qiyinlashtiradi. Jahon statistikasi ma'lumotlariga ko'ra, TIX bo'yicha yillik kasallanish 100,000 aholi uchun 50 dan 100 gacha bo'lib, bu raqam bemorning yoshiga qarab oshib boradi.

Ko'pgina TIX (tranzitor ishemik hujum) bilan og'rigan bemorlarda serebrovaskulyar reaktivlikning buzilishi kuzatiladi. Bu boshqa mualliflarning ma'lumotlari bilan mos keladi, ular serebrovaskulyar patologiya holatida miyadagi qon tomirlarining zaxira imkoniyatlarining pasayishini ko'rsatadi. [3,4].

Tadqiqot maqsadi: Jinsga qarab, tranzitor ishemik hujumlar bilan og'rigan bemorlarning xususiyatlarini o'rganish.

Material va tadqiqot usullari. Bemorlarning yoshi va jinsi bo'yicha tuzilmasi 1-jadvalda keltirilgan. Ta'kidlangan ma'lumotlardan ko'rinib turibdiki, o'rtacha yoshda erkaklar (36,0% va 25,3% mos ravishda) aniq ravishda ko'proq bo'lgan, katta yosh va qarilikda esa ayollar (24,0% va 17,3% mos ravishda) ko'proq uchraydi. 1-jadvaldan shuni ham ko'rish mumkinki, eng ko'p TIX holatlari katta yoshdagi bemorlarga to'g'ri keladi, bu esa erkaklar uchun 46,7% va ayollar uchun 50,7% ni tashkil etadi.

Jadval 1.

Bemorlarning yoshga qarab taqsimlanishi

Взраст	ОГ		ГС		р
	абс	%	абс	%	
45–59 лет, средний	19	25,3%	27	36,0%	р>0,05
60–74 лет, пожилой	38	50,7%	35	46,7%	р>0,05
75–90 лет, старый	18	24,0%	13	17,3%	р>0,05

Tadqiqotda qo'llanilgan usullar:

- **Klinik usullar:** anamnez yig'ish, xavf omillarini baholash, nevrologik tekshiruv;
- **Instrumental usullar:** miya MRTsi, bosh va bo'yin tomirlarining UZDS (ultrasonografiya), EKG, ekokardiografiya;
- **Laboratoriya tadqiqotlari:** umumiy va biokimyoviy qon tahlili, koagulogramma, lipidlar profili, qondagi glukozaning va HbA1c darajasi;
- **Qayta TIH va insult xavfini baholash:** ABCD² skalasidan foydalanish;
- **Statistik tahlil:** SPSS dasturiy ta'minoti versiyasi 25.0 ishlatilgan.

Tadqiqot natijalari. TIX uchun eng muhim xavf omillari yosh, gipertonik kasallik, qandli diabet, giperlipidemiya, uyqu tomirlarining aterosklerozu va atrial fibrillyatsiyadir. Ushbu omillarga ega bemorlar TIX rivojlanishining yuqori xavfiga ega. Katta yoshli va ko'plab xavf omillariga ega bemorlarda qayta hujumlar va ularning insultga aylanishi ehtimoli yuqoriroq (3).

Ko'pchilik o'rganilgan bemorlar bir necha yil davomida gipertenziya (AG), ateroskleroz va ularning kombinatsiyasidan azob chekkan; shuningdek, ishemik yurak kasalligi, yurak ritmi buzilishlari, qandli diabet, reumatik yurak nuqsonlari, ortiqcha vazn kuzatilgan. Tomir kasalliklari xavf omillarining chastotasi 2-jadvalda keltirilgan, asosiy guruh va solishtirish guruhlari o'rtasida ishonchli farqlar aniqlanmagan (p > 0,05).

Jadval 2

Tadqiqotga kiritilgan bemorlardagi asosiy kasalliklar

	Kasallikning kechishi	og, n=75		og, n=75		p
		abc	%	abc	%	
75	Arterial gipertenziya	68	90,7%	72	96,0%	p>0,05
75	IHD: Stabil mashaqqatli angina	36	48,0%	29	38,7%	p>0,06
75	Ateroskleroz	59	78,7%	46	61,3%	p>0,07
75	2-toifa qandli diabet	22	29,3%	34	45,3%	p>0,08
75	Metabolik sindrom	32	42,7%	43	57,3%	p>0,09
75	KOAH	27	36,0%	5	6,7%	p>0,10

TIX (tranzitor ishemik xuruj) — bu insult rivojlanishi xavfini yuqori darajada ko'rsatadigan muhim signal bo'lib, vaqtida tashxis qo'yish va davolashni talab qiladi. Ko'p xavf omillariga va qo'shimcha patologiyaga ega bemorlar kasallikning murakkabroq o'tishini kuzatishi mumkin, bu esa davolash va profilaktikada shaxsiylashtirilgan yondashuvni zarur qiladi. TIX — bu insult va yurak-qon tomir hodisalari uchun jiddiy prognoz belgisi hisoblanadi. Xavf omillari va qo'shimcha patologiyaning xilma-xilligini hisobga olgan holda, har bir bemorni kompleks baholash muhimdir. Hayot tarzini o'zgartirish, xavf omillarini nazorat qilish va mos dorivor davolash — bu qayta TIX va insultning oldini olishda asosiy komponentlardir (1,2).

Xulosa

Ko'p xavf omillariga va qo'shimcha kasalliklarga ega bemorlar yanada diqqatliroq kuzatuvni va individualizatsiyalangan davolash rejasini talab qiladi. Ba'zi mualliflar ishemiya manbasini aniqroq aniqlash va optimal terapiyani tanlash uchun zamonaviy diagnostik usullarni qo'llash zarurligini ta'kidlaydilar.

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2-TOM, 11-SON

PHONOLISTICS. THE CONCEPT OF PHONOLISTICS

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: Teshaboyeva Nafisa Zubaydulla qizi
Student of group 301-21: Yaxshiliqov Samandar Abduvahob o'g'li

Annotation: This article introduces the concept of "Phonolistics," a novel approach in linguistics that focuses on cross-linguistic sound patterns and the systemic organization of phonological elements across languages. Phonolistics combines insights from phonology, historical linguistics, cognitive science, and sociolinguistics, aiming to uncover universal principles and the unique variations of sound systems in human languages. It differs from traditional phonology by examining sounds beyond individual languages, enabling broader comparative studies. Key components include identifying cross-linguistic phonological patterns, understanding phonological evolution, and exploring cognitive and social influences on phonology. This interdisciplinary approach provides valuable applications, particularly in language preservation, speech recognition technology, and second-language acquisition. Challenges remain, including the need for comprehensive phonological data and standardized methodologies. Overall, Phonolistics represents a promising field with the potential to enhance linguistic theory, technology, and language preservation efforts.

Key words: Phonolistics, phonology, cross-linguistic patterns, sound systems, language evolution, cognitive linguistics, sociolinguistics, language preservation, speech recognition, second-language acquisition, phonological data, linguistic diversity, language typology, phonological analysis, interdisciplinary linguistics.

The field of phonetics and phonology, the study of sounds in language, is constantly evolving, and within this evolution, new concepts emerge to help us understand the complex patterns of sound. One of these emerging ideas is "Phonolistics," a concept that integrates linguistic sounds, their variations, and the broader systematic patterns that define languages. In this article, we will explore what "Phonolistics" means, how it contributes to the field of linguistics, and why this approach is crucial for future language studies.

What is Phonolistics?

The term Phonolistics combines "phonology" and the suffix "-istics," which implies a systematic study or science of a specific field. Phonolistics can thus be defined as a systematic approach to understanding the organization, structure, and function of

phonological elements within and across languages. Unlike traditional phonology, which often focuses on phonemes and their roles within specific languages, Phonolistics takes a broader view, examining sound patterns across languages to identify universal principles and distinctions.

In a way, Phonolistics can be seen as a meta-level of phonological analysis. While phonology analyzes the building blocks of language (phonemes, allophones, syllables, etc.), Phonolistics studies the patterns, variations, and global characteristics that connect different languages' sound systems. This approach helps linguists gain a deeper understanding of sound evolution, cross-linguistic comparisons, and the social or cognitive factors that influence language sounds.

Key Components of Phonolistics

Cross-Linguistic Phonological Patterns

Phonolistics pays special attention to patterns that occur across languages rather than focusing solely on one. By comparing sound systems from different linguistic groups, researchers can identify universal trends, typologies, and anomalies that define specific languages or families. For example, the concept of vowel harmony, present in languages like Finnish, Turkish, and Hungarian, may be investigated under Phonolistics to explore why and how this phenomenon occurs in specific linguistic environments.

Phonological Evolution and Change

Phonolistics is also concerned with understanding how sound systems evolve over time, both within individual languages and across language families. Historical linguistics has long studied language change, but Phonolistics focuses specifically on the evolution of phonological systems, looking at the shifts that take place in response to social, geographical, or cognitive factors.

Cognitive and Social Influences on Phonology

While traditional phonology often treats sounds as abstract elements, Phonolistics incorporates insights from cognitive science and sociolinguistics to investigate how human cognition and social interaction shape phonological systems. For instance, Phonolistics may explore how bilingualism affects sound perception or how language contact situations lead to phonological borrowing and hybridization.

Typology and Universals in Phonology

An important goal of Phonolistics is to contribute to linguistic typology—the classification of languages based on their structural features. By examining the typology of sound systems, Phonolistics helps identify which phonological elements are universally common (like consonants and vowels in all languages) and which are relatively rare or

unique. These typological patterns reveal insights into human language's diversity and underlying unity, showing how distinct languages may share common structural properties.

How Phonolistics Differs from Traditional Phonology

Phonolistics diverges from traditional phonology in its scope and methodology. Whereas phonology typically analyzes sounds within a single language, Phonolistics adopts a comparative approach, viewing sounds and phonological processes across multiple languages. This broader perspective allows Phonolistics to identify trends and principles that may not be apparent from a single-language perspective.

Moreover, Phonolistics is interdisciplinary, bridging phonology with other fields, such as historical linguistics, cognitive science, and sociolinguistics. This integration of knowledge from various disciplines provides a more comprehensive understanding of language sound systems and allows researchers to view phonology as a fluid and interconnected system rather than a static and isolated one.

Applications of Phonolistics

The concept of Phonolistics has significant applications in both theoretical and practical linguistics:

- Language Preservation and Revitalization: By analyzing phonological features across languages, Phonolistics can aid in the documentation and preservation of endangered languages, ensuring that their unique sound systems are recorded and understood.

- Language Technology and Speech Recognition: Phonolistics offers valuable insights for the development of multilingual speech recognition systems, which rely on understanding cross-linguistic sound patterns and variations.

- Language Learning and Phonetic Training: Phonolistics can also benefit language learners by highlighting common phonological patterns, which can make learning new sounds easier. For example, understanding cross-linguistic similarities can aid pronunciation training for second-language learners.

Challenges and Future Directions in Phonolistics

While the concept of Phonolistics is promising, it also presents several challenges. One key issue is the need for comprehensive, accurate phonological data from a wide range of languages. Many languages lack detailed phonological descriptions, which limits cross-linguistic comparisons. Additionally, as Phonolistics grows as a field, it will need to develop standardized methodologies to ensure consistency in data collection and analysis.

In the future, Phonolistics could benefit from advances in technology, such as computational modeling and artificial intelligence. These tools can analyze vast amounts of

linguistic data, allowing Phonolistics researchers to identify patterns and connections that may not be readily apparent through manual analysis.

Conclusion

Phonolistics offers a fresh and expansive approach to understanding sound in language. By examining phonological patterns across languages and integrating insights from various fields, Phonolistics provides a holistic view of how sounds function, evolve, and connect within human communication. As the field develops, Phonolistics promises to deepen our understanding of linguistic diversity, enhance language technology, and offer new strategies for preserving endangered languages.

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THE CATEGORY OF NUMBER

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: Teshaboyeva Nafisa Zubaydulla qizi
Student of group 301-21: Yaxshiliqov Samandar Abduvahob o'g'li

Annotation: This article provides an overview of the category of number in linguistics, a grammatical system that helps languages express distinctions in quantity. It begins with the widely used singular and plural forms—categories that indicate one versus more than one—and then explores additional number distinctions, such as dual (two items), trial (three items), and paucal (a few items). Singular and plural distinctions are common, with variations in how languages mark these forms. For example, English uses suffixes like "-s", while languages like Chinese use context or quantifiers rather than morphological changes. Languages like Arabic and Slovenian use a "dual form" to express exactly two items, while some Oceanic languages feature trial and paucal distinctions, marking small groups. Some languages use collective nouns to indicate grouped items or substances that do not easily fit into countable units, such as "water" or "sand." Not all languages make grammatical number distinctions; languages like Vietnamese and Pirahã do not require singular/plural markers, relying on context or optional quantifiers instead. The article concludes by discussing how these number categories reflect cultural perspectives and cognitive priorities, providing insight into how languages shape and are shaped by human perception of quantity and individuality.

Key words: number category, linguistics, singular, plural, dual, trial, paucal, mass nouns, collective number, grammatical agreement, noun pluralization, cross-linguistic variation, language diversity, number markers, quantifiers, cultural perception, cognitive categorization, language structure, number agreement, classifiers, uncountable nouns.

Language is not only a means of communication but also a structured system that reflects the way humans perceive and categorize their experiences. One such organizational feature is "number", a grammatical category used to express count distinctions. The concept of number, found across languages, allows speakers to convey whether they are referring to a single entity, multiple entities, or, in some languages, even more nuanced groupings. This article explores the category of number in linguistics, focusing on the ways languages mark

singular, plural, dual, and other number distinctions, and how these distinctions shape meaning.

In linguistic terms, the category of number refers to the grammatical system a language employs to express quantities, specifically by distinguishing singular, plural, and other possible forms of count. These distinctions help convey whether we are talking about one object, several objects, or sometimes two, or even large indeterminate groups.

Most Indo-European languages, for instance, distinguish primarily between two numbers: singular (indicating one) and plural (indicating more than one). However, many languages around the world feature more complex systems of number, adding categories such as dual (indicating exactly two), trial (three), and paucal (a few). In some languages, number distinctions can go beyond nouns to affect other parts of speech, such as verbs and adjectives, contributing to the overall grammatical agreement in sentences.

Singular and Plural: The Basic Number Categories

The singular form is used when referring to a single entity, for example:

- a dog, one star, or the mountain.

The plural form, on the other hand, indicates more than one entity:

- dogs, stars, or mountains.

While most languages have some form of singular and plural, the ways in which these forms are marked can vary significantly. In English, plural is typically formed by adding -s or -es to the singular noun (e.g., cats, boxes), but in other languages, plural markers can be more complex or may not exist at all. For instance, in languages like Chinese, nouns generally do not change to reflect number, and instead, context or quantifiers clarify the count.

Beyond Singular and Plural: Dual, Trial, and Paucal

In addition to singular and plural, many languages, especially indigenous and ancient ones, include additional number categories. Dual is the most common of these and is used specifically to indicate a pair, or exactly two items.

For example:

- In Arabic, the dual form is distinct for nouns, adjectives, and verbs, used for exactly two objects, like kitaabayn (two books) instead of kitaab (book).

- In Slovenian, verbs and nouns agree with dual subjects, showing a unique verb conjugation for pairs.

Some languages also have a trial category (for exactly three) and a paucal category (for a few). These forms are rarer and are found in certain Austronesian and Oceanic languages. The paucal number in languages like Lihir, spoken in Papua New Guinea, signifies "a few" as opposed to a larger, indefinite plural, adding subtle meaning about quantity without specifying an exact number.

Mass vs. Count Nouns and the Concept of "Collective Number"

In addition to clear-cut singular and plural forms, languages often have a mass noun category. Mass nouns refer to substances or concepts that cannot be easily counted (like water, sugar, or music) and do not typically have plural forms.

Some languages, like Russian, introduce the concept of a collective number, used to indicate grouped objects. Collective nouns may change forms when describing groups of similar items, particularly in contexts where English might use "a group of" or "a set of." For example, in Russian, the word for children (дети, deti) is a collective form that inherently signifies plurality without needing a plural marker.

Languages Without Number Distinctions

Interestingly, not all languages distinguish number in the same way, or at all. Some languages lack grammatical number, relying on context or optional quantifiers to express whether an entity is singular or plural. Classical Chinese and Vietnamese, for example, do not obligatorily mark nouns for number. Instead, classifiers or contextual clues often fill in the gaps, indicating if something is singular or plural only when necessary for clarity.

Similarly, Pirahã, a language spoken by an indigenous group in the Amazon, has no grammatical number markers. In such languages, quantity is usually conveyed contextually or with optional quantifiers, showing that while the concept of number is common, it is by no means universal or mandatory across languages.

Number and Agreement: Beyond Nouns

While nouns are the most common words affected by number, languages with complex number systems may also extend these distinctions to verbs, pronouns, and adjectives. In English, the subject and verb agree in number, as in:

- The cat is vs. The cats are.

However, languages like Swahili carry number agreement throughout more elements of the sentence, influencing not only verbs but also adjectives and even demonstratives. This holistic agreement system provides extra clues to number, ensuring all parts of the sentence align with the intended quantity.

The Role of Number in Meaning and Cultural Perception

The category of number is more than just a grammatical feature; it reflects cultural and cognitive priorities. In societies where dual relationships are culturally significant—such as in pairs of body parts, couples, or siblings—the presence of a dual number can be a linguistic reflection of this emphasis. Similarly, languages that distinguish between small and large pluralities might do so in response to cultural norms regarding resource distribution or social organization.

Conclusion

The grammatical category of number highlights the vast diversity of human languages and offers insight into how different cultures perceive and communicate about the world. While singular and plural distinctions are nearly universal, the variations in additional categories—such as dual, trial, and paucal—demonstrate the richness and complexity of linguistic expression. Studying number across languages not only deepens our understanding of grammar but also reveals the ways in which language shapes our thinking about quantity, individuality, and collective identity.

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THE SEMANTIC FUNCTIONS AND DIFFERENTIATION ROLES OF PHONEMES IN LINGUISTIC SYSTEMS

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

Annotation: This article delves into the semantic functions of speech sounds and phonemes, exploring their role in creating and differentiating meaning in language. Phonemes, as the smallest sound units, lack inherent meaning but enable semantic distinction through their contrastive features. By comparing phonemes in different linguistic contexts (e.g., English and Japanese), the article illustrates how sound contrasts are fundamental to language specificity. Furthermore, it examines allophones, phonesthemes, and prosody, which, while not altering word meanings directly, contribute to social, emotional, and symbolic layers in communication. Prosody, through intonation and stress patterns, exemplifies how phonemes participate in conveying emotions and emphasis, adding richness to spoken language. This nuanced analysis underscores the interconnectedness of phonology and semantics, showing how phonemes serve as a bridge between sound and meaning, thus enhancing the depth and versatility of human language. This exploration is valuable for those interested in linguistics, cognitive science, and language acquisition, as it highlights the phonemic foundations of communication and their implications for understanding human thought, culture, and interaction.

Key words: Phonemes, speech sounds, semantic functions, language differentiation, distinctive features, allophones, phonesthemes, sound symbolism, prosody, intonation, phonology, semantics, language acquisition, cognitive science, communication, language structure, linguistic analysis.

Language is a fascinating, complex system that conveys meaning through various levels, from sentences down to individual sounds. Within this system, phonemes—the smallest units of sound in language—play a foundational role in creating meaning. While phonemes themselves do not carry specific semantic meaning, they contribute to semantic differentiation and word formation. This article explores the ways in which speech sounds and phonemes function semantically within language, shaping the meanings that words and sentences convey.

Understanding Phonemes

Phonemes are the smallest units of sound in a language that can distinguish one word from another. For example, the English phonemes /p/ and /b/ in the words "pat" and "bat" show how a single phoneme change can create entirely different meanings. Phonemes vary across languages; for instance, the "click" sounds used as phonemes in some African languages do not occur in English. Although phonemes themselves are not inherently meaningful, they are essential building blocks in the process of creating meaning through words and sentences.

Phonemes operate in sets of distinctive features, such as voicing, place of articulation, and manner of articulation, which differentiate sounds from one another. These features allow listeners to perceive and interpret sounds consistently, thus establishing reliable connections between specific sound patterns and meanings in a language. For example, voiced and voiceless sounds can distinguish words (as in "bat" versus "pat"), contributing to semantic differences that are fundamental for understanding language.

Semantic Functions of Phonemes: Contrast and Opposition

Phonemes create semantic differentiation through contrastive opposition. When different phonemes replace each other in the same phonetic environment, they produce words with different meanings. In English, for example, replacing the /m/ in "mat" with /b/ results in "bat." This contrastive function enables speakers to create a vast lexicon of words by combining phonemes in distinct sequences.

The role of phonemic contrast is often language-specific. In Japanese, for instance, the phonemes /l/ and /r/ do not serve the same contrastive function they do in English. Therefore, words like "light" and "right," which are semantically distinct in English, may be challenging for Japanese speakers to differentiate phonetically.

Allophones and Phoneme Variation

Within a single language, allophones—variants of a single phoneme that do not change meaning—also influence semantics, albeit in subtler ways. While allophones do not create semantic distinctions, they contribute to linguistic nuances and can sometimes hint at social, regional, or contextual cues. For instance, English speakers might pronounce the /t/ sound differently in words like "butter" (as a flap sound in American English) compared to "table." Though these variations do not change the word's meaning, they can convey information about the speaker's regional or social background.

Phonesthemes and Sound Symbolism

Though phonemes are generally considered to be arbitrary, some research suggests that certain sounds or sound clusters, known as phonesthemes, may have inherent associations with specific meanings or qualities. For example, in English, words beginning

with "gl-" (like "glitter," "glow," and "gleam") often relate to light or visual phenomena. Sound symbolism refers to this phenomenon where certain sounds carry sensory or symbolic associations. Studies in cross-linguistic phonology show that high-front vowels (such as /i/) are often associated with smallness or brightness, while low-back vowels (such as /a/) suggest largeness or depth. This suggests that some speech sounds may carry subtle semantic "flavors" beyond their phonemic roles.

The Role of Prosody: Beyond Phonemic Structure

Prosody—the rhythm, stress, and intonation patterns in speech—adds another semantic layer to phonemes. Prosodic features help convey emotions, emphasis, and meaning within sentences. For instance, changing the intonation in the sentence "You're coming." can turn it from a statement to a question or a command, altering its meaning without altering the phonemic structure. Prosody, therefore, enhances the semantic potential of phonemes by introducing additional interpretive cues that allow listeners to grasp nuanced meanings.

The Role of Phonemes in Language Processing and Comprehension

Phonemes play a critical role in the way our brains process and understand language. Phonemic awareness is essential for language acquisition, as it helps individuals identify and segment sounds within words, which is foundational for learning to read and spell. In speech comprehension, listeners use phonemes to mentally "map" sounds to known words, enabling rapid interpretation. Misinterpretation of phonemes due to accents, background noise, or speech impairments can lead to misunderstanding, underscoring their importance in clear communication.

Conclusion

In summary, phonemes and speech sounds provide a framework within which meaning is organized, communicated, and interpreted in human language. Their significance lies not just in their function as sound units but in their ability to differentiate meanings and enable a vast range of expressions within each language. From the precise structure of phonemic contrasts to the subtle cues of prosody and sound symbolism, the intricate design of speech sounds reveals the complex nature of human communication. By studying the semantic functions of phonemes, we gain insights into how language functions as both a cognitive system and a social tool. This understanding highlights the remarkable ability of language to not only convey information but also to evoke emotions, signify social identity, and even subtly shape our perceptions. The study of phonemes and their semantic functions, therefore, is not only fundamental to linguistics but also enriches our understanding of human thought and interaction. Phonemes, while not meaningful on their own, serve crucial

semantic functions in language. They create distinctions between words, support lexical variation, and contribute to the expressive range of speech. Through the contrastive and combinatorial power of phonemes, languages can build rich vocabularies and convey precise meanings. Additionally, phonesthemes and prosody introduce layers of sound symbolism and emotional expressiveness that extend phonemes' role in shaping meaning. In this way, phonemes and the speech sounds they represent form the bedrock of verbal communication, revealing the profound interplay between sound and meaning in human language.

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PROSODIC FEATURES IN LINGUISTICS: THE ROLES OF ACCENT, RHYTHM, MELODY, TEMPO, TIMBRE IN SPEECH AND LANGUAGE STRUCTURE

Jizzakh branch of the National University of

Uzbekistan named after Mirzo Ulugbek

The faculty of Psychology, department of Foreign languages

Phylology and foreign languages

Student of group 301-21: Abdumo'minova Ozoda Abdurajab qizi

Annotation: This article explores the relationship between musical elements—accent, rhythm, melody, tempo, and timbre—and their roles in linguistics and lexicology. These concepts, while commonly associated with music, significantly influence the structure, meaning, and perception of language. The article highlights how accents in pronunciation, rhythmic patterns in speech, variations in intonation (melody), speech tempo, and voice quality (timbre) shape communication across different languages and cultures. Additionally, it addresses the cognitive, social, and emotional functions of these linguistic features, emphasizing their role in language acquisition, social identity, and emotional expression. The article also considers how language evolves through the influence of these features, particularly in bilingual communities or in response to technological advancements in speech synthesis. By linking these musical qualities with linguistic theory, the article provides a deeper understanding of how human speech is both a musical and a communicative process.

Key words: Accent, rhythm, melody, tempo, timbre, linguistics, lexicology, pronunciation, intonation, speech patterns, language acquisition, emotional expression, social identity, phonetic drift, language evolution, bilingualism, prosody, cognitive science, speech processing, dialects, language contact.

The terms "accent," "rhythm," "melody," "tempo," and "timbre" are most commonly associated with music. However, these concepts play a crucial role in the study of language, particularly within lexicology and linguistics. Examining these musical terms in the context of language offers insight into how languages develop, are perceived, and influence communication.

Accent

In linguistics, an accent refers to the distinctive pronunciation patterns associated with particular groups, regions, or social classes. Accents reveal much about an individual's origin, social identity, and sometimes even their level of education. Accents can vary significantly, even within the same language, as speakers from different regions develop unique phonetic tendencies. Lexicology often studies accents to understand word variation across dialects and the influence of historical and social factors on pronunciation.

In addition to regional accents, individual words in most languages also have an accent or stress pattern. This form of accent determines the syllable prominence, which affects meaning and intonation. For example, in English, changing the stress can transform a noun into a verb ("record" as a noun versus "record" as a verb). Accents are therefore crucial in distinguishing meanings at both lexical and syntactic levels, impacting understanding and interpretation.

Rhythm

Rhythm in language, much like in music, refers to the pattern of sounds, syllables, and pauses that create a flow in speech. Rhythm varies from one language to another: for instance, English has a stress-timed rhythm, meaning that stressed syllables occur at regular intervals, with unstressed syllables compressed to fit the timing. Spanish and French, however, are syllable-timed languages, where each syllable is given roughly equal time, creating a more regular and even pacing.

In lexicology, rhythm impacts the selection and formation of words, particularly in poetry and stylistic speech. Certain rhythmic patterns may be preferred for their aesthetic appeal or their effectiveness in conveying emotion and meaning. Linguistically, rhythm helps organize speech into coherent units, aiding in comprehension and memory retention for listeners.

Melody

The concept of melody in language is primarily related to intonation, which is the variation in pitch during speech. Intonation is essential for conveying emotional tone, questioning, emphasis, and the structure of sentences. For instance, a rising intonation at the end of a sentence can indicate a question, while falling intonation might signal a statement or command. The melodic quality of speech can influence how messages are received, as intonation patterns can imply politeness, curiosity, urgency, or other emotions.

Melody is also essential in tonal languages such as Mandarin Chinese, where changes in pitch contour alter the meaning of words. In these languages, the same syllable pronounced with different tones can signify entirely different meanings. Thus, melody—or pitch contour—directly impacts word meaning in certain languages, making it a critical area of study in both lexicology and linguistics.

Tempo

Tempo, or speed of speech, is another aspect that impacts language perception and processing. Just as tempo in music sets the pace of a piece, the speed at which language is spoken can affect clarity, emphasis, and emotional expression. A slower tempo can be used to highlight important information or convey seriousness, while a faster tempo may indicate excitement or urgency.

In lexicology, tempo affects word selection and sentence structure, as faster speech may lead to contractions, elisions, or even omissions to maintain flow. Linguistically, different cultures have distinct norms around tempo; for example, speakers of Spanish or Italian may generally speak faster than speakers of Japanese, affecting communication dynamics across languages.

Timbre

Timbre in language refers to the unique quality or "color" of an individual's voice, influenced by anatomical and physiological factors as well as environmental and social influences. Timbre can distinguish speakers, just as it differentiates instruments in music, providing clues about identity, gender, age, and sometimes even health. In lexicology, timbre affects pronunciation and sound quality, which can lead to distinct dialectal or idiolectal variations. For example, some regional dialects are identified as "nasal" or "flat," and these qualities contribute to the voice's timbre.

In linguistics, understanding timbre is important for phonetics, as it can impact the perception of sounds and words. Voice quality or timbre can influence the persuasiveness of speech, the listener's engagement, and the effectiveness of communication. The interplay between music and language has long been a subject of fascination across disciplines, including linguistics, cognitive science, and anthropology. The way we perceive and produce sounds in both music and speech reveals a great deal about our cognitive and social abilities, and this connection is reflected in the linguistic concepts of accent, rhythm, melody, tempo, and timbre.

Cross-Linguistic Variation

One of the most compelling aspects of accent, rhythm, melody, tempo, and timbre in linguistics is how these elements vary across languages. Different languages have different phonological rules, leading to distinct ways of structuring these elements. Languages like English, Russian, and Polish rely heavily on stress accent, meaning that certain syllables are pronounced more strongly than others. On the other hand, languages like French and Italian tend to have more evenly distributed stress patterns. As previously mentioned, rhythm plays a significant role in communication, and the rhythm of a language often correlates with the sociocultural context. Stress-timed languages like English and German often give prominence to content words (nouns, verbs), while syllable-timed languages like Italian and Spanish treat function words more evenly in terms of rhythm. This rhythmic difference can influence how languages are processed cognitively. Languages such as Mandarin, Cantonese, Thai, and Yoruba rely on pitch distinctions not just for intonation or emotional tone but to differentiate between words that might otherwise appear identical in pronunciation. Here, melody directly influences lexical meaning. The study of tonal languages helps linguists understand how pitch and melody interact with the lexicon in a much more direct way than in non-tonal languages.

Conclusion

In sum, accent, rhythm, melody, tempo, and timbre in language provide crucial insights not just into how speech sounds are formed, but into how language functions socially, emotionally, and cognitively. These elements influence not only communication practices but also the ways in which languages evolve and adapt over time. As research in linguistics, lexicology, and cognitive science continues to explore the overlap between language and music, these features offer a rich and complex terrain for understanding human speech in all its diversity. Exploring accent, rhythm, melody, tempo, and timbre from a lexicological and linguistic perspective deepens our understanding of spoken language's musical qualities. Each component contributes to how language is produced, perceived, and understood, affecting everything from phonetic structure and meaning to communication style and effectiveness. By recognizing the "musicality" within language, linguists and lexicologists can gain valuable insights into the richness of human speech and the diverse ways it evolves and conveys meaning. The role of melody, rhythm, and accent is not limited to purely linguistic or phonetic functions. These features also have significant social, emotional, and cognitive implications: Just as musical elements can evoke emotions through melody and tempo, so too can the prosodic features of language. A speaker's tone of voice can convey a

range of emotional states, including anger, happiness, sarcasm, and sadness. The manipulation of these elements allows speakers to regulate social interactions and communicate emotional subtext. Children's early exposure to rhythm, melody, and tempo plays a vital role in language development. Research has shown that infants are particularly attuned to the prosodic patterns of speech, including pitch, stress, and rhythm, even before they understand individual words. This sensitivity helps children learn how to produce and comprehend speech patterns as they develop language skills. For example, babies are often able to recognize their mother's voice due to the distinct timbre and melody of her speech.

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IMPORTANCE OF SYLLABLE, ITS FORMATION AND SEPARATION

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: Rasulova Farangiz Zokir qizi

Annotation: This article discusses the critical role that syllables play in language, emphasizing their importance in pronunciation, reading, and writing. It explains what syllables are, detailing their structure and function within words. The article outlines different types of syllables, such as closed, open, vowel-consonant-e, vowel team, and r-controlled syllables, highlighting how each type contributes to word formation and pronunciation. The article also examines the significance of syllable separation, or syllabification, as a tool for improving literacy skills. It presents basic rules for separating syllables, including the vowel-consonant-vowel rule, handling double consonants, and recognizing consonant-le endings. These rules are illustrated with examples, demonstrating practical applications in reading, writing, and phonics instruction. By breaking down the concepts of syllables, their formation, and separation, the article provides valuable insights for educators, students, and language learners. It underscores the necessity of syllable awareness in enhancing language proficiency, communication skills, and overall literacy development. The article serves as a resource for those interested in understanding the foundational aspects of language and the mechanics of syllable structure.

Key words: syllables, pronunciation, reading, writing, formation, separation, phonics, literacy, closed syllables, open syllables, vowel-consonant-e syllables, vowel team syllables, r-controlled syllables, consonant-le syllables, syllabification, vowel-consonant-vowel rule, double consonants, prefixes, suffixes, language learning, communication skills, literacy development.

Syllables are essential units of sound in language, forming the foundation of spoken and written communication. They serve as the rhythmic and structural backbone of words, helping to shape pronunciation, improve comprehension, and enhance fluency. By understanding the formation and separation of syllables, learners can gain a deeper grasp of language, aiding in literacy, phonics, and effective communication. In this article, we explore the significance of syllables, their formation, and how they are separated in English.

What Are Syllables and Why Are They Important?

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A syllable is a single, unbroken sound unit within a word, often centered around a vowel. In English, every word has at least one syllable, with some words containing multiple. For example, "cat" has one syllable, "water" has two, and "syllable" has three. Syllables impact pronunciation, rhythm, and stress patterns in language, and mastering syllables is crucial for anyone learning to read or speak.

Key Reasons Why Syllables Matter

- Enhanced Pronunciation and Speech Clarity: Understanding syllables helps speakers break down complex words into manageable parts. This makes pronunciation easier, especially with multi-syllabic words. For instance, saying "celebration" becomes more accessible when divided into "cel-e-bra-tion."

- Improved Reading and Decoding Skills: Recognizing syllables enables readers to decode unfamiliar words, an especially helpful skill for young learners. Breaking down words like "fantastic" into syllables ("fan-tas-tic") makes reading smoother and less daunting.

- Stronger Spelling and Writing Abilities: Spelling often depends on syllable awareness, as many spelling patterns are based on how words break into syllables. For example, knowing that "bub-ble" has two syllables helps clarify why there's a double "b" in the middle of the word.

How Syllables Are Formed

Syllable formation depends primarily on vowel and consonant arrangements, with each syllable typically containing one vowel sound. There are several common types of syllables in English, each contributing to how a word is formed and pronounced:

Common Types of Syllables

Closed Syllables (CVC): These syllables end in a consonant and usually contain a short vowel sound, such as "cat," "dog," and "bat."

Open Syllables (CV): Open syllables end in a vowel, which typically has a long sound. Examples include "go," "hi," and "me."

Vowel-Consonant-e (VCe) Syllables: These end with a silent "e" following a vowel and consonant, giving the vowel a long sound. Examples include "cake," "like," and "time."

Vowel Team Syllables: Vowel teams use two vowels that work together to create a single sound, like "boat" and "team."

R-Controlled Syllables: In these, a vowel is followed by an "r," which changes the vowel sound, such as in "car" or "bird."

Consonant-le Syllables: These usually appear at the end of words, with a consonant followed by "le" (e.g., "apple," "table").

Each type has unique characteristics that contribute to how words are spelled, pronounced, and syllabified, making them essential for learners to understand.

Syllable Separation Rules and Techniques

Separating syllables, also known as syllabification, is a vital skill in reading and spelling, allowing learners to break down and understand words more efficiently. Here are some primary rules and strategies for separating syllables:

Basic Rules for Syllable Separation

Vowel-Consonant-Vowel (VCV) Rule: When a consonant appears between two vowels, the word often splits before or after the consonant, depending on the vowel sound. For example:

- "ha-ven" (splitting after the consonant for a long vowel sound)
- "ro-bot" (splitting before the consonant for a short vowel sound)

Double Consonants: If a word has double consonants, divide it between them, as in:

- "kit-ten"
- "hap-py"

Consonant-le Rule: When a word ends in a consonant-le (as in "table"), the last syllable is "ble." Other examples include "sta-ble" and "can-dle."

Prefixes and Suffixes: When words have prefixes or suffixes, these usually form their own syllables. For example:

- "pre-view"
- "play-ful"

Applications of Syllable Separation

- In Reading and Phonics Instruction: Breaking words into syllables is a powerful phonics strategy. By teaching young readers to separate syllables, educators can help them tackle longer words, improve accuracy, and boost confidence.

- In Poetry and Rhythm: Syllables provide rhythm in poetry, music, and other literary forms. Poets use syllable counts to create specific rhythmic patterns, like the 5-7-5 structure in haikus.

- In Spelling and Memory Techniques: When words are broken down into syllables, they become easier to remember and spell. For instance, remembering "el-e-phant" as three distinct syllables aids both recall and spelling accuracy.

Conclusion

In summary, syllables are not only fundamental units of language but also pivotal in the development of effective communication skills. A deep understanding of syllable formation and separation empowers learners to improve their pronunciation, reading

fluency, and writing abilities. As language learners break down words into syllables, they gain a clearer understanding of phonetic structures, making complex words more manageable and less intimidating. Moreover, syllable awareness is essential in fostering early literacy, as it helps students master spelling patterns, decode unfamiliar words, and build confidence in their reading skills. Ultimately, mastering syllables enhances the overall learning experience, offering learners the tools to articulate their thoughts more clearly, comprehend new information more easily, and engage with language in more meaningful ways. Whether in early education or advanced language studies, a focus on syllables remains a cornerstone of language proficiency. Syllables are more than just parts of a word—they are essential to effective language comprehension, pronunciation, reading, and writing. By mastering syllable formation and separation, learners enhance their language skills, becoming more fluent, accurate, and expressive speakers and writers. Understanding syllables provides a structured approach to language, simplifying complex words and making them more approachable for readers and speakers at any level. Whether in literacy education, poetry, or communication, syllables play an indispensable role, underscoring the intricacies and beauty of language.

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USING MODIFICATION OF VOWELS IN CONNECTED SPEECH

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: Rasulova Farangiz Zokir qizi

Annotation: This article explores the phenomenon of vowel modification in connected speech, detailing how vowels can change their pronunciation in fluent communication compared to careful speech. It identifies several types of vowel modification, including vowel reduction, lengthening, diphthongization, and coarticulation, explaining how these changes are influenced by factors such as speech rate, stress patterns, dialectal variation, and phonetic context. The article discusses the effects of vowel modification on intelligibility and naturalness in spoken language, emphasizing its significance for language learners and speech practitioners. By highlighting the importance of understanding vowel modifications, the article aims to enhance awareness of fluent communication practices and improve listening comprehension and speaking fluency in language acquisition.

Key words: vowel modification, connected speech, vowel reduction, vowel lengthening, diphthongization, coarticulation, speech rate, stress patterns, dialectal variation, phonetic context, intelligibility, naturalness, language acquisition, speech therapy, fluent communication.

Connected speech refers to the way words and sounds blend together in fluent speech, which often deviates from the clear articulation found in careful or formal speech. One of the most significant aspects of connected speech is the modification of vowels. This phenomenon can lead to variations in vowel pronunciation that impact the intelligibility and naturalness of spoken language. Understanding vowel modification in connected speech is essential for language learners, linguists, and speech practitioners. This article explores the types, causes, and effects of vowel modification in connected speech.

Types of Vowel Modification

Vowel Reduction:

Vowel reduction occurs when a vowel sound is pronounced with less emphasis or strength, often resulting in a more centralized or neutral quality. For example, in fast speech, the word "banana" may be pronounced as /bəˈnænə/ instead of /bəˈnɑːnə/. This reduction

commonly happens with unstressed syllables, where vowels are often articulated as a schwa sound /ə/.

Vowel Lengthening:

Conversely, vowels can be lengthened when they occur in specific phonetic environments, particularly before voiced consonants or at the end of phrases. For instance, in the phrase "see him," the vowel in "see" may be slightly lengthened due to the following voiced consonant sound.

Vowel Diphthongization:

Vowels can also transform into diphthongs—combinations of two vowel sounds—when adjacent to certain consonants. For example, the word "go" may be pronounced more like /gəʊ/ in casual speech, especially in some dialects, creating a diphthong that blends into the following sounds.

Coarticulation:

Vowel sounds can change due to coarticulation, where the articulation of one sound is influenced by adjacent sounds. This can lead to variations in the quality of vowels depending on the consonants that precede or follow them. For example, the vowel in "can" may sound slightly different depending on whether it is followed by /j/ in "you" or by /t/ in "top."

Causes of Vowel Modification

Speech Rate:

Faster speech often leads to greater vowel modification as speakers tend to simplify pronunciation to maintain fluency. In casual conversation, speakers frequently reduce and alter vowels, making speech more efficient.

Stress Patterns:

Vowel quality can shift based on the stress pattern of a phrase. Stressed syllables tend to have more clearly articulated vowels, while unstressed syllables often exhibit vowel reduction.

Dialectal Variation:

Different dialects and accents can influence how vowels are modified in connected speech. For instance, speakers from different regions may employ varying degrees of vowel reduction or lengthening, leading to distinct speech patterns.

Phonetic Context:

The surrounding phonetic environment can impact vowel pronunciation. Vowels may be affected by the place or manner of articulation of adjacent consonants, leading to coarticulatory effects.

Effects of Vowel Modification

Intelligibility:

While vowel modification is a natural part of fluent speech, excessive or unclear vowel modification can hinder intelligibility, particularly for non-native speakers or listeners unfamiliar with a particular accent.

Naturalness:

Vowel modifications can enhance the naturalness of spoken language. When speakers incorporate these modifications, their speech can sound more fluid and less robotic, contributing to a more authentic communicative experience.

Language Acquisition:

For language learners, awareness of vowel modification in connected speech is crucial for developing listening comprehension and speaking fluency. Understanding how vowels change can help learners recognize words and phrases more effectively in natural conversation.

Speech Therapy:

In speech therapy, professionals may focus on vowel modification to address speech clarity and intelligibility issues. Therapists can help individuals learn how to articulate vowels appropriately in various contexts, aiding in effective communication.

Conclusion

In summary, vowel modification in connected speech is an essential linguistic feature that contributes to the fluidity, efficiency, and expressiveness of natural language. These modifications, though often subtle, play a crucial role in distinguishing fluent speech from isolated word articulation. For language learners, mastering these shifts is vital for achieving both comprehension and conversational ease. Additionally, for linguists and speech therapists, analyzing vowel modifications provides insights into regional dialects, individual speech patterns, and potential communication challenges. By understanding and incorporating these vowel changes, speakers can enhance both the authenticity and clarity of their spoken language, ultimately fostering more effective and engaging communication. The modification of vowels in connected speech is an intrinsic part of fluent communication. By reducing, lengthening, diphthongizing, or altering vowel sounds based on context, speakers create a more natural flow of language. While these modifications can pose challenges for understanding, they are essential for achieving fluency and expressiveness in spoken language. As language learners, educators, and speech professionals navigate the intricacies of connected speech, awareness of vowel modification remains a critical component in fostering effective communication skills.

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ARTICULATORY AND ACOUSTICS CHARACTERISTICS OF PHONETIC SOUNDS: ANALYSIS OF SPEECH ORGANS IN HUMAN SPEECH PRODUCTION

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: Pardayeva Mashhura Farhod qizi

Annotation: This article explores the articulatory and acoustic features that contribute to human speech production, focusing on the functions and interactions of the speech organs. The articulatory features section breaks down how different places and manners of articulation, such as bilabials, velars, stops, and fricatives, shape specific sounds. The discussion on acoustic features introduces key properties like frequency, amplitude, formants, and duration, which define the auditory characteristics of speech sounds and affect their perception. Additionally, the article details the anatomical components involved in producing speech, including the lungs, larynx, pharynx, oral and nasal cavities, tongue, teeth, and lips. Each of these speech organs contributes uniquely to articulating sounds and influencing acoustic qualities, ultimately enabling complex, varied, and nuanced human communication. The article concludes by emphasizing the importance of understanding these mechanisms for fields such as linguistics, speech therapy, and technology, highlighting how insights into the articulatory and acoustic bases of speech deepen our knowledge of language and communication. This comprehensive approach offers a foundation for studying and addressing the intricacies of human speech in both practical and theoretical contexts.

Key words: articulatory phonetics, acoustic phonetics, speech organs, place of articulation, manner of articulation, voicing, frequency, amplitude, formants, duration, vocal cords, larynx, pharynx, oral cavity, nasal cavity, tongue, alveolar ridge, hard palate, soft palate, linguistics, speech therapy, human communication.

Human language is one of the most complex forms of communication, allowing individuals to share thoughts, emotions, and information. To produce speech, our bodies rely on a sophisticated interplay between articulatory and acoustic elements that enable a wide variety of sounds. Understanding how these sounds are created and perceived requires

an examination of both articulatory and acoustic phonetics, as well as the anatomical components that play vital roles in speech production, known as the speech organs.

Articulatory Features of Sounds

Articulatory phonetics is the branch of phonetics that focuses on the physical production of speech sounds. Articulation involves a series of coordinated movements of the speech organs, each contributing to shaping sounds in distinct ways. Here are some primary articulatory features of sounds:

Place of Articulation: Refers to where in the vocal tract the airflow restriction occurs. Key places include:

   - Bilabial: Produced with both lips (e.g., /p/, /b/, /m/).

   - Labiodental: Produced with the lower lip against the upper teeth (e.g., /f/, /v/).

   - Dental: Produced with the tongue against the teeth (e.g., /θ/, /ð/).

   - Alveolar: Produced with the tongue against the alveolar ridge (e.g., /t/, /d/, /s/, /z/).

   - Palatal: Produced with the tongue near the hard palate (e.g., /ʃ/, /ʒ/).

   - Velar: Produced with the back of the tongue against the soft palate (e.g., /k/, /g/).

   - Glottal: Produced at the level of the glottis, with no tongue or lip articulation (e.g., /h/).

Manner of Articulation: Refers to how the airflow is manipulated to produce different sounds, with common manners including:

   - Stops: Complete closure of the vocal tract followed by a burst of air (e.g., /p/, /b/, /t/, /d/).

   - Fricatives: Narrowing of the vocal tract, creating turbulent airflow (e.g., /f/, /v/, /s/, /z/).

   - Affricates: Combination of stop and fricative sounds (e.g., /tʃ/, /dʒ/).

   - Nasals: Airflow passes through the nasal cavity (e.g., /m/, /n/, /ŋ/).

   - Liquids and Glides: Less obstruction in the vocal tract, producing smooth airflow (e.g., /l/, /r/, /w/, /j/).

Voicing: Voicing refers to whether the vocal cords vibrate during the articulation of a sound. Sounds can be:

   - Voiced: Vocal cords vibrate (e.g., /b/, /d/, /g/).

   - Voiceless: Vocal cords do not vibrate (e.g., /p/, /t/, /k/).

Acoustic Features of Sounds

Acoustic phonetics examines the physical properties of sound waves produced during speech. Key acoustic features include:

Frequency: The rate of vibration in sound waves, measured in Hertz (Hz), which determines pitch. Higher frequency sounds have higher pitch.

Amplitude: Refers to the magnitude of the sound wave, determining its loudness. Greater amplitude results in louder sounds.

Formants: Resonant frequencies of the vocal tract, primarily important in vowel sounds. Formants are visible in spectrograms as bands and are labeled F1, F2, F3, etc., with F1 and F2 being the most crucial for vowel identification.

Duration: The length of time a sound is sustained. Differences in duration can change meaning in some languages, particularly in tonal or stress-timed languages.

Speech Organs

The human speech organs are specialized structures involved in the articulation of speech sounds. Each plays a unique role in shaping the acoustic qualities of speech:

Lungs: The powerhouse for speech, providing airflow necessary for sound production. Air from the lungs is exhaled through the trachea to initiate phonation.

Larynx and Vocal Cords: Located in the throat, the larynx contains the vocal cords, which vibrate to produce voiced sounds. The space between the vocal cords, known as the glottis, can alter its width to control airflow.

Pharynx: The cavity above the larynx, which connects to the oral and nasal cavities. It functions as a resonating chamber that can modify sound quality.

Oral Cavity: Contains structures essential for articulation, including:

- Tongue: The primary articulator, capable of intricate movements that shape sounds by changing position and shape.

- Teeth: Provide points of contact for sounds such as /θ/ and /ð/.

- Alveolar Ridge: Located just behind the upper front teeth, essential for sounds like /t/, /d/, and /s/.

- Hard and Soft Palate: The hard palate separates the oral and nasal cavities, while the soft palate (or velum) can raise or lower to direct airflow through the mouth or nose.

Nasal Cavity: Used in the production of nasal sounds like /m/, /n/, and /ŋ/. The velum lowers during nasal sounds, allowing air to resonate in the nasal cavity.

Lips: Used in various sounds, from bilabials like /p/ and /b/ to labiodentals like /f/ and /v/. They can also round or spread, influencing the quality of vowels.

Conclusion

The process of speech production relies on an intricate system of articulatory and acoustic features working in tandem, facilitated by the coordinated actions of various speech organs. By understanding the roles of each component in producing and shaping sounds, we

gain insights into the remarkable complexity of human communication. This foundational knowledge serves linguists, speech therapists, and language educators in their efforts to explore, diagnose, and teach the principles of human speech. The study of articulatory and acoustic features, along with the roles of the speech organs, reveals not only the complexity of human speech production but also the precision required for effective communication. Each articulatory action, from the positioning of the tongue to the vibration of the vocal cords, is carefully coordinated to produce the unique sounds of human language. Meanwhile, the acoustic properties of these sounds ensure they are distinct, recognizable, and capable of carrying meaning across various environments and contexts. Understanding these mechanisms provides essential insights for a wide range of fields—from linguistics and phonetics to speech pathology and language education. This knowledge allows us to better appreciate the adaptability and sophistication of the human vocal apparatus, underscoring the intricate physiological and acoustic foundations of spoken language. Whether in developing new languages, refining speech recognition technology, or treating speech disorders, the study of speech production and its physical basis continues to enhance our grasp of human communication.

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ARTICULATORY AND ACOUSTICS FEATURES OF SOUNDS. SPEECH ORGANS

Jizzakh branch of the National University of

Uzbekistan named after Mirzo Ulugbek

The faculty of Psychology, department of Foreign languages

Phylology and foreign languages

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

Teshaboyeva Nafisa Zubaydulla qizi

Annotation: This article provides an overview of articulatory and acoustic phonetics, focusing on the interaction between the physical production of sounds (articulation) and their acoustic properties. It begins by detailing articulatory phonetics, explaining how different speech organs (such as the lips, teeth, tongue, and glottis) contribute to producing sounds through various manners and places of articulation, like stops, fricatives, and nasals. It then explores acoustic phonetics, focusing on key acoustic features—frequency, amplitude, and duration—and their role in sound perception. Special emphasis is given to formants, resonant frequencies critical in distinguishing vowel sounds. The article also examines the interplay between articulatory and acoustic features, underscoring their importance in speech perception. The practical applications, ranging from linguistics to speech therapy and forensic phonetics, highlight the relevance of these concepts across multiple fields, demonstrating the scientific complexity behind human speech production and perception.

Key words: articulatory phonetics, acoustic phonetics, speech organs, place of articulation, manner of articulation, frequency, amplitude, duration, formants, vowels, consonants, linguistics, speech therapy, language learning, forensic phonetics, sound production, speech perception.

The study of sounds in human language relies on an understanding of both articulatory and acoustic phonetics. Articulatory phonetics focuses on how speech sounds are produced by the organs of the human body, while acoustic phonetics examines the physical properties of those sounds as they travel through the air. By exploring the coordination of various

speech organs, we gain insights into the complex process of human speech production and its acoustic manifestation.

Articulatory Phonetics

Articulatory phonetics examines the way in which different sounds are produced by manipulating airflow through the vocal tract. This manipulation is done using various speech organs, each playing a unique role in shaping sounds. The major articulatory features include the place of articulation (where the sound is produced) and the manner of articulation (how the sound is produced).

Speech Organs Involved in Articulation

Key speech organs include:

- **Lips:** Used to form sounds like /p/, /b/, and /m/. Sounds made with both lips are termed bilabial sounds.

- **Teeth:** The upper front teeth assist in forming sounds like /f/ and /v/.

- **Alveolar Ridge:** The bony ridge behind the upper front teeth, where sounds like /t/ and /d/ are articulated, referred to as alveolar sounds.

- **Hard Palate:** The roof of the mouth, where sounds like /ʃ/ (as in "ship") are produced, is called the palatal sounds.

- **Velum (Soft Palate):** The soft part of the roof of the mouth behind the hard palate, involved in producing velar sounds like /k/ and /g/.

- **Tongue:** Perhaps the most flexible and crucial articulator, it plays a role in nearly all sounds. Different parts of the tongue, such as the tip, blade, and back, help in creating a range of sounds.

- **Glottis:** The space between the vocal cords, essential in forming glottal sounds like /h/.

Manner of Articulation

The manner of articulation describes how the airflow is modified as it passes through the vocal tract:

- Stops: Complete closure of the airflow, as in /p/, /b/, and /t/.

- Fricatives: Partial blockage of airflow, creating friction, as in /f/ and /s/.

- Nasals: Air is directed through the nose, as in /m/ and /n/.

- Approximants: The articulators approach each other but do not create a complete closure, as in /r/ and /l/.

Each articulatory feature contributes to the production of distinctive sounds that make up languages around the world.

Acoustic Phonetics

Once sounds are articulated, they travel through the air in the form of sound waves. Acoustic phonetics focuses on analyzing these sound waves, describing them through three main features: frequency, amplitude, and duration.

Key Acoustic Features

- Frequency: Related to the pitch of the sound, it is measured in Hertz (Hz) and represents the number of sound wave cycles per second. Higher frequency sounds have higher pitches, while lower frequency sounds have lower pitches.

- Amplitude: Refers to the loudness of a sound, measured in decibels (dB). Higher amplitude means louder sound, while lower amplitude indicates a softer sound.

- Duration: The length of time a sound lasts. Duration is essential in distinguishing between sounds in languages that use vowel or consonant length contrasts.

Formants

Formants are resonant frequencies of the vocal tract and play a significant role in distinguishing vowel sounds. The first two formants, known as F1 and F2, are especially crucial. By measuring these formants, we can identify different vowel qualities and understand how vowel sounds vary across languages.

Interaction Between Articulatory and Acoustic Features

The link between articulation and acoustics is vital for understanding how sounds are perceived. For instance, the shape and position of the tongue during vowel production directly influence the formant frequencies, affecting the quality of the vowel. The type of sound (whether it's a stop, fricative, or nasal) influences its acoustic properties, such as the intensity and duration of the sound wave.

Applications of Understanding Articulatory and Acoustic Features

Knowledge of articulatory and acoustic phonetics is essential in various fields:

- Linguistics: For analyzing and classifying the sounds of languages.

- Speech Therapy: In diagnosing and treating speech disorders.

- Language Learning: Helping learners understand and produce sounds not present in their native language.

- Forensic Phonetics: In speaker identification and voice analysis.

Conclusion

Articulatory and acoustic features of sounds, along with the role of speech organs, form the foundation of spoken language. Understanding these elements offers insight into the mechanics of speech production, which is crucial for linguistics, technology, and speech pathology. Through the coordination of various articulators and the study of acoustic properties, the complex and fascinating process of human speech can be appreciated. To conclude, the exploration of articulatory and acoustic features in speech sounds provides essential insights into the intricate processes of human communication. By examining how sounds are formed through the coordinated actions of the speech organs, alongside their acoustic properties, we enhance our understanding of both phonetic theory and the practical mechanics of language production. The articulatory elements—such as the place, manner, and voicing of sounds—are key to differentiating them, while the acoustic properties, including frequency, amplitude, and formants, offer a physical representation of those sounds as they travel through the air. Additionally, the interaction between active and passive speech organs, which regulate the airflow through the vocal tract, significantly influences the resulting sound qualities. This knowledge is not only vital for linguistic analysis but also has practical implications in areas such as speech therapy, language education, and speech technology. A deeper understanding of both the articulatory and acoustic aspects of speech ultimately helps us appreciate how language functions as both a physical process and a powerful means of human expression.

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PRACTICE: MONOPHTHONGS, DIPHTHONGS AND TRIPHTHONGS

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: Pardayeva Mashhura Farhod qizi

Annotation: This article provides a comprehensive guide to understanding and practicing the three main types of vowel sounds in English: monophthongs, diphthongs, and triphthongs. It breaks down each category, explaining how each sound functions and offering practical exercises to help learners improve their pronunciation. The piece emphasizes the importance of clear vowel sounds for effective communication and offers specific techniques, like using minimal pairs and shadowing practice, to help learners master each type of sound. Through this structured approach, readers can develop greater accuracy and confidence in their spoken English. The article concludes by encouraging learners to persist in their practice, reinforcing that mastering these sounds is a key step toward fluent, natural-sounding English.

Key words: monophthongs, diphthongs, triphthongs, pronunciation, vowel sounds, English pronunciation, minimal pairs, shadowing practice, phonetic transcriptions, vowel movement, accent improvement, speech clarity, listening skills, language fluency, speech practice, English vowels.

Mastering the pronunciation of any language starts with understanding its sounds, especially its vowels. In English, vowel sounds come in three main types: monophthongs, diphthongs, and triphthongs. Each of these types refers to a specific quality of vowel sounds, and knowing how to identify and produce them can make a huge difference in your clarity and fluency. This article will guide you through each type of vowel sound and offer practical tips to practice and perfect your pronunciation.

Understanding the Basics

- Monophthongs: Also known as "pure vowels," monophthongs are sounds where the position of the tongue and mouth remains steady. When producing a monophthong, there is no movement or shift within the vowel sound. Examples include sounds in words like "cat" (/æ/), "see" (/iː/), and "cup" (/ʌ/).

- Diphthongs: Diphthongs, sometimes called "gliding vowels," are a combination of two vowel sounds within the same syllable. The tongue and mouth move from one position

to another, creating a dynamic sound. This shift distinguishes them from monophthongs. Diphthong examples include the sounds in words like "house" (/aʊ/), "boy" (/ɔɪ/), and "go" (/oʊ/).

- Triphthongs: These are the most complex, involving three sounds within a single syllable. In English, triphthongs occur when a diphthong is followed by a schwa sound (/ə/), the relaxed "uh" sound. Triphthongs are found in words like "fire" (/aɪə/), "power" (/aʊə/), and "layer" (/eɪə/).

The Importance of Practicing Vowel Sounds

Vowel sounds significantly impact your accent and intelligibility. Mispronouncing vowels can lead to misunderstandings since they are central to word meaning. Practicing monophthongs, diphthongs, and triphthongs will not only help with clarity but will also improve your listening skills, allowing you to distinguish subtle differences in words.

Monophthong Practice

Start with Isolated Sounds: Focus on producing each vowel sound individually. For example, say /i:/ as in "see" or /æ/ as in "cat" clearly, paying attention to mouth shape and tongue position.

Use Minimal Pairs: Practice with pairs of words that differ by only one vowel sound, such as "sit" and "seat" or "ship" and "sheep." This will train your ear and mouth to recognize and produce each sound distinctly.

Practice Common Words: Make a list of words that contain each monophthong and repeat them aloud. Pay close attention to each sound's consistency.

Diphthong Practice

Understand the Movement: Each diphthong involves a shift from one vowel sound to another. For example, in the diphthong /aɪ/ (as in "I" or "fly"), start with the /a/ sound and move smoothly to the /ɪ/ sound.

Practice with Visual Aids: Use mirrors to watch your mouth move from one position to the next. For instance, the /oʊ/ sound in "go" starts with rounded lips and ends with a more relaxed position.

Repeat Diphthong-Rich Words: Words like "now," "coin," "bite," and "care" contain common diphthongs. Practicing them in sentences can help you transition smoothly between sounds.

Triphthong Practice

Master Diphthongs First: Since triphthongs are essentially diphthongs followed by a schwa (/ə/) sound, you'll want to ensure your diphthongs are clear before adding the schwa.

Practice in Context: Triphthongs are tricky, so it helps to practice them in natural sentences. For instance, "I saw a fire in the yard" or "The flower needs water" lets you focus on the natural rhythm and flow of triphthong sounds.

Slow Down: Triphthongs are challenging because of their complexity. Start slowly, isolating each part of the sound, and gradually increase your pace as you get comfortable.

Additional Practice Tips

- Record Yourself: Listening to recordings of your own speech can be enlightening. Compare your pronunciation with native speakers to identify areas for improvement.

- Use Phonetic Transcriptions: Learning the phonetic symbols for each sound can be helpful. This allows you to visualize and understand the specific mouth and tongue positions required.

- Engage in Shadowing Practice: Shadowing involves listening to native speakers and repeating immediately after them, which is a great way to mimic the natural sounds and rhythm of the language.

Conclusion

Mastering monophthongs, diphthongs, and triphthongs can feel challenging, but with consistent practice, it becomes second nature. Remember that understanding each type of vowel sound and incorporating practice techniques into your daily routine will help you progress significantly. Whether you're practicing alone or with a teacher, keep the exercises fun and varied, and you'll be on your way to clearer, more fluent English. Improving your pronunciation by mastering monophthongs, diphthongs, and triphthongs not only boosts your confidence but also enhances your communication skills in English. The effort you put into distinguishing these sounds will help you sound more natural and better understood by listeners. While it may take time and consistent practice, focusing on these fundamental sounds lays a solid foundation for mastering the complexities of English pronunciation. Embrace the journey, celebrate small improvements, and remember that each sound you master brings you one step closer to fluency.

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2-TOM, 11-SON

Investitsiya tushunchasi va uning iqtisodiy mazmuni va mohiyati

Tadqiqotchi: Matrasulova Feruza Baxodirovna

Bugungi investitsiyalar ertangi turmush tarzini belgilab beradi. Investitsiya moliyaviy nuqtai nazardan foyda olish maqsadida xo'jalik faoliyatiga qo'yilgan aktivlar bo'lib, buyumlashmagan kapital shaklida bo'ladi. Iqtisodiy jihatdan esa yangi korxonalar qurish, uzoq muddatli xizmat ko'rsatuvchi asbob uskunalarga hamda shu bilan bog'liq bo'lgan aylanma kapitalning o'zgarishiga ketgan xarajatlardir. Investitsiyalar hajmini belgilovchi asosiy omillar bo'lib foiz stavkasi va kutilayotgan o'rtacha foyda me'yori hisoblanadi.

O'zbekiston iqtisodiyotini rivojlantirishning eng samarali va maqbul yo'li ham investitsiyalar hisoblanadi. Prezidentimiz Sh.M.Mirziyoev investitsiya va uning ahamiyati haqida quyidagi fikrlarni bildirib o'tganlar: "Jahon tajribasi shuni ko'rsatadiki, qaysi davlat faol investitsiya siyosatini yuritgan bo'lsa, o'z iqtisodiyotining barqaror o'sishiga erishgan. Shu sababli ham investitsiya – bu iqtisodiyot drayveri, o'zbeksha aytganda, iqtisodiyotning yuragi, desak, mubolag'a bo'lmaydi. Investitsiya bilan birga turli soha va tarmoqlarga, hududlarga yangi texnologiyalar, ilg'or tajribalar, yuksak malakali mutaxassislar kirib keladi, tadbirkorlik jadal rivojlanadi"[1].

"Investitsiyalar — qonun hujjatlarida taqiqlanmagan tadbirkorlik faoliyati va boshqa turdagi faoliyat ob'ektlariga kiritiladigan moddiy va nomoddiy ne'matlar hamda ularga bo'lgan huquqlar, shu jumladan intellektual mulkka bo'lgan huquqlar, shuningdek reinvestitsiyalar"[2]

Reinvestitsiyalar — investitsiyalardan olingan, qonun hujjatlarida taqiqlanmagan tadbirkorlik faoliyati va boshqa turdagi faoliyat ob'ektlariga kiritiladigan har qanday daromad, shu jumladan foyda, foizlar, dividendlar, royalti, lisenziya va vositachilik haqi, texnik yordam, texnik xizmat ko'rsatish uchun to'lovlar hamda boshqa shakldagi mukofotlar"[3].

Investitsiyalarga turli olimlarimiz tomonidan turlicha ta'riflar berilgan. Jumladan, professor B.Y.Xodiyev va professor Sh.Sh.Shodmonov investitsiyalarga quyidagicha ta'rif berganlar: "Investitsiyalar — asosiy va aylanma kapitalni qayta tiklash va ko'paytirishga, ishlab chiqarish quvvatlarini kengaytirishga qilingan sarflarning pul shaklidagi ko'rinishidir"[4]. Olimlarimiz bu ta'rifada asosiy e'tiborni ishlab chiqarishga qaratganlar ya'ni investitsiyalarni korxonalarning asosiy va aylanma kapitalini qayta tiklash va

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[1] *O'zbekiston Respublikasi Prezidentining "O'zbekiston Respublikasining 2023- 2025-yillarga mo'ljallangan investitsiya dasturini amalga oshirish chora-tadbirlari to'g'risida"gi qarori, 2022-yil 28-dekabr.*

[2] *Советский энциклопедический словарь. – М.: «Советская Энциклопедия», 1979.*

[3] *O'zbekiston Respublikasining "Investitsiya faoliyati to'g'risida"gi Qonuni, 2014-yil 9-dekabr. 3 – modda.*

[4] *B.Y.Xodiyev, Sh.Sh.Shodmonov. Iqtisodiyot nazariyasi. Darslik. 2017 y. 454-b.*

ko'paytirish, ishlab chiqarish quvvatlarini kengaytirishga qilingan sarflar sifatida qaraganlar.

Shuningdek boshqa olimlarimiz tomonidan investitsiyalarga turli ta'riflar berilgan:

"Investitsiyalar – foyda olish hamda ijobiy ijtimoiy samaraga erishish maqsadida tadbirkorlik obektlariga va boshqa faoliyat turlariga qo'yiladigan pul mablag'lari, banklarning maqsadli omonatlari, aksiyalar, boshqa qimmatli qog'ozlar, texnologiyalar, mashinalar, uskunlar, lisenziyalar, kreditlar, har qanday boshqa molmulk yoki mulkiy huquqlar, intelektual boyliklar"[5]

"Investitsiyalarning mazmuni aniq va ishonchli manbalardan mablag'lar olish, ularni asosli holda safarbar etish, rikslar darajasini hisobga olgan holda kapital qiymatini saqlash va ko'zlangan samarani olishdan iborat bo'ladi"[6]

"Investitsiya – bu mulk shaklidan qat'iy nazar, tadbirkorlik asosida faoliyat ko'rsatayotgan jismoniy va yuridik shaxslar yoki davlatning iqtisodiy va ijtimoiy samara olish maqsadida o'z boyliklarini qonun doirasida bo'lgan har qanday tadbirkorlik ob'ektiga sarflashidir".[7]

Investitsiya atamasining iqtisodiy zaruriy mohiyatiga Rossiyalik bir qator olimlar tomonidan ham turlicha ta'riflar berilgan

"Investitsiyalar iqtisodiy foyda va ijtimoiy samara olish maqsadida investitsiya sohasi ob'ektlariga kiritiladigan barcha turdagi mulkiy va intellektual boyliklarni aks ettiradi"[8];

"Investitsiyalar deganda foyda (daromad) olish va investorlarning individual maqsadlari singari ijobiy ijtimoiy samaraga erishish maqsadida iqtisodiyotning turli tarmoqlari va sohalariga, tadbirkorlik va boshqa turdagi faoliyat ob'ektlariga muayyan muddatga kapitalning maqsadli yo'naltirilgan qo'yilmasi shaklida amalga oshiriladigan xarajatlar yig'indisi tushuniladi"[9];

"Investitsiyalar o'zini foyda (daromad) olish maqsadida milliy va xorijiy iqtisodiyotning turli tarmog'iga xususiy yoki davlat kapitalining uzoq muddatli qo'yilmasi sifatida namoyon etadi"[10];

[5] *Vaxabov A.V.,Xajibakiyev Sh.X.,Muminov N.G. Xorijiy investitsiyalar. O'quv qo'llanma.T.:‹‹Moliya››, 2010. 303-b.*

[6] *G'ozibekov D.G'. Investitsiyalarni moliyalashtirish masalalari. T.: "Moliya" nashriyoti. 2003. 26-b.*

[7] *Haydarov N.H. Iqtisodiyotni erkinlashtirish sharoitida korxonalar investitsion faoliyatidagi moliya - soliq munosabatlarini takomillashtirish masalalari. I.f.d ilmiy darajasini olish uchun yozilgan dissertatsiya. T.: 2003. 29-b.*

[8] *Староверова Г.С., Медведов А.Ю., Сорокина И.В. Экономическая оценка инвестиций: учебное пособие. – М.: «КНОРУС», 2006. – С. 11.*

[9] *Подшиваленко и др. Инвестиции: учеб. пос. – 3-е изд. – М.: «КНОРУС», 2006. – С.7.*

[10] *Колмыкова Т.С. Инвестиционный анализ: учеб. пособие. – М.: «ИНФРА-М», 2009. – С. 7.*

"Investitsiya tushunchasi foyda olish maqsadida qandaydir korxona, tashkilot, uzoq muddatli loyihalar va shu kabilarga kapital, pul mablag'larini uzoq muddatga kiritishni anglatadi"[11].

Xorijlik iqtisodchi olimlar investitsiyalar tushunchasiga quyidagicha o'z ta'riflarini berib o'tishgan.

"Investitsiyalar atamasini kapitalning kelgusida ko'payishi maqsadida uning turli xil shaklda joylashtirilishi sifatida belgilash mumkin"[12];

"Investitsiyalar – qo'yilmaning kelgusida o'sish maqsadida bugungi iste'moldan voz kechish"[13];

"Investitsiya – ishlab chiqarish davri davomida paydo bo'lgan kapital qo'yilma qiymatining joriy o'sishi. Bu o'sha davrdagi foydaning iste'mol uchun ishlatilmagan qismi hisoblanadi"[14];

Yuqoridagi iqtisodchi olimlarning bergan ta'riflaridan kelib chiqqan holda biz investitsiyalarga quyidagicha umumiy ta'rif berdik: Investitsiyalar ― korxona iqtisodiy o'sishning muhim omili bo'lib, asosiy va aylanma kapitalni qayta tiklash jarayonini tezlashtirish va ko'paytirish, ishlab chiqarish quvvatlarini kengaytirish maqsadida tadbirkorlik subektlari va xorijlik tadbirkorlar bilan uzoqni ko'zlagan holda tuzilgan strategik rejalarni amalga oshirishning poydevori hisoblanadi. Ya'ni chet el yuridik va jismoniy shaxslari yoki davlat tomonidan qonun hujjatlarida taqiqlanmagan tadbirkorlik faoliyati va boshqa turdagi faoliyat obektlariga kiritiladigan moddiy va nomoddiy ne'matlar va ularga bo'lgan huquqlar hamda mavjud jamg'arilgan kapitaldan kelajakda foyda olish maqsadida amalga oshirilgan kapital qo'yilmalaridir.

Iqtisodiy adabiyotlarda investitsiyalarni qo'llash ko'lami va investitsiyaga mablag' ajratish jihatdan turlarga ajratishadi. Moddiy ishlab chiqarish jarayonidagi investitsiyalashdan tashqari mamlakatda ijimoiy madaniyat sohalari uchun, fan tarmoqlari uchun, madaniyat, ta'lim, sog'liqni saqlash, jismoniy tarbiya va sport sohalari uchun, informatika sohasi, tabiatni muxofaza qilish uchun, yuqorida ko'rsatilgan sohalar uchun qurilishlarga, texnika va texnologiyalarni yangi turlarini qo'llash uchun katta miqdorda investitsiya mablag'lari ajratilmoqda. Bu investitsiyalarni xozirgi vaqtda xorijiy mamlakatlar adabiyotida «inson investitsiyasi», «inson kapitaliga investitsiya qilish» deb atashmoqda. Bu investitsiyaning alohida bir ko'rinishi bo'lib, asosan kishilarning sog'ligini saqlash aqliy va ma'naviy rivojlanishi uchun, xayotini uzaytirish hamda kishilarning ish faolliyatida ijodiy qatnashi va uning samaradorligi oshishi uchun sarflanadi.

[11] Зубченко Л.А. Иностранные инвестиции: учеб. пособие. – М.: «КНИГОДЕЛ». 2006. – С. 7

[12] Ткаченко И.Ю. Инвестиции: учеб. пособие. – М.: «Академия», 2009. – С. 6.

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2-TOM, 11-SON

THE NOMINALIZATION OF ADJECTIVES: A LINGUISTIC ANALYSIS

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: Pardayeva Mashhura Farhod qizi

Annotation: The article explores substantivization, the linguistic process through which adjectives take on the function of nouns. This phenomenon allows adjectives to act independently as nouns, representing broad categories of people, abstract concepts, or collective ideas. For instance, adjectives like "rich" and "poor" in English can stand alone as nouns to signify groups of people with those traits. The article explains the mechanics of substantivization, highlighting how adjectives can be pluralized, used with articles, or abstracted to refer to collective qualities. The discussion includes examples from other languages, like French and German, illustrating how this process varies across linguistic contexts and sometimes involves gender changes in languages with grammatical gender, such as Spanish. Substantivization provides efficiency and clarity in communication by enabling speakers to convey complex ideas and social identities in a streamlined form. This process also reflects cultural perspectives, allowing languages to categorize and discuss groups with shared characteristics. The article concludes by emphasizing the versatility and adaptability of substantivization as a linguistic tool that enhances expression and meets evolving communicative needs.

Key words: substantivization, adjectives, nouns, linguistic process, language evolution, grammatical gender, abstract concepts, collective nouns, social categorization, English, French, German, Spanish, language flexibility, communication.

In linguistics, substantivization refers to the transformation of an adjective into a noun. This phenomenon occurs when an adjective, typically used to describe a noun, starts functioning as a noun itself. The process allows an adjective, which usually qualifies or modifies a noun, to represent people, things, or concepts in a more abstract way. Substantivization is a common feature in languages such as English, French, and German, and understanding it highlights how language can evolve and adapt.

What Is Substantivization?

Substantivization happens when an adjective shifts from its usual descriptive role to act as a noun. Adjectives are words that typically modify nouns, like "a green apple" or "a

tall building." However, when adjectives are substantivized, they cease to describe specific things and instead refer to entire categories, qualities, or groups of people or ideas.

For example, in English:

- "The rich should contribute more to society."

- "He helps the poor."

- "The disabled often face additional challenges."

In these examples, the adjectives "rich," "poor," and "disabled" are no longer modifying nouns but are used as nouns themselves, representing groups of people rather than describing individual characteristics.

How Substantivization Works

Substantivization can manifest in several ways:

Dropping the Noun: In some cases, the noun that is typically paired with the adjective is omitted because the context clarifies the meaning. For instance, "the young" implies "the young people."

Adding Articles or Determiners: When an adjective is substantivized, it often takes on a definite or indefinite article (such as "the" or "a"), turning it into a specific noun:

- "The poor are often marginalized."

- "A brave person can change the world."

Plural Forms: Substantivized adjectives often take plural forms when referring to groups of people or things:

- "The elderly need specialized care."

- "The rich enjoy many privileges."

Abstract or Collective Meanings: Adjectives used in a substantivized form can represent abstract qualities or collective ideas:

- "Her kindness was appreciated by everyone."

- "The wicked were punished for their crimes."

Why Does Substantivization Occur?

Substantivization takes place for several reasons:

- Conciseness and Clarity: By using an adjective as a noun, speakers can express ideas more concisely. For example, "the poor" is more efficient than saying "the people who are poor."

- Categorization: Substantivizing adjectives allows for the categorization of people, things, or concepts based on common characteristics. Terms like "the elderly" or "the disabled" help identify social groups with shared attributes.

- Language Flexibility: This process adds flexibility to the language, enabling speakers to discuss complex ideas in a more streamlined way.

Examples of Substantivization in Different Languages

While English is commonly cited as an example, other languages also exhibit substantivization.

- French: French also uses adjectives as nouns in a similar manner:
  - "Les pauvres ont besoin de soutien." (The poor need support.)
  - "Les jeunes sont pleins d'idées nouvelles." (The young are full of new ideas.)
- German: In German, adjectives like "arm" (poor) and "alt" (old) are frequently substantivized:
  - "Die Armen brauchen Hilfe." (The poor need help.)
  - "Die Alten haben viel Erfahrung." (The elderly have much experience.)

Substantivization and Gender in Grammatical Languages

In languages with grammatical gender, substantivization can also affect the gender of the adjective. In languages like Spanish, when adjectives are used as nouns, they often assume the gender of the noun they represent:

- Spanish: "El rojo" (the red [thing] — masculine) vs. "La roja" (the red [thing] — feminine). Substantivized adjectives align with the appropriate gender when they are used as nouns.

Conclusion

Substantivization of adjectives is a linguistic process that transforms adjectives into nouns, allowing speakers to condense complex ideas, categorize groups, and discuss abstract qualities. This process is a versatile tool in language, providing speakers with the ability to express concepts more efficiently. Whether in English, French, German, or other languages, the substantivization of adjectives reflects the adaptability of language, enhancing its expressiveness and flexibility in communication. The substantivization of adjectives not only showcases the adaptability and creativity inherent in language but also highlights the ways language mirrors social and cultural contexts. By transforming adjectives into nouns, languages allow speakers to convey collective identities, shared characteristics, and societal roles in a compact and powerful way. This linguistic tool enables the simplification of complex ideas, facilitating more effective communication, particularly when discussing broad groups or abstract qualities. As society and language continue to evolve, substantivization will remain a valuable mechanism, shaping how we express identities, values, and concepts within our ever-changing world.

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MODIFICATION OF PHONEMES, COMPARATIVE PHONETICS AND PHONOLOGY

Scientific advisor: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
Teshaboyeva Nafisa Zubaydulla qizi
Student of group 301-21: Ahmedova Sohiba Sherali qizi

Annotation: In linguistics, modification of phonemes, comparative phonetics, and comparative phonology refer to the process of taking the small units or utterances in any given language from one context to another. The paper outlines the ways in which this may occur as a result of linguistic and social influences through assimilation, elision, and substitution. The article then overviews comparative phonetics-a part of phonetics that deals with articulation, acoustics, and auditory perception of all kinds of speech sounds across languages. Further, the paper discusses such issues of comparative phonology as how different languages sort out and arrange their phonemes into categories, with a special emphasis on contrasts, including vowel and consonant systems, stress, and intonation. Such a comparison allows linguists to see through the diversity of the sound systems of languages and thus give some ideas concerning language history, development, and relationships.

Keywords: phoneme modification, comparative phonetics, comparative phonology, phonological processes, assimilation, elision, sound systems, articulation, acoustic properties, auditory perception, cross-linguistic comparison, vowel systems, consonant systems, stress patterns, intonation, language variation.

Language is a dynamic system where sound, word, and structure interact in carrying meaning. At the core of spoken languages are phonemes, which are the smallest units of sound that provide contrast between words. How these phonemes are produced and perceived can vary significantly, both within a language and across different languages. Changes of this type fall within phonetics and phonology, in which linguists examine how the sound works, changes through time, in speakers, and between languages. This paper examines the modification of phonemes, comparative phonetics, and comparative phonology as means of demonstrating how sounds contrast and evolve with different linguistic conditions.

Phoneme Modification: Phonemes are rarely fixed units; they are usually modified in one way or another by context, social group, or linguistic function. A variety of processes may apply to phonemes, which alters their actual pronunciation in words and sentences. Among such phoneme modifications, the most common types are as follows:

Assimilation- it is the process whereby a phoneme becomes more like its neighbor. For example, in English, the /n/ in "input" takes the pronunciation of [m] because of the /p/ following it; hence, it is pronounced as [ɪmput]. Assimilation can take place either as to the place, manner, or voice of articulation, thus making the pronunciation easier and quicker to say.

Elision: The process of losing a sound, often because it makes a particular sequence easier to articulate. When speaking quickly in English, the word "friendship" is commonly produced without the /d/: [frɛnʃɪp]. This happens in relaxed speech and may involve a consonant or vowel.

Epenthesis: Sometimes sounds are inserted into a word. This is epenthesis. Sometimes this means that an English speaker might add a /t/ sound in "hamster" and say [hæmpstər]. This can make it easier to move between the sounds which might be tricky to get out.

Substitution: Substitution is a process whereby one phoneme is replaced by another due to dialect or language contact, among others. In some dialects of English, the /θ/ in "think" is realized as [f], yielding the articulation [fɪŋk].

These changes reveal that the phonemes are not inflexible but can also undergo modifications under the influence of phonetic contexts, speed, and individual or regional factors.

Comparative Phonetics: Comparative phonetics would, therefore, deal with the production, transmission, and perception of speech sounds across languages. The studies conducted under this field look at the articulatory, acoustic, and auditory properties of sounds to then make comparisons between languages, hence outlining both universal patterns and unique distinctions.

Pronunciation: Articulatory phonetics is the study of the way in which the speech organs, such as the tongue, lips and vocal cords, produce sounds. Comparative articulatory phonetics is the study of how different languages make use of the same organs. For instance, both English and Spanish have /t/ phonemes, but the English /t/ is usually aspirated, that is, a little puff of air is produced when uttering the sound, whereas Spanish /t/ is not aspirated and is pronounced with the tongue closer to the teeth.

Acoustics: In acoustic phonetics, one looks at the physical properties of sound waves, such as frequency, amplitude, and duration. Acoustic comparisons between languages yield

a host of contrasts in vowel quality, pitch, and intonation. Thus, Japanese has a relatively simple vowel system with five vowels that are more stable and shorter than the much larger number of more diphthongized vowels in English.

Auditory Perception: Auditory phonetics is the study of the perception of the listener. Comparative studies show that different language speakers may perceive the same sounds differently. For example, Japanese speakers may not be able to make any sharp distinction between the English /l/ and /r/, as it was in Japanese that the two phonemes are not in a sharp contrastive distribution.

By comparing phonetics, linguists become aware that the realization of phonemes differs according to linguistic and cultural backgrounds, which again has implications for language learning, speech synthesis, and the maintenance of languages.

Comparative Phonology: While phonetics study sound from the physical aspect, phonology looks into their mental organization in the brain. On its part, comparative phonology investigates the way different languages classify, structure, and make use of phonemes in making meaningful oppositions. This branch of linguistics shows insight into linguistic diversity and allows one to trace historical connections between languages.

Phoneme Inventories: Languages differ in their sets of phonemes. For example, Hawaiian has eight consonants, but English has roughly 24. The difference in phoneme inventory shapes the sounds of languages and the constitution of words.

Phonological Rules: Every language has certain phonological rules according to which phonemes can combine or change within words. Japanese, for instance, does not allow consonant clusters; in English, on the other hand, combinations such as /str/ in "street" are very common. Comparative research on phonological rules will reveal patterns of simplification or complexity across languages.

Vowel and Consonant Systems: The most basic areas of comparative phonology involve the vowel and consonant systems. One usually discusses the differences in voicing, place, and manner of articulation. For example, English has a very complex vowel system, allowing many contrasts like /i/, /ɪ/, /e/, /æ/, while in Spanish there is a far more reduced system, with just five vowels.

Suprasegmentals: Stress, intonation, and tone features are important in some languages. While English uses stress to distinguish between words such as between the noun and verb forms of "record", Mandarin Chinese distinguishes meanings through tonal contrasts: "ma" can mean "mother", "hemp", "horse", or "scold" depending upon its tone. Comparing prosody across the languages will shed light on how different languages use prosody.

Phonological Processes: Languages usually employ special processes like vowel harmony, tone sandhi, or stress shifts. For instance, Turkish is a language that has vowel harmony, wherein there is a requirement that all the vowels in a word agree in frontness or backness. Comparative phonology researches these processes for universal tendencies and for language-specific tendencies.

The study of modification of phoneme, phonetics, and phonology across languages finds their application in the following areas of research, Language Acquisition: Knowledge of cross-linguistic differences in phonemes provides a guide to those few most problematic phonetic distinctions while teaching second languages.

Speech Recognition and Synthesis: The comparative phonetic data informs technology designed to recognize and produce, with appropriate accuracy, sounds of different languages.

Forensic Linguistics: Dialect and phonetic variation analyses may give clues about speaker identification and linguistic profiling.

Linguistic Anthropology: Through comparative phonology, similar patterns may be revealed to trace the historical thread and relationship that exists between languages, therefore aiding studies into language evolution and reconstruction.

Language Preservation: Documentation of unique phonetic and phonological characteristics in endangered languages is key in the preservation of culture and language as a whole.

CONCLUSION

In summary, the study of phoneme modification, comparative phonetics, and phonology is crucial in advancing our understanding of language's diversity, adaptability, and historical development. Phoneme modification illustrates how sounds change depending on their linguistic context, allowing speakers to achieve smoother, more efficient communication. Processes like assimilation, elision, and vowel reduction reveal how languages naturally evolve to accommodate ease of pronunciation and rhythm, reflecting the interplay between language and human cognition.

Comparative phonetics and phonology expand this understanding by examining the ways in which sound systems vary across languages and dialects. This comparison uncovers shared features and unique traits among languages, offering valuable insights into their origins and structural relationships. By analyzing phonetic and phonological patterns across different languages, linguists can identify sound correspondences, trace language evolution, and establish connections within language families. This field of study highlights the

universality of certain sound principles while also celebrating the diversity of sound systems that shape distinct linguistic identities.

Moreover, these areas of study have practical applications in fields such as language education, sociolinguistics, and computational linguistics. A deeper understanding of phoneme modification assists language learners in achieving more accurate pronunciation and natural fluency. In sociolinguistics, examining phonetic and phonological variation helps in understanding social identities, regional accents, and cultural influences on speech. Additionally, comparative phonetics and phonology are essential in advancing technologies like automated speech recognition, synthesis, and translation, enabling machines to better interpret and produce human language across diverse linguistic contexts.

The study of phoneme modification, comparative phonetics, and phonology enriches our appreciation of language as a dynamic, complex, and adaptive system. These fields reveal not only the intricate structure of individual languages but also the interconnectedness of human languages globally. By investigating these aspects, linguists gain a deeper understanding of how language both unites and distinguishes us, highlighting its essential role in human interaction and cultural expression.

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PRAGMATICS. SPEECH ACT THEORY. DISCOURSE ANALYSIS

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: Pardayeva Mashhura Farhod qizi

Annotation: This article provides an overview of three interconnected fields in linguistic study: Pragmatics, Speech Act Theory, and Discourse Analysis. Each of these disciplines goes beyond examining language as a system of rules and instead focuses on how language functions in real-world contexts. Pragmatics explores how context affects meaning, emphasizing the importance of factors like implicature, deixis, and politeness. Speech Act Theory, developed by philosophers J.L. Austin and John Searle, investigates how language is used to perform actions, such as making promises, giving commands, or expressing emotions. Discourse Analysis examines larger units of communication—both spoken and written—to understand how people construct meaning, manage conversational structure, and reflect social power dynamics. Together, these fields provide a comprehensive approach to understanding language as a social tool, highlighting the nuanced ways in which communication shapes and reflects human interaction.

Key words: Pragmatics, Speech Act Theory, Discourse Analysis, context, meaning, implicature, deixis, politeness, communication, linguistics, locutionary act, illocutionary act, perlocutionary act, coherence, cohesion, conversation structure, narrative analysis, power dynamics, social interaction, language use.

Language is not merely a system of symbols and rules; it's a dynamic tool for social interaction. The fields of Pragmatics, Speech Act Theory, and Discourse Analysis explore language beyond syntax and semantics, focusing on its use in real-world communication. These areas investigate how people use language to convey meaning, achieve specific outcomes, and structure interaction. Here's an in-depth look at each of these fields and their interconnectedness.

Pragmatics

Pragmatics is the branch of linguistics that examines how context influences meaning. Unlike semantics, which deals with the literal meaning of words and sentences, pragmatics is concerned with contextual meaning—how the same sentence can convey different

meanings in different situations. Pragmatics asks questions like: What do speakers mean when they say something? How do listeners interpret these meanings based on the context?

Context: Pragmatics examines how physical, social, and linguistic context influences communication. For instance, saying "It's cold in here" in a chilly room might be a factual statement or a subtle request to close a window, depending on the context.

Implicature: Proposed by philosopher H.P. Grice, implicature refers to what is implied rather than explicitly stated. For example, if someone says, "It's late," they may be indirectly suggesting that it's time to leave.

Deixis: This refers to words or phrases, like "this," "that," "here," and "now," whose meanings depend on the speaker's perspective and the context of the utterance.

Politeness and Face Theory: Developed by sociologists Penelope Brown and Stephen Levinson, this theory explores how people use language to manage social relationships. "Face" refers to a person's social value or self-esteem, and politeness strategies are ways to respect the face needs of others.

Speech Act Theory

Speech Act Theory was developed by philosophers J.L. Austin and John Searle, who studied how language is used to perform actions. Rather than just describing the world, language can be used to perform acts like apologizing, promising, or commanding. Speech Act Theory identifies several types of "speech acts":

Locutionary Act: The basic act of making a statement. For instance, "I promise to meet you tomorrow" involves the locutionary act of saying these words.

Illocutionary Act: The action performed by the speaker with their utterance. In this example, saying "I promise" is an illocutionary act because it commits the speaker to an action. This is the focus of Speech Act Theory—analyzing what speakers intend to accomplish with their statements.

Perlocutionary Act: The effect the utterance has on the listener. If the listener feels reassured by the promise, this is a perlocutionary effect.

Speech Act Theory has identified various categories of illocutionary acts, including:

- Assertives: Statements that describe or assert something as true, such as "It's raining."

- Directives: Commands, requests, or suggestions, like "Please close the door."

- Commissives: Commitments to a future action, such as "I'll meet you at noon."

- Expressives: Expressions of emotional states, like "I apologize for being late."

- Declarations: Statements that bring about a change in the external world, such as a judge declaring "I sentence you to five years in prison."

Speech Act Theory is foundational in pragmatics, as it helps explain how speakers use language to achieve their intended goals and interact with others.

Discourse Analysis

Discourse Analysis is the study of how larger units of language, beyond individual sentences, function in communication. This field focuses on text and conversation structure, examining language patterns to understand how meaning is constructed within social contexts. Discourse Analysis combines elements of linguistics, sociology, and anthropology to analyze both spoken and written discourse.

Coherence and Cohesion: Discourse analysts explore how ideas are logically and linguistically connected. Cohesion refers to the use of linguistic devices, like pronouns or conjunctions, to link ideas, while coherence is the logical flow and sense of the discourse.

Turn-Taking and Conversation Structure: In spoken discourse, analysts look at how speakers take turns, how interruptions occur, and how conversational roles are negotiated. Understanding these dynamics helps reveal the implicit social rules governing conversation.

Narrative Analysis: This approach examines how people tell stories to make sense of their experiences. Narrative structure, the use of particular themes, and how the story reflects the speaker's identity are all areas of interest.

Power and Ideology: Discourse Analysis often considers how language reflects and reinforces social power structures. For example, critical discourse analysis (CDA) investigates how language in political speeches, media, or legal discourse can perpetuate social inequalities.

The Interconnection of Pragmatics, Speech Act Theory, and Discourse Analysis

Although pragmatics, Speech Act Theory, and Discourse Analysis focus on different aspects of language, they share a central concern with language in use. Pragmatics provides the foundation for understanding how context shapes meaning, Speech Act Theory offers tools to analyze the intentions behind utterances, and Discourse Analysis examines how language functions across larger texts and conversations.

In everyday communication, these fields work together. A speaker's choice of words (pragmatics), the intended action behind the words (speech act), and the way the conversation unfolds (discourse) all influence how messages are conveyed and understood. Together, they offer a comprehensive understanding of language as a social phenomenon— one that shapes, and is shaped by, the ways people relate to each other in society.

Conclusion

Pragmatics, Speech Act Theory, and Discourse Analysis provide essential insights into how language functions as a tool for social interaction. Pragmatics examines how context

shapes meaning, Speech Act Theory delves into the actions we perform with words, and Discourse Analysis explores language in its broader communicative structures. Together, these fields demonstrate that language is far more than a set of words and grammar rules—it's a dynamic means of creating meaning, achieving social objectives, and maintaining relationships. By studying how language operates in real-life contexts, these disciplines deepen our understanding of communication and offer valuable perspectives on the ways people use language to connect, influence, and understand one another. #In understanding language beyond its literal meanings, Pragmatics, Speech Act Theory, and Discourse Analysis highlight the complexity and adaptability of human communication. These fields reveal how language is tailored to fit specific social contexts, driven by intentions, and structured in ways that reflect culture, identity, and power. Studying these areas allows us to see language as a flexible, powerful tool for interaction and reveals the subtle mechanisms people use to navigate relationships and negotiate meaning in everyday life. Ultimately, they provide a fuller, richer picture of how language both shapes and is shaped by human experience.

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THE IMPORTANCE OF FUNCTIONAL PARTS OF SPEECH

Scientific advisor: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

Teshaboyeva Nafisa Zubaydulla qizi

Student of group 301-21: Ahmedova Sohiba Sherali qizi

Annotation: Functional Parts of Speech This article is introductory to functional parts of speech in the way that it describes how the various parts of speech perform different functions in sentence structure and meaning. The main categories observed in this text include nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions, and interjections. Each of these has a review in the sense of communication. Functional parts of speech are related to describing how words work together within sentences, putting emphasis on word relations and grammatical features. It also explores open versus closed word classes, considering that open word classes are those that grow with the development of languages, such as nouns and verbs, while the closed word classes are the words that remain relatively fixed, like prepositions and conjunctions. This gives basis for the way in which words interrelate in a sentence to provide both grammar and semantics.

Key words: Open and Closed word classes, Nouns, Verbs, Adjectives, Adverbs, Pronouns, Conjunctions, Prepositions, Interjections.

Gaining an understanding of the functional parts of speech is about how the language works, for the reason that each category of words functions in different ways to create the structure and meaning of a sentence. This article looks at how each of the main parts of speech-nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions, and interjections-function in sentences to give meaning to our communication through the interaction of the words.

Nouns: The base of sentences is nouns, standing for place, person, thing, or idea. They can function both as subjects and objects, providing tangible or abstract references which anchor sentences. Nouns might be common or proper, concrete or abstract, countable or uncountable. In the sentence, "The cat sat on the mat", the common and concrete nouns, "cat" and "mat", define primary subjects and objects of the action.

Verbs: Verbs are words that express action or state of being. Verbs are needed to describe what a subject does or what happens to them. Traditionally, verbs have been defined as either transitive, with linking verbs also described, which connect the subject to more information. For instance, in "The cat sleeps," the verb "sleeps" is an intransitive verb describing an action. Verbs also change their form depending on tense, mood, voice, and aspect, which indicates the relationship of the speaker to the action or state.

Adjectives: Adjectives are words that modify nouns by providing details to describe them. Adjectives answer questions like "What kind?", "Which one?", and "How many?" By providing more detail, adverbs help to create a better picture of the nouns within sentences. For example, in the sentence, "The fluffy cat slept," the word "fluffy" is an adjective; it describes a quality of the noun "cat."

Adverbs: Adverbs describe verbs, adjectives, or other adverbs and tell more about how, when, where, or to what degree the action takes place. They end with "-ly," though they may come in many forms. Example: In "The cat slept soundly," the adverb "soundly" describes the manner in which the cat slept. Adverbs give dimension and precision to verbs and adjectives in sentences.

Pronoun: Pronouns replace nouns to avoid repetitions in sentences and to make everything clear. Their functions while performing their roles are different, including personal-he, she, they; possessive-his, her, their; relative-who, which; and interrogative-what, who. For example, the sentence "The cat sleeps; it looks peaceful," the word "it" here replaces the words "the cat" and that provides clarity without repetition.

Conjunction: Conjunctions are words that join other words, phrases, or clauses, indicating the relationship between them. They take three forms: coordinating, subordinating, and correlative. Coordinating conjunctions-and, but, or-join equal elements. Subordinating conjunctions-because, although-join dependent ideas to independent clauses. Correlative conjunctions-either/ or, neither/nor-pair up to link elements. For instance, in the sentence, "The cat is sleepy, but it remains alert," the word "but" links two contrasting ideas.

Prepositions: Prepositions that show the relation of the nouns or words concerning each other in a sentence, such as location, time, or direction. Examples include "in," "on," "at," and "by." In the sentence, "The cat sat on the mat," the word "on" defines the place relationship between the cat and the mat.

Interjections: Interjections are single words or phrases that express emotion or reaction and are often punctuated independently. Words like "wow", "oh", and "oops" relate feelings directly and are mostly used in casual or spoken language. For example, here is "Wow, the cat jumped high!" where "wow" is an interjection showing surprise.

Open and Closed Word Classes: The words in a language can be divided into open classes or closed classes. Open classes of words, such as nouns, verbs, adjectives, and adverbs, are flexible; they grow with a living language through the inclusion of new words constantly. Closed classes of words, such as pronouns, prepositions, and conjunctions, tend to be fixed and do not take in new members easily. This division reflects the dynamic nature of language-open classes allow the growth of vocabulary, while closed classes give stability to sentence structure.

Conclusion

In summary, functional parts of speech are indispensable components of language, serving as the foundation for clarity, coherence, and organization in both writing and speech. While content words like nouns and verbs provide the main ideas, functional words—such as conjunctions, prepositions, articles, and pronouns—are the "glue" that binds these ideas together. They establish logical relationships, clarify meanings, and aid in the smooth flow of information, making it easier for listeners and readers to follow complex thoughts.

Functional parts of speech also contribute to grammatical correctness, helping to avoid ambiguity and misinterpretation. For instance, conjunctions like "and" or "but" link ideas to show contrast or similarity, prepositions like "in" or "between" specify spatial or temporal relationships, and pronouns prevent unnecessary repetition, promoting more fluid and engaging communication. Articles like "a" or "the" add nuance, signaling specificity or generality, while auxiliary verbs modify tenses, moods, or voices, providing further accuracy in expression.

Moreover, a strong grasp of these functional parts enables learners to construct more sophisticated sentences, opening up possibilities for richer, more expressive language. This understanding is especially important in learning new languages, as functional words often differ significantly across languages, impacting sentence structure and meaning.

Ultimately, the importance of functional parts of speech lies in their power to bring clarity, cohesion, and precision to language. They are the structural framework upon which effective communication is built, allowing for greater expressiveness, subtlety, and depth in conveying thoughts and emotions.

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KURSANTLAR HARBIY FAOLIYATIDA DUCH KELADIGAN PSIXALOGIK MUAMMOLAR

Bebitova Sayyora Nazarovna

Aniq va ijtimoiy fanlar unversiteti magistranti.

Annotatsiya-ushbu tezisda harbiy bilim yurtlarida taxsil olayotgan kursantlarning harbiy faoliyatida qanday muammolarga duch kelishi,ulardagi stress va depressiya holatlari va ularning yechimlari yoritilgan.

Kalit so'zlar:harbiy faoliyat,stress

Harbiy xizmatchi o'z kasbining haqiqiy egasi bo'lishi uchun o'zini qurshab turgan atrof-muhit haqida bilim va tasavvurga ega bo'lishi shartdir. Olam va odam, tabiat va jamiyat hamda fazo haqidagi bilimlar inson psixikasining muhim shakli bo'lgan bilish jarayonlari yordamida to'planadi va rivojlanadi. Harbiy xizmatchilar samarali faoliyat olib borishlari uchun ularning psixikasi, birinchi o'rinda psixologik bilish jarayonlari har tomonlama kuchli bo'lishi kerak. Psixikasi mustahkam va musaffo bo'lgan odam har qanday qiyin, ekstremal holatlardan osonlikcha, bezarar chiqib keta oladi. Psixikasi kuchli bo'lgan harbiy xizmatchi harbiy harakatlar davomida o'zini dadil tutadi, Vatanni ishonchli himoya qila oladi. Shuning uchun ham, shaxsiy tarkibning axloqiy-psixologik tayyorgarligida "inson psixikasini kuchaytirish" muhim ahamiyatga ega bo'lgan tadbirlar sirasiga kiradi.Harbiy oliygohlarda ta'lim olayotgan kursantlar hayotida turli xil vaziyatlar,oilaviy muammolar,uy sog'inchi,harbiy muhitdagi qiyinchiliklar bo'lishi mumkin.Shunday vaziyatlarda psixikasi kuchli bo'lmagan ba'zi bir harbiy xizmatchilar stress depressiya holatlariga tushib qolishi mumkin. Shu narsani alohida qayd etish zarurki, xizmat vazifasini o'tayotgan harbiy xizmatchilarni jangovar shaylik va jangovar tayyorgarlik amaliyot davomida olib borilgan tahlil natijalari shuni ko'rsatdiki, aksariyat harbiy xizmatchilarda ruhiy zo'riqish va psixologik stress holatlari belgilangan me'yor darajasidan ortiqligi qayd etilmoqda.

Harbiy xizmat o'tash jarayonida stress – bu atrofimizdagi voqelikning doimiy tarkibiy qismidir. Stressni yuzaga kelishiga olib keluvchi vaziyatga hamda uning shiddatiga qarab, stress bizning eng yaxshi do'stimiz yoki eng yomon dushmanimiz bo'lishi mumkin. Stressni bizning zararimizga emas, foydamizga ishlashi uchun uni nazorat ostida ushlash juda ham muhimdir. Bo'linma komandirlari, ularning tarbiyaviy va mafkuraviy ishlar bo'yicha o'rinbosarlari hamda harbiy psixologlar o'z hatti-xarakatlarini stressli vaziyatlarni bekor qilish, ularni kamytirish, yengib o'tish va boshqarishga yo'naltirishlari kerak, shuningdek,

stressni pasaytirish va bartaraf etish maqsadida zaruriy profilaktik choralar ko'rishlari lozim. Stress ta''sirlari harbiy xizmatchining omon qolishi va yuklatilgan o'quv jangovar vazifalarni bajarishiga yordam berishi kerak. Ular harbiy xizmatchining sog'ligi, xizmatga bo'lgan munosabati, shaxsiy saviyasi va xizmat faoliyati samaradorligi darajasini yomonlashishiga sabab bo'lmasligi kerak.

XULOSA

Shunday qilib, zamonaviy jangovar omillarning odamlarning ruhiyati va xulqatvoriga ta''sirini tahlil qilish quyidagi xulosalar chiqarishga imkon beradi. Xavfli vaziyat muqarrar ravishda harbiy xizmatchilarda ruhiy zo,,riqish (stress holati)ni keltirib chiqaradi. Bu holat ruhiy jarayonlarga (idrok, diqqat, xotira, fikrlash, iroda, his-tuyg,,ular) va jangovar faoliyat samaradorligiga sezilarli ta''sir ko,,rsatadi. Stress psixikaga ham safarbar qiluvchi, ham tushkunlikka soladigan sifatda ta''sir qilishi mumkin. Ushbu ta''sirning tabiati harbiy xizmatchilarning motivatsiyalariga, shaxsiy psixologik barqarorliklariga va ularning jangovar tajribasiga bog,,liq. Binobarin, harbiy xizmatchilarning psixologik tayyorgarlik jarayonida jangovar stress omillarining ta''siriga moyilligini o,,zgartirish va ularning jangovar faolligini ta''minlash uchun barcha imkoniyatlar, kuch va vositalar mavjud.

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Pronunciation Standards in English Based on American English

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

Teshaboyeva Nafisa Zubaydulla qizi

Student of group 301-21: Isroilova Diyora Fazil qizi

Annotation: this paper looks into the principles of American pronunciation standards and applications, specifically those of General American, as a model used in teaching the language. The work shall further review how GA has been affecting the reduction of accent and international teaching of the English language, drawing upon phonological features, its development towards a standard language, and reception by native and non-native speakers.

Keywords: American English, pronunciation standards, General American, linguistic variation, phonology, accent reduction, English language teaching, speech patterns, phonetics

In recent decades, American English has increasingly become the preferred model for English pronunciation worldwide, with General American (GA) gaining particular popularity due to its neutrality and accessibility relative to other dialects. General American has evolved into a de facto standard in many contexts, acting as a consistent pronunciation model that is widely applied in English language teaching (ELT), broadcasting, and even speech recognition technologies. This article delves into the influential role of General American in establishing pronunciation norms, its defining phonological characteristics, and the implications of its global adoption. Through this exploration, we seek to understand the benefits, limitations, and cultural implications of adopting GA as an international model for English pronunciation, especially considering the balance it offers between linguistic accessibility and potential impacts on diversity.

The Establishment of American Pronunciation Standards

The concept of General American originated as linguists and educators searched for a standardized, neutral form of American English that would avoid the noticeable regional traits found in dialects like Southern or New England English. GA emerged as an accent largely free from these regionally specific features, enabling it to function as a neutral form of American English understandable by speakers from various linguistic backgrounds. This neutrality made GA especially appealing to institutions like the Voice of America (VOA), which has long relied on GA for international broadcasts due to its clarity and ease of

comprehension. Similarly, in ELT programs worldwide, GA has been promoted as a standard accent that is practical, consistent, and accessible for non-native speakers, allowing them to communicate effectively with a broad audience. Over time, GA's role in both educational and media contexts has helped it become a recognizable and authoritative model, facilitating clear, neutral communication while also shaping the way American English is perceived globally.

Key Phonological Features of General American

General American is characterized by several unique phonological features that set it apart from other English varieties. One of the most distinguishing aspects of GA is its rhoticity; the "r" sound is fully pronounced in all positions of a word, in contrast to non-rhotic accents like British Received Pronunciation, where the /r/ sound is often dropped at the end of syllables. This consistent pronunciation of /r/ sounds contributes to GA's distinctiveness and ease of comprehension. Another notable feature is the cot–caught merger, in which the vowels in words like "cot" and "caught" are pronounced identically, unlike in other English dialects that maintain a distinction. This merger simplifies vowel contrasts, making GA slightly easier to learn and understand for non-native speakers.

A further phonetic characteristic of GA is the "flap" sound, a quick tap of the tongue against the alveolar ridge, pronounced for /t/ or /d/ sounds, especially in words like "water" and "butter." This sound adds to the distinctiveness of GA, creating a more fluid and conversational tone. Additionally, GA has a simplified vowel inventory, with relatively straightforward pronunciation rules that are less complex than those of some other English accents. This streamlined phonetic structure makes GA easier for learners to reproduce, which may explain why it is so widely adopted as a standard for teaching and learning English pronunciation.

Impact on English Language Teaching

In the field of English Language Teaching (ELT), General American has become the preferred model for pronunciation due to its neutrality, recognizability, and comprehensibility. Its use as a standard in ELT programs helps establish a unified model that learners around the world can adopt, facilitating communication in diverse contexts. Because GA is widely understood by both native and non-native speakers, it serves as a practical choice for learners who need to develop pronunciation skills that are broadly intelligible. This approach to teaching has led to the inclusion of GA pronunciation guides in a vast number of English textbooks, curricula, and language-learning platforms. These

resources provide learners with a pronunciation standard that not only enhances their clarity but also allows them to engage with a broader English-speaking audience.

In addition, GA is often incorporated into accent reduction programs, where individuals seeking to adopt a more universally recognizable accent use GA as a reference point. The perception of GA as a "neutral" or "standard" accent helps learners minimize regional variations or idiosyncrasies in their speech, allowing them to communicate more effectively in formal and international settings. This preference for GA in ELT highlights its utility for learners aiming to achieve a level of English proficiency that facilitates successful communication in academic, professional, and global environments.

Linguistic and Cultural Considerations

Although General American provides a standardized and accessible model, its dominance in ELT and media can have unintended consequences for linguistic diversity. The widespread use of GA, while practical for non-native speakers, may overshadow other native American dialects that carry significant cultural and historical value. Regional dialects, with their unique phonetic and lexical features, contribute to the cultural richness and authenticity of American English. However, when learners primarily encounter GA, they may develop a perception of it as the "correct" or "ideal" form of American English, potentially leading them to view regional dialects as less prestigious or even as anomalies.

This emphasis on GA can inadvertently suppress the visibility of regional varieties, diminishing the appreciation of the full linguistic landscape within the United States. Over time, the prioritization of GA may contribute to a narrowing of linguistic diversity, as other dialects and accents become less commonly represented in media and education. Consequently, there is a risk that the focus on GA could inadvertently contribute to language homogenization, reducing the linguistic variety that enriches American culture.

Despite these challenges, GA remains an effective and pragmatic model, especially for learners and professionals who engage in international or cross-cultural communication. Its neutrality and accessibility make it a practical choice for those who need a clear, widely recognized accent to communicate across linguistic boundaries. Nonetheless, a growing number of linguists and educators advocate for a balanced approach that values the diversity of American English accents, incorporating exposure to regional dialects into the ELT curriculum. By doing so, learners can gain a broader understanding of American English, enhancing their cultural awareness and linguistic competence while still benefiting from the clarity that GA provides.

Conclusion

American pronunciation standards, such as General American (GA), play a crucial role not only in English Language Teaching (ELT) but also in fostering effective international communication. As a standardized variety, GA offers a neutral and widely recognized model that facilitates mutual understanding across diverse linguistic backgrounds. Its prominence in global media, education, and business has helped establish it as a common point of reference, ensuring clarity and consistency in communication. However, despite its advantages, GA also has certain drawbacks, such as the potential to overlook regional accents and dialects, which contribute to the rich diversity of the English language. These regional variations, while often overlooked in formal education, carry significant cultural and historical value, adding depth and authenticity to the language.

To address these concerns, further research could focus on exploring how to strike a balance between the need for a standardized, neutral accent and the preservation of linguistic diversity within American English. This could involve investigating how diverse accents and dialects can coexist with a standard model, providing learners with a broader understanding of the language while still ensuring effective communication. Research could also explore how to incorporate regional pronunciations in teaching practices without compromising intelligibility, ensuring that learners are both linguistically competent and culturally aware. By considering these aspects, educators and linguists could develop a more inclusive approach to pronunciation instruction, fostering both unity and diversity in the use of American English globally.

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THE HISTORY OF INTONATION AND COMPONENTS

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: Isroilova Diyora Fazil qizi

Annotation: Intonation, or the melody and pitch movement of spoken language, is one of the cornerstones of effective communication. It supports speakers in the transfer of shades of meaning, such as emotional tone, intention, and emphasis, which go far beyond the conventional meaning of words. This article will provide an in-depth overview of the historical development of intonation studies, the structural elements constituting intonation, and the manifold functions of intonation in language. This article insists on the importance of intonation in the context of language teaching and phonology, outlining how intonation reaches its purpose, which is to shape spoken interactions and give rise to communication efficacy.

Key words: intonation, pitch, stress, rhythm, prosody, tone, language teaching, phonology ,tone units

Intonation is part of human communication. Other than by the words themselves, by intonation speakers can indicate attitudes, emotions, and questions that turn simple statements into dynamic interaction. This rise and fall, this melody of speaking we call intonation, is usually subtle yet can be powerfully effective. Indeed, many linguistic studies show that good intonation plays an important role in understanding, delivering information that may be missed by using words only. The article discusses, among other things, the historical development of intonation, the division of its main components, and its place in language teaching.

History of Intonation

Intonation has been of interest to scholars as far back as centuries. Early observations were made in ancient Greece and Rome by philosophers and grammarians like Dionysius Thrax about the patterns of pitch in spoken language. Their focus was basically upon the rhythmic aspects of poetry and rhetoric, rather than upon the everyday speech. Changes in pitch would signal social status or express power and authority in these cases; often, it was restricted to formal speech or public speaking.

As the intellectual topography of Europe received a sea-change with the onset of the Renaissance and the early beginnings of modern linguistics during the 16th and 17th

centuries, it saw a renewal of interest in prosodic elements like pitch and rhythm. Scholars such as Alexander Melville Bell began to notice variation in pitch changes the meaning of sentences in ways including turning statements into questions.

However, as an academic field, it did not crystallize until the 20th century when the advent of recording technology finally allowed spoken language to be analyzed with precision. Pioneers like David Abercrombie, John Wells, and J.C. Catford studied intonation within phonology, considering its relation to syntax, meaning, and emotion. Their work revealed that intonation is indispensable in communication; it must, therefore, constitute a vital element in phonology and thus in the methodology of teaching a language.

The Content of Intonation

Intonation consists of several elements interacting with one another in a dynamic manner as meaning is conveyed. These elements are specified differently in various languages but often operate according to similar principles. Some of the key elements which constitute intonation to give it its function include the following:

Pitch refers to the perceived highness or lowness of a speaker's voice. Pitch variation is highly important in differentiating sentence types, that is declarative and interrogative, and in the display of emotions. For example, generally speaking, rising pitch indicates that a question is being asked or there is puzzlement, while a falling pitch indicates finality or certainty. Shifting pitch from rising to falling is commonly used regarding English sentences as they shift from tentative statements to declarative ones.

Stress is mphasizing certain syllables or words over the others in a sentence. It makes some elements in speech prominent where the listener is guided to the most relevant data or emphasis in the sentence. For example, "He did it" affirms. Whereas, "He did it" explains who the subject of the sentence is. Appropriate stress gives meaning to all that is being said in the sentence and thus plays a crucial role in listening and speaking accurately.

Rhythm is the pattern of stressed and unstressed syllables produces a sort of tempo in speech. It gives speech a structured, cogent flow. In languages like English-a stress-timed rhythm-language, the stressed syllables occur at approximately equal intervals, with the unstressed syllables compressed or lengthened where necessary. In language learning, knowledge of rhythm helps learners to sound more natural and aids comprehension by establishing speech patterns which are recognizable.

Tone Units (Intonation Groups)is a tone unit is that part of the flow of speech which has a single coherent intonation pattern, usually bounded by pauses or pitch breaks. The tone units chunk the message into meaningful bits to be uttered, and readily allow the speaker to articulate even a long or complex utterance straightforwardly and concisely. In

the majority of cases, each unit presents a piece of news or focuses on something. The division into tone units applies specifically to extended or complex utterances in which sharp intonational cuts favor comprehension by the listener.

Intonation Patterns and Their Meanings

The intonation patterns in English provide a clue to the listener about whether someone is stating an argument, commanding or questioning, and even showing emotions. Following are some of the commonly used patterns, each with examples to illustrate its function:

Rising Intonation (↗□): Pitch rises towards the end of the phrase. Generally adopted in yes/no questions, it expresses uncertainty or invites further conversation. This type of intonation designates an open-ended tone that encourages a response.

Examples:

"Are you coming?" yes/no question

"You like it?" inviting confirmation

"So, what do you think?" said inquiringly.

Falling Intonation (↘□): The pitch falls towards the end of the phrase. It is for statements, commands, and WH-questions. It gives a sense of completion, confidence, or finality.

Examples:

"I'll meet you there." This is a statement uttered with confidence.

"Close the door." An example of a command, which is expected to be carried out to its finality.

"Where are you going?" This is a WH-question.

Fall-Rise Intonation (↘□↗□): In one utterance, the pitch falls and then rises. It is used mostly in showing reservation, politeness, or doubt. It means that the speaker may say more or be open to further discussion.

Examples:

"Well, I'm not sure." (showing hesitation or reservation)

"I might come later." (suggesting possibility)

"That's an interesting idea…" (implying openness or gentle disagreement)

Rise-Fall Intonation (↗□↘□): Pitch rises sharply and then falls. It is used for the purpose of strong emphasis, surprise, enthusiasm, or certainty. Generally, it carries the meaning of definiteness or strong feeling.

Examples:

"What a beautiful day!" - enlightenment

"I can't believe it!" - surprise or disbelief

"I know exactly what you mean." - to stress/acknowledge (certainty and emphasis)

The Role of Intonation in Language Teaching

Intonation plays a very significant role in language teaching, especially regarding teaching non-native speakers to sound natural and express the right meaning in different contexts. Intonation exercises can be adopted by teachers within a classroom environment to enhance students' pronunciation, comprehension, and fluency. Techniques that include choral repetition, intonation drills, and dialogue practice allow students to explore changes in pitch and rhythm that may change the meaning of phrases or sentences.

In addition, intonation gives students the ability to read between the lines and access underlying meanings when people converse with one another. For example, an English learner in control of falling intonation in declarative sentences and rising intonation in questions will be more confident of communicating correctly. Intonation also takes part in the socio-linguistic competency since it allows learners to adopt speech into formal and informal situations or to signal politeness, surprise, or hesitation.

Conclusion

Intonation in spoken language encompasses multiple aspects, allowing communication to occur on various levels beyond mere word meanings. This multifaceted feature includes pitch, rhythm, stress, and tone, all of which play a crucial role in conveying emotion, intention, and emphasis in conversations. Historically, as awareness of spoken language's intricacies has grown, so too has the understanding of how pitch and rhythm shape interactions, reflecting subtle meanings, attitudes, and emotional undertones. This evolution in understanding highlights the importance of intonation as more than an embellishment; it is a central component that fundamentally shapes the spoken language experience.

For linguists and educators, studying intonation offers deep insights into how spoken language achieves layers of meaning beyond what is explicitly said. By analyzing the patterns of intonation, scholars can better understand how emotions and attitudes are conveyed, how emphasis affects comprehension, and how social and cultural contexts influence the nuances of spoken language. Intonation serves as a bridge in human communication, allowing speakers to express empathy, agreement, irony, humor, or even sarcasm, enriching the listener's interpretation of spoken content. This interpretive power of intonation has significant implications for both language study and teaching.

For language learners, mastering intonation is essential not only for improving comprehension but also for enhancing fluency, confidence, and naturalness in real-life

interactions. Proper use of intonation can enable learners to convey subtleties in meaning and sound more native-like, facilitating smoother conversations and reducing misunderstandings. Through practice and awareness, learners can improve their ability to convey attitudes and emotions effectively, allowing them to engage more deeply in communication and to adapt better to different conversational contexts.

As a continually evolving area of linguistic research, the study of intonation continues to reveal the profound ways it connects people on interpretive and emotional levels, making spoken language more than just a sequence of words. This ongoing exploration underscores how intonation contributes to effective human interaction, fostering a deeper connection and mutual understanding that transcends language barriers. Intonation thus remains an essential field of study for understanding both the mechanics and the artistry of spoken communication.

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2-TOM, 11-SON

AMERICAN-BASED PRONUNCIATION STANDARDS OF 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 301-21: Abdurazzoqova Noila Mamarasul qizi

Annotation: This article provides an in-depth exploration of American English pronunciation standards, tracing their historical development, key phonetic features, regional variations, and implications for English learners. The piece begins by discussing the origins of American English, highlighting the influence of early colonial settlers and the significant role of Noah Webster in standardizing the language. It then details distinct phonetic characteristics, such as rhoticity, vowel pronunciation, and stress patterns, which differentiate American English from other dialects, particularly British English. The article also emphasizes the diversity of regional accents within the United States, illustrating how factors like geography and cultural influences contribute to the unique sound of American English across different areas. Additionally, the implications for English learners are addressed, underscoring the importance of mastering pronunciation for effective communication and cultural understanding. Overall, the article serves as a comprehensive resource for understanding the significance of American-based pronunciation standards in both historical and contemporary contexts, making it valuable for linguists, educators, and learners of English.

Key words: American English, pronunciation standards, rhoticity, vowel pronunciation, diphthongs, regional accents, historical development, Noah Webster, phonetic features, stress patterns, English learners, cultural awareness, effective communication, language evolution.

English, as a global lingua franca, exhibits a rich tapestry of accents and dialects influenced by geography, culture, and social factors. Among these, American English has emerged as one of the most prominent standards, particularly in international communication, business, and popular culture. This article explores the key aspects of American-based pronunciation standards, the factors contributing to its development, and the implications for learners and speakers of English worldwide.

Historical Context

The roots of American English pronunciation can be traced back to the early colonial period. As English settlers arrived in North America, they brought various regional accents with them from England. Over time, these accents evolved in response to the new environment, interaction with Indigenous languages, and the diverse immigrant populations that settled in the United States. The result was a distinct form of English characterized by its unique phonetic features.

One of the earliest influential figures in establishing American pronunciation standards was Noah Webster, an educator and lexicographer. In the early 19th century, he published the first American dictionary, "An American Dictionary of the English Language" (1828), which not only standardized spelling but also influenced pronunciation norms. Webster advocated for a simplified approach to English spelling and pronunciation, contributing to the establishment of American English as a distinct linguistic identity.

Phonetic Features of American English

American English pronunciation is characterized by several distinctive phonetic features that set it apart from other English dialects, particularly British English. Here are some of the key aspects:

Rhoticity: One of the most notable features of American English is its rhotic nature, meaning that the "r" sound is pronounced in all positions, including at the end of words (e.g., "car," "far"). In contrast, many British accents, such as Received Pronunciation, are non-rhotic, leading to a silent "r" in similar contexts.

Vowel Pronunciation: American English employs a different set of vowel sounds compared to British English. For example, the "a" in "bath" is pronounced as /æ/ (as in "cat") in American English, while it is often pronounced as /ɑː/ in British English. Additionally, American English features the use of the "flap" or "tap" sound in words like "butter" and "city," resulting in a quick, soft "d" sound.

Diphthongs: American English includes distinct diphthongs, which are complex vowel sounds that begin with one vowel and glide into another within the same syllable. For instance, the word "go" features the diphthong /oʊ/, which is pronounced differently than in other dialects.

Stress Patterns: American English has unique stress patterns that affect pronunciation. For example, compound words and multi-syllable words may have different stress placements compared to British English, influencing how they are pronounced and understood.

Regional Variations

While there are general standards for American pronunciation, it is important to recognize the rich diversity of regional accents across the United States. For instance, the accents of New York, the Southern states, and the Midwest each have distinct phonetic features. This regional variation reflects the historical, cultural, and social influences that have shaped American English.

Some prominent regional accents include:

- Southern Accent: Characterized by vowel shifts and a slower pace of speech, often featuring diphthongs that lengthen and modify certain vowel sounds.

- Boston Accent: Notable for the dropping of the "r" in certain contexts (non-rhoticity) and the use of the "a" vowel sound in words like "park" (pronounced as /pahk/).

- Midwestern Accent: Often considered the "neutral" accent, it is marked by clear vowel sounds and a relatively flat intonation pattern.

Implications for English Learners

For non-native speakers of English, understanding American pronunciation standards is crucial for effective communication in various contexts, including business, travel, and education. Here are some implications for English learners:

Listening Skills: Exposure to American English pronunciation helps learners develop better listening comprehension. Familiarity with common phonetic features can enhance understanding during conversations, lectures, and media consumption.

Speaking Clarity: Mastering American pronunciation standards enables learners to communicate more clearly and confidently. Practicing specific sounds, intonation patterns, and stress can significantly improve spoken communication.

Cultural Awareness: Pronunciation is closely tied to cultural identity. By understanding American pronunciation standards, learners gain insight into the cultural nuances of the language, fostering better cross-cultural communication.

Conclusion

American-based pronunciation standards of English play a significant role in shaping the way the language is spoken and understood globally. The historical evolution, distinctive phonetic features, and regional variations contribute to the rich tapestry of American English. As English continues to be a global language, recognizing and understanding these pronunciation standards will remain essential for learners and speakers alike, fostering clearer communication and deeper cultural connections. In conclusion, American-based pronunciation standards of English are integral to the way the language is spoken globally today. These standards have developed over centuries, shaped by historical influences, social changes, and regional diversity. Understanding the key features of American

pronunciation, such as rhoticity, vowel shifts, and stress patterns, not only highlights the uniqueness of American English but also facilitates clearer communication for both native and non-native speakers. As English continues to be a dominant global language, its American variant plays a crucial role in various domains, from international business to pop culture. For learners of English, familiarizing themselves with American pronunciation standards is vital for effective communication, greater cultural understanding, and integration into global discourse. Whether through formal education or immersion in media, mastery of American English pronunciation enhances one's ability to connect with a wide range of audiences and participate fully in the global conversation.

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ADJECTIVAL NOMINALIZATION: A MORPHOSYNTACTIC ANALYSIS

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: Abdurazzoqova Noila Mamarasul qizi

Annotation: This article explores the linguistic phenomenon of substantivization of adjectives, a process by which adjectives transform into nouns to represent abstract concepts, groups, or qualities. The article first defines substantivization and explains how it allows adjectives to function as nouns through the use of definite articles, plural markers, or suffixes. It then examines how different languages, including English, German, French, and Spanish, apply substantivization, highlighting examples like "the rich" or "les jeunes." In addition, the article discusses the importance of substantivization in enhancing language efficiency, flexibility, and expressiveness. It enables speakers to encapsulate complex ideas concisely, contributing to clearer and more nuanced communication. The article concludes by noting that substantivization enriches language's poetic and figurative capabilities, making it an invaluable tool across diverse linguistic contexts.

Key words: substantivization, adjectives, nouns, linguistic phenomenon, grammatical process, language efficiency, abstract concepts, adjective transformation, definite article, plural markers, suffixes, flexibility, expressiveness, figurative language, communication, language evolution, English, German, French, Spanish, abstract qualities, generalizations, poetic language.

The substantivization of adjectives, also known as adjectival noun formation, is a linguistic process in which an adjective is transformed into a noun. This process plays a crucial role in the flexibility and richness of language, allowing speakers to express complex ideas with economy and clarity. In this article, we will explore what substantivization is, how it works, and some examples from different languages.

What is Substantivization?

Substantivization refers to the phenomenon where an adjective, which typically describes or modifies a noun, takes on the role of a noun itself. When an adjective becomes a noun, it can represent a concept or entity related to the quality or characteristic described by the adjective. Essentially, the adjective is "converted" into a thing, an idea, or a person.

For instance, in English, adjectives like "rich," "poor," or "young" can be used as nouns in certain contexts:

- The rich (referring to wealthy people)

- The poor (referring to impoverished people)

- The young (referring to young people or youth in general)

In these cases, the adjectives no longer describe the nouns directly but instead serve as the subject or object of a sentence, becoming noun-like in their syntactic role.

How Does Substantivization Work?

Substantivization typically occurs in two ways:

By the addition of a definite article or other determiners: This is the most common method in languages like English. The adjective is used with a definite article ("the"), an indefinite article ("a"), or some other determiner (like "some" or "these") to create a noun phrase:

- The poor struggle to make ends meet.

- The brave are honored for their courage.

By the addition of a plural marker: In many languages, adjectives can be pluralized when they are substantivized. This is especially common in cases where the adjective refers to a group of people or things sharing the characteristic described by the adjective:

- The wealthy contribute to society's economy.

- The elderly should be treated with respect.

Examples in Different Languages

English:

- The rich have responsibilities toward society.

- The dead cannot speak for themselves.

- The poor are often marginalized in urban settings.

In English, substantivization is common with adjectives describing people (e.g., the elderly, the young, the sick) or abstract qualities (e.g., the unknown, the possible).

German:

German also uses substantivization, often by capitalizing the adjective to signal that it is functioning as a noun:

- Der Alte (the old man)

- Die Arme (the poor woman)

- Die Reichen (the rich people)

In German, substantivization is also influenced by grammatical gender, which can result in different forms for masculine, feminine, or neuter nouns.

French:

In French, adjectives can become nouns when used with a definite article:

- Les riches (the rich)

- Les jeunes (the young)

- Les pauvres (the poor)

French is also known for substantivizing adjectives with specific suffixes, such as -ité (e.g., l'égalité from égal, meaning "equality").

Spanish:

In Spanish, adjectives can be substantivized in a similar way to English, using the definite article to turn them into nouns:

- Los pobres (the poor)

- Los ricos (the rich)

- La gente joven (young people)

Some adjectives in Spanish also have special forms when used as nouns. For example, the adjective "alto" (tall) can be substantivized to refer to someone of high rank: el alto (the high-ranking person).

Why is Substantivization Important?

Substantivization allows for greater flexibility and precision in language. By transforming adjectives into nouns, speakers can convey complex ideas succinctly and abstractly. For example:

- Saying "The rich" is much more concise than saying "People who are rich".

- "The unknown" captures the idea of an uncertain or mysterious thing in a single word.

This ability to condense complex concepts into single nouns is essential for efficient communication, especially in writing and formal speech. It also contributes to the poetic and figurative potential of language, where abstract qualities or groups can be personified or generalized.

Conclusion

Substantivization of adjectives is a linguistic tool that enhances the expressiveness and fluidity of language. By allowing adjectives to take on the role of nouns, it enriches communication, providing speakers with an efficient means of describing groups, ideas, or characteristics in a condensed form. Whether in English, German, French, or Spanish, substantivization is a widespread phenomenon that helps language adapt to a wide variety of communicative needs. The process of substantivizing adjectives is not only a grammatical feature but also a reflection of how language evolves to meet the expressive needs of its speakers. It illustrates the dynamic relationship between words and their functions within a sentence. Through substantivization, languages can convey abstract concepts, categorize people or things, and express generalizations in a more streamlined manner. This linguistic phenomenon contributes to the economy of language, allowing speakers to communicate complex ideas with brevity and precision. Moreover, substantivization enriches the figurative and poetic potential of language, enabling speakers and writers to use adjectives in novel ways that evoke emotion, create metaphors, or emphasize qualities. As languages continue to evolve, the flexibility to transform adjectives into nouns remains a valuable tool for effective and creative communication across different cultures and contexts.

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SHIRINMIYA O'SIMLIGI HAQIDA

Abdukarimova D.S., Eshkaraev S.Ch

Termiz iqtisodiyot va servis universiteti , Termiz sh, Farovon massivi

43 B-uy , I-E-mail: eskaraevsadridin@tues.uz

Annotatsiya

Ushbu maqolamda dorivor o'simliklar turiga kiruvchi shirinmiya haqida ma'lumotlar keltirilgan. Shirinmiyani xalq tabobatida qo'llanishi haqida va buyuk bobokalonimiz Abu Ali ibn Sinoning o'zining davolash amaliyotida qo'llaganligi haqida ham ma'lumotlar berilgan. Bundan tashqari bu o'simlikni ko'paytirish bo'yicha yurtimizda qanday chora tadbirlar ko'rilayotganligi haqida ham yoritilgan.

Kalit so'zlar: Dukkakdoshlar , Saxaroza , Fruktoza, Sil, Xitoy , qog'oz , sanoat.

ABOUT THE LICORICE PLANT

Abdukarimova.D.S Eshkaraev S.Ch

Termiz University of Economics and Service, Termiz city, Farovon massif

43 B-uy, I-E-mail: eskaraevsadridin@tues.uz

Abstract

This article contains information about licorice, which is a medicinal plant. There is also information about the use of Shirinmiya in folk medicine and the fact that our great grandfather Abu Ali ibn Sina used it in his treatment practice. In addition, it was also explained what measures are being taken in our country to increase this plant.

Key words: Legumes, Sucrose, Fructose, Tuberculosis, China, paper, industry.

О РАСТЕНИИ СОЛОДКИ

Абдукаримова Д.С. Эшкараев С.Ч.

Термезский университет экономики и сервиса, г. Термез, Фаровонский массив

43 Б-уй, I-E-mail: eskaraevsadridin@tues.uz

Абстрактный

В этой статье содержится информация о солодке, которая является лекарственным растением. Также имеются сведения об использовании солодки в народной медицине и о том, что наш прадедушка Абу Али ибн Сина использовал ее в своей лечебной практике. Кроме того, также было разъяснено, какие меры принимаются в нашей стране для увеличения этого завода.

Ключевые слова: Бобовые, сахароза, фруктоза, туберкулез, Китай, бумага, промышленность**.**

Kirish. Shirinmiya, qizilmiya (Acorus colomus) dukkakdoshlar oilasiga mansub ko'p yillik ildiz poyaning begona o't. Poyasi tik , bo'yi 20-30 sm ba'zan 40-150 sm shoxlangan, bazan shoxlanmagan tuklar bilan qoplangan. Ildizi o'q ildiz, shoxlangan, 5-6 m chuqurlikkacha boradi, ildizpoyalarning yer ustki novdalari hosil bo'ladi. Barglari toq patsimon uzunchoq 8-20 sm, gullari qiyshiq (zigomarf), ikki jinsli binafsha rang, shoda to'pguliga yig'ilgan. Meva 3-7 urug'li dukkak urug'i qattiq, mayda silliq, mosh rang, $30-35^0$ C haroratda ko'karadi. Aprelning oxiridan iyungacha gullaydi. Avgustda pishadi. Asosan, Yevropa va Osiyoda tarqalgan. Daryo yoqalarida ariq va zovur bo'ylarida qumloq yerlardan, tog' yon bag'irlarida bazan 2500 m balandlikkacha bo'lgan yerlarda ham va o'rta sho'rlangan tuproqlarda ham o'sadi. Amudaryo, Sirdaryo, Ural va to'qayzorlarda shirinmiya katta maydonlarini egallagan o'tloqzorlarda uchraydi.

Shirinmiya dorivor xususiyati.

Shirinmiya qadimda qimmatbaho dorivor o'simlik sifatida ma'lum. Uning ildizi tarkibida garmonlar faol glitserin, saxaroza, fruktoza, glyukoza, oshlovchi moddalar 30 ga yaqin flavonoidlar va boshqalar bor. Tibbiyotda shirinmiyaning ildizi va ildiz poyasidan tayyorlangan dorilar bilan yallig'lanish, allergiya, zaxarlanish, adison kosshtligi, bod, belangi, bug'ma, sil, chipqon egzema va boshqalar kasalliklar davolaniladi, shuningdek oziq-ovqat kimyo va kon metallurgiyasida sanoatida ham ishlatiladi. Shirinmiyaning poyasi tarkibida ko'p miqdorda oqsil, yog', qand, karotin, vitamin s va boshqalari borligidan qimmatbaho yem xashak hisoblaniladi. Undan yaxshi pichan va silos tayyorlaniladi. O'zbekiston FA "Botanika" ilmiy ishlab chiqarish markazida shirinmiyaning serhosil qurg'oqchilikka va tuproq sho'rlanishiga chidamli shakllari yoritilgan: urug'i va ildizpoyasidan ko'paytirish usullari ishlab chiqarilgan: yiliga 2 marta hosil olish mumkinligi

isbotlangan.

Qizilmiya sanoatida oziq ovqat sanoatida ildizidan kaloriyasiz ichimliklar, qandolatchilik va non mahsulotlari, murabbo, shinni, konserva saqich, tish pastasi hamda boshqalarni tayyorlashda foydalaniladi. Yengil sanoatda rangli bo'yoqlar olinadi. Metallurgiya sanoatida mettallarni gidrolizlashda, kimyo sanoatida siyoh tayyorlashda, qog'ozlarga rang berishda qo'llaniladi. Uning chiqindisidan esa qog'ozli termozolyatsiya plitatsiya, qog'oz singari mahsulotlar ishlab chiqarish mumkin. Shu bois bugungi kunda ushbu o'simlikka AQSH, Buyuk Britaniya, Gollandiya, Yaponiya, Germaniya, Vengriya, Xitoy, Janubiy Koreya va boshqa ko'pgina davlatlardan talab yuqori.

Damlama ko'rinishida qo'llaniladi. Damlama tayyorlash uchun 1 osh qoshiq (10g) maydalangan ildizlari sirlangan idishga solinadi, ustidan 1 stakan (200ml) issiq qaynatilgan suv quyiladi va 15 min davomida qaynab turgan suv hammomida qizdiriladi, keyin 45 min davomida xona haroratida sovutiladi, dokadan o'tkaziladi, qolgan hom ashyo siqiladi va damlama hajmi qaynatilgan suv bilan 200 ml gacha yetkaziladi. Olingan damlamani salqin joyda 2 sutkagacha saqlash mumkin.

Tarkibi:

1 osh qosiqdan kuniga 3-4 marta ovqatdan keyin qabul qilinadi. Maydalangan shirinmiya ildizlari shifokor retseptisiz beriladi.

Bu sirop qanday qollaniladi?

Kattalarga kuniga uch marta yarım stakan suvda bir kichik qoshiq preparat aralashtirib ichish tavsiya etiladi. Ikki yoshgacha bo'lgan bolalarga suvga, ular nechchi yoshda bo'lsa, shuncha tomchi (bir yoki ikki tomchi) aralashtirib beriladi. Ikki yoshdan o'n ikki yoshgacha bolgan bolalarga yarim choy qoshiq to'rtdan bir stakan suvda suyultirib beriladi.

Ushbu preparat uning tarkibiy qismlariga yuqori sezuvchanlik mavjud bemorlarga taqiqlanadi. Bundan tashqari, oshqozonning yallig'lanishi va oshqozon yarasidan aziyat chekayotkanlar ham ichmasligi kerak. Homiladorlik davrida siropni ehtiyotkorlik bilan va faqat shifokor bilan oldindan maslahatlashganidan song qo'llash kerak. Bir yoshgacha bo'lgan bolalarga ham berish tavsiya qilinmaydi.

Xulosa. Shirinmiya nafaqat go'zalligi, balki kop girrali foydaliligi bilan ajralib turadigan o'simlikdir. Tibbiyot va oziq-ovat sanoatidagi ahamiyati, shuningdek, uning tarixiy ma'nosi uni zamonaviy hayotda ham dolzarb qiladi. O'simlikning o'ziga xos xususiyatlari va foydalanish usullari haqida yanada chuqurroq organish, uning kutilmagan foydalari haqida malumot beradi.

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BOSHLANG'ICH TA'LIMDA XAT-SAVOD CHIQARISHGA OID FANLAR EVOLYUTSIYASI

Zamonova Laylo Muzaffarovna,
Toshkent Kimyo xalqaro universiteti,
2-bosqich magistri

Annotatsiya: Ushbu maqolada qadim zamonlardan tortib to hozirgi kungacha bo'lgan turli tarixiy davrlarda ta'lim-tarbiyaning paydo bo'lish tarixi va taraqqiyoti, maktablarda ilk fanlarning joriy etilishi va darsliklar yaratilgani haqida ma'lumot berilgan. Bundan tashqari yosh avlodni tarbiyalash va o'qitish nazariyasi bilan amaliyotini qanday taraqqiy etib kelganligi, bugungi kundagi ulkan ta'lim-tarbiyaviy ishlarni, maktablarni jamiyat hayotida tutgan mavqei to'g'risida fikr yuritilgan.

Kalit so'zlar: tarix, savod, darslik, qadriyat, piktografik suratlar, muassasa, madrasa, fan, maktab, usul, jazo, yodlatish, itoatkorlik, qullik, o'qitish nazariyasi.

Ko'p yillik o'tmishimizning ko'zgusi bo'lgan ta'limimiz tarixi boy va juda qadimiydir. Hududimizdagi manbalarning guvohlik berishicha, inson million yil avval paydo bo'lib, o'z avlodini tarbiyalashga, unga ta'lim berishga ehtiyoj sezib, ta'lim olishning o'ziga xos yo'llaridan borgan. Ta'limimiz tarixi qadim zamonlardan tortib to hozirgi kungacha bo'lgan turli tarixiy davrlarda ta'lim-tarbiya, maktab va pedagogika taraqqiyotini o'rganadi. Yosh avlodni tarbiyalash va o'qitish nazariyasi bilan amaliyotini qanday taraqqiy etib kelganligini bilmay turib, bugungi kundagi ulkan ta'lim-tarbiyaviy ishlarni, maktablarni jamiyat hayotida tutgan mavqeini ilmiy ravishda hal qilib bo'lmaydi. O'tmishda yashab, ijod etgan ajdodlarimizning ta'limga nisbatan bildirgan ilg'or fikrlari, Markaziy Osiyo xalqlarining madaniyatida maktab va xalq ta'limining rivojlanish jarayonini o'rganish, tanqidiy xulosalar chiqarish, pedagogik tafakkuming o'sishiga, pedagogik madaniyatning ortishiga olib keladi. Ta'lim tarixini mana shunday asosda tushunish tufayli turli ta'lim nazariyalari, maktablarning tuzilishi tarixi, fanlar joriy etilishi, tarbiya va ta'limning yo'lga qo'yilish mazmuni va metodlari jamiyatning moddiy hayot sharoiti bilan belgilanadi.

Xususan, uzoq o'tmishga qaraydigan bo'lsak, ajdodlarimiz yosh avlodga ta'lim-tarbiya berishda ijtimoiy tarbiya bilan birga aql va bilim olishga e'tibor qarata boshladilar. Xususan, tabiiy ofatlardan aholini xabardor qilish, odamlarni davolash usullari, maydonlarni o'lchash, sanash kabi bilimlarni o'rganishga zarurat tug'ildi va shu sababdan maxsus muassasalar tashkil etdilar. Bu muassasalarda faqat boylarning bolalari og'ir mehnatdan

ozod qilinib alohida binoda o'qir edilar. Ular oddiy oilaning bolalari bilmagan bilimlarni o'zlashtirar edilar. Oddiy oila bolalari esa oilaviy sharoitdan kelib chiqqan holda mehnatga o'rgatilgan. Keyinchalik Markaziy Osiyoning qoyalarga tushirilgan suratlar saqlanib qolgan va bu suratlarning izohlaridan piktografik yozuvlar paydo bo'la boshlagan. Markaziy Osiyoda piktografik xat uzoq vaqt saqlanib rivojlana olmadi. Chunki harf bilan yozish usuli quldorlik jamiyati davlatlarida qo'shni mamlakatlardan Markaziy Osiyoga o'tib, tarqala boshladi. Shunday qilib qadimgi ajdodlarimiz ta'lim jarayoniga kirib keldilar. O'z ta'lim tarixlarini yaratishga o'zlari asos soldilar.   VII-VIII asrlardagi arab istilolari natijasida musulmon maktablarida arab tili alohida muhim fan tariqasida o'qitilardi, bilimlar ana shu tilda o'rganilar edi. Arab istilosidan oldingi davrda Markaziy Osiyodagi o'qitish tizimi to'g'risida ham bir yo'la taqqoslab, gapirib o'tamiz. Bu bilan biz yashab turgan joylarimizdagi ajdodlarimiz ham anoyi, sodda odamlar emasligiga, madaniyati rivojlanayotgan xalq ekanligiga amin bo'lasiz.

Xitoy sayyohi Syuan Szyan 630-yilda Samarqand haqida quyidagilami yozadi: bu shaharda o'g'il bolalaming hammasi besh yoshdan boshlab yozish va hisoblashga o'rgatiladi, o'sha vaqtlarda savod chiqarish harf va so'zlarni yozishni o'rgatishdan boshlanar edi. Bolalar o'smirlik yoshiga yetganda esa savdo ishini o'rganmoq uchun savdogarlarning karvoniga qo'shilib, safarga jo'naydilar. Shu tariqa ular olgan bilimlari bilan mustaqil hayotga ham tayyorlanib borar edilar. Bunday ta'lim olish faqat o'g'il bolalarga mumkin edi. Qizlar uchun esa alohida ta'lim olish tashkil etilmagan.

Maktablarda o'quv-tarbiya ishlari juda sodda ya'ni faqat yodlatish usulida o'qitilgan. Arab alifbosini o'rganganlaridan keyin bolalarga qur'ondan parchalar o'qitila boshlangan. O'quvchilar o'zlari o'qib chiqqan arabcha matnning ma'nosini tushunmaganliklari uchun ular qur'ondan olingan parchalarni shu maqsadga maxsus moslashtirilgan kitoblar: "Haftiyak", "Chorkitob" bo'yicha yodlab olar edilar. Bunday o'qishga ikki-uch yil vaqt ketardi. Maktablarda bolalarni o'qitish shu bilan nihoyasiga yetardi. Bu maktablarda ham boshqa diniy maktablardagi kabi kaltaklash, tanaga beriladigan jazolar "tarbiya"ning "sinalgan" usuli hisoblangan. Atoqli tojik yozuvchisi Sadriddin Ayniy "Eski maktab" nomli asarida o'sha zamondagi maktablarda hukm surgan vahshiyona odatlami ta'sirli qilib tasvirlab bergan. Bunda bolalarni qiynoqqa solishning dahshatli ko'rinishlari bayon qilingan. Domla o'quvchilarning "gunohkorligi" uchun ularni jazolar ekan, qo'llarini qayirib shikast yetkazgan, tovonlarini tilib, yaralariga tuz sepgan. Bunday qabih ta'lim-tarbiya tizimi hokim sinflarning ijtimoiy talabiga mos kelardi, chunki o'sha davrda maktabning asosiy vazifasi bolalar va yoshlarni dinga sabr-toqat bilan, ko'r-ko'rona itoat qilishga odatlantirishdan, yosh avlodni boylar, ruhoniylar va hokimlaming itoatkor

malaylari qilib yetishtirishdan iborat bo'lgan. Maktablarda berilgan bilimlar shunchalik arzimas va shunchalik turmushdan uzoq bo'lganki, o'quvchilaming ko'pchiligi maktabni bitirib chiqqandan so'ng sal vaqt o'tar-o'tmas yana savodsiz bo'lib qolaverar edilar.

Markaziy osiyoda dastlabki darsliklarning yaratilishi:

Arab bo'lmagan bolalarga islom dini asoslarini o'rgatishni maqsad qilib olgan darsliklar O'rta Osiyo maktablarida keng tarqalgan edi. Shulardan biri "Haftiyak". Bu kitobni Eron pedagoglari qur'on suralaridan ("yettidan birini") tanlab olib, yodlashga qulay bo'lishi uchun hajmini qisqartirib, taxminan XIII asrda tuzganlar. X-XII asrlarda islom dini ruknlarini fors-tojik tilida she'r va nasr bilan bayon qilgan "Chor kitob" paydo bo'ldi. Bu kitobni faqih va mudarris, mutasavvif shoir Xoja Sharofiddin Sanoiy yaratgan. O'rta asrlarda madrasalar va maktablarda asosiy darsliklardan biri sifatida o'qitilgan "Chor kitob" yoki boshqacha nomi "Chahor kitob" (To'rt kitob) ikki she'riy va ikki nasriy majmuadan iborat. Kitobda toat-ibodat, shariatning qonun-qoidalari: farz, sunnat, namoz va ro'za haqida fikr yuritilgan. Shuningdek, unda qiziqarli voqea va hikoyatlar, sharqona donishmandlik namunalari bayon etilgan. "Chor kitob" o'zbek maktablarida ham o'qitilardi. XII asrdan boshlab islom dinini turkiy tillarda yozilgan she'rlarda jumladan: XII asrda yashagan Ahmad Yassaviyning "Hikmat" nomli to'plamida, XVII asrda yashagan Kattaqo'rg'onlik eshon So'fi Olloyoming ikkita to'plamida va boshqa to'plamlarda ommalashtirish boshlandi. Bu ommalashtirish natijasida islom dinida yozilgan matnni yodlab olish asosiy vazifa hisoblanardi. Buning uchun qadim vaqtlarda og'zaki o'qitish davrida yodlab olish uchun ishlab chiqilgan usullardan foydalanilardi. Hunar va tabiat to'g'risidagi darsliklar, asosan, og'zaki usulda paydo bo'ldi. Bu usta va shogird maktablarida paydo bo'ldi va shu tariqa og'zaki darsliklar paydo bo'ldi.

1917-yilga kelib, Turkistonda salgina yangilik kiritilgan bunday eski tipdagi maktablardan tashqari yuzga yaqin yangi usuldagi maktablar (ko'proq o'zbek maktablari) ochildi. Bu maktablarda tovush usuli yordami bilan savodga o'rgatibgina qolmasdan, balki sinf-dars tizimida ham olib borilar edi. Bu maktablarda o'quvchilar partalarda o'tirib o'qiydigan bo'ldilar, ularda o'qitiladigan fanlar qatoriga arifmetika,tarix va tabiyot fanlari kiritildi.

1970-o'quv yilidan boshlab, uzoq yillar foydalanib kelingan o'quv reja va dasturlarga zamon talablari hisobga olingan holda ba'zi yangiliklar kiritila boshladi. Boshlang'ich sinf, shuningdek, yuqori sinf o'quvchilarining ona tili, adabiyot, matematika, geografiya, ximiya, biologiya, tarix va jamiyatshunoslik fanlari o'qitila boshlandi va fanlar bo'yicha bilimlari tobora kengayib, chuqurlasha bordi. Yangi dasrliklar va o'quv qo'llanmalari asosida o'qitish shunga imkon berdi.

Ta'kidlash joizki, maktablarda ta'lim mazmunini o'zgartirishda va tarbiyaviy ishni yo'lga qo'yishda katta muvaffaqiyatlarga erishildi. Toshkent va Qo'qonda qiz bolalar uchun yangi usuldagi maktablar ham ochilgan edi. Ayni paytda diniy ruhga yil sayin barham berilib, eski maktabdan qolgan o'qitishdagi konservatizm, soxalistika va formalizm, ta'lim-tarbiya ishlaridagi quruqdan-quruq yodlatish, bolalami qo'rqitish kabi pedagogikaga zid usullar tobora yo'q qilina borildi. Yangi maktablarda dars ta'limning asosiy shakli bo'lib qoldi. Darsni o'tkazishga oid talablar oshirildi. Ko'p maktablarda o'quv ishlarining turli-tuman metodlari qo'llanila boshladi, o'quvchilarning bilim egallashga nisbatan aktivligi va qiziqishi oshdi.

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INGLIZ TILINI O'RGANISHDA MADANIYATLARARO KOMMUNIKATSIYANING O'RNI
THE ROLE OF INTERCULTURAL COMMUNICATION IN LEARNING ENGLISH
РОЛЬ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ В ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА

Xoliyarova Dilnura Umid qizi
Termiz davlat pedagogika instituti talabasi
dilnuraxoliyarova@gmail.com
Kholiyarova Dilnura Umidovna
Student of Termiz state pedagogical institute
dilnuraxoliyarova@gmail.com
Холиярова Дилнура Умидовна
Студентка Термезского государственного
педагогического института
dilnuraxoliyarova@gmail.com

Annotatsiya: Ushbu maqolada ingliz tilini o'rganishda madaniyatlararo kommunikatsiyaning o'rni va uning o'quvchilar uchun afzalliklari yoritilgan. Madaniyatlararo kommunikatsiya nafaqat til o'rganish jarayonini samarali qilishga yordam beradi, balki xalqaro muloqot malakalarini rivojlantiradi. Maqolada madaniyatlararo kommunikatsiya ko'nikmalarini rivojlantirish usullari, shuningdek, O'zbekistonda bu boradagi amaliyot haqida fikr yuritilgan.

Abstract: This article discusses the role of intercultural communication in learning English and its advantages for learners. Intercultural communication not only enhances the language acquisition process but also develops international communication skills. The article examines methods to develop intercultural communication skills and provides insights into their application in Uzbekistan.

Аннотация: В статье рассматривается роль межкультурной коммуникации в изучении английского языка и её преимущества для учащихся. Межкультурная коммуникация способствует не только эффективному изучению языка, но и развитию международных навыков общения. В статье также обсуждаются методы развития межкультурной коммуникации и практика их применения в Узбекистане.

Kalit so'zlar: Ingliz tili, madaniyatlararo kommunikatsiya, til o'rganish, xalqaro muloqot, madaniy tafovut, ta'lim, O'zbekiston.

Keywords: English language, intercultural communication, language learning, international communication, cultural differences, education, Uzbekistan

Ключевые слова: Английский язык, межкультурная коммуникация, изучение языка, международное общение, культурные различия, образование, Узбекистан

Kirish

Globalizatsiya davrida ingliz tili xalqaro kommunikatsiya tili sifatida keng qo'llanmoqda. Ushbu tilni o'rganishda faqat grammatikani o'zlashtirish va lug'at boyligini oshirish kifoya emas, balki madaniyatlararo kommunikatsiya ko'nikmalariga ham ega bo'lish talab etiladi. Chunki til – madaniyatni ifoda etuvchi va muloqotni boyituvchi vosita. Ushbu maqola ingliz tilini o'rganish jarayonida madaniyatlararo kommunikatsiyaning ahamiyati, uning asosiy qirralari va o'quvchilar uchun qanday foydalar berishini yoritib beradi.

Madaniyatlararo kommunikatsiyaning mohiyati. Madaniyatlararo kommunikatsiya bu – har xil madaniyat va ijtimoiy guruhlarga mansub odamlarning bir-birlari bilan til vositasida tushunish va muloqot qilish jarayonidir. Ingliz tilini o'rganish jarayonida o'quvchilar boshqa xalqlarning madaniyati, urf-odatlari va qadriyatlari bilan tanishadilar. Bu esa ularning xalqaro miqyosda muloqot qilish malakasini rivojlantiradi.

Madaniyat va tilning o'zaro bog'liqligi. Har bir til o'z ichiga madaniyatga xos an'ana, axloq va qadriyatlarni oladi. Ingliz tilini o'rganish faqat so'zlar va grammatikani o'zlashtirish emas, balki ingliz tilida so'zlashuvchi davlatlarning madaniyatini tushunishni ham o'z ichiga oladi. Misol uchun, Amerika va Buyuk Britaniya o'rtasidagi iboralardagi farqlar, norasmiy nutq shakllari yoki qit'alarga xos xushmuomala usullari bilan tanishish o'quvchilarning madaniyatni chuqurroq anglashiga olib keladi.

Madaniyatlararo kommunikatsiya ko'nikmalarining afzalliklari

Ingliz tilini o'rganishda madaniyatlararo kommunikatsiya ko'nikmalarining rivojlanishi quyidagi afzalliklarni beradi:

Ochiqlik va bag'rikenglik – O'quvchilar o'zga madaniyatlar va e'tiqodlarni qabul qilishda ochiqroq va bag'rikengroq bo'ladilar.

To'g'ri va tushunarli muloqot – Har xil madaniy muhitlarda qanday gaplashish va nima deyish mumkinligi haqidagi tushuncha to'g'ri muloqotni ta'minlaydi.

Xalqaro miqyosda muloqot qilishga tayyorgarlik – O'quvchilar xalqaro kompaniyalarda ishlash yoki boshqa davlatlarda ta'lim olish uchun zarur bo'lgan muloqot ko'nikmalariga ega bo'ladilar.

Ingliz tilini o'rgatishda madaniyatlararo kommunikatsiya ko'nikmalarini rivojlantirish usullari

Quyida ingliz tilini o'qitishda madaniyatlararo kommunikatsiya ko'nikmalarini rivojlantirish usullari keltirilgan:

Rol o'ynash (Role-play) – Har xil madaniy vaziyatlarda qanday muloqot qilishni mashq qilish uchun o'quvchilarga rol o'ynash mashg'ulotlari beriladi. Masalan, mehmonxonada joy band qilish yoki restoranlarda buyurtma berish.

Madaniyat haqidagi videolar va hujjatli filmlar tomosha qilish – Ingliz tilida so'zlashuvchi davlatlarning turmush tarzi, urf-odatlari va qadriyatlari bilan tanishish uchun ushbu manbalarni tomosha qilish.

Onlayn suhbatlar va madaniyatlararo forumlar – O'quvchilar internet orqali boshqa mamlakatlardan bo'lgan yoshlar bilan muloqot qilishi va turli madaniyatlardagi farqlarni tushunishi mumkin.

Tahlil

Tadqiqotlar shuni ko'rsatadiki, madaniyatlararo kommunikatsiya ko'nikmalarini rivojlantirish ingliz tilini tezroq o'rganishga va samaradorlikka ijobiy ta'sir qiladi. Masalan, Amerika Ta'lim Tadqiqotlari Assotsiatsiyasi tomonidan o'tkazilgan bir tadqiqotda boshqa madaniyatlarni tushungan talabalar o'zlashtirish darajasida yuqori natijalarga erishganligi aniqlangan. Shuningdek, bu ko'nikmalar stress va chalkashliklarni kamaytirishga yordam beradi, chunki madaniy farqlar o'quvchilar tomonidan oldindan hisobga olinadi.

O'zbekistondagi amaliyot

O'zbekistonda ingliz tilini o'qitishda madaniyatlararo kommunikatsiyaga katta ahamiyat qaratilmoqda. Aksariyat ta'lim muassasalarida ingliz tili o'quv dasturlariga madaniyatlararo muloqot mashg'ulotlari kiritilgan. Bu esa o'quvchilarga xalqaro miqyosda samarali muloqot qilishga yordam beradi va ularning til o'rganishdagi qiziqishini oshiradi.

Xulosa

Ingliz tilini o'rganishda madaniyatlararo kommunikatsiyaning o'rni beqiyosdir. Madaniyatlararo kommunikatsiya ko'nikmalarini rivojlantirish nafaqat til o'rganish jarayonini boyitadi, balki o'quvchilarga xalqaro miqyosda muvaffaqiyat qozonishiga yordam beradi. Shu sababli, ingliz tilini o'rgatishda va o'rganishda madaniy jihatlarga alohida e'tibor berilishi lozim.

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A STUDY OF ADJECTIVES AND THEIR GRAMMATICAL CLASSIFICATIONS

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 provides a thorough overview of adjectives, examining their role in language and the variety of types used to modify nouns. It begins by defining adjectives and explaining how they help to specify, clarify, and add detail to communication. The main body categorizes adjectives into ten types—descriptive, quantitative, numeral, demonstrative, possessive, interrogative, distributive, proper, compound, and participial— and offers examples for each. The article also covers guidelines for using adjectives in sentences, common pitfalls, and the importance of following the correct order when using multiple adjectives. Concluding sections highlight the role of adjectives in enhancing both spoken and written language, emphasizing their impact on effective communication. This piece is an informative resource for anyone looking to understand the different types of adjectives and improve their use of descriptive language.

Key words: adjectives, types of adjectives, descriptive adjectives, quantitative adjectives, numeral adjectives, demonstrative adjectives, possessive adjectives, interrogative adjectives, distributive adjectives, proper adjectives, compound adjectives, participial adjectives, language, grammar, sentence structure, English adjectives, communication, descriptive language.

Adjectives play an essential role in language, providing descriptive qualities that help clarify, specify, and add detail to nouns and pronouns. They give color to sentences, making communication richer and more precise. From describing quantity to conveying emotions, adjectives are versatile tools for expressing a wide range of meanings. This article explores what adjectives are, their various types, and how they are used effectively in English.

What Are Adjectives?

An adjective is a word that modifies or describes a noun or pronoun by providing additional information about it. For instance, in the sentence "She wore a beautiful dress," the word "beautiful" is an adjective that describes the noun "dress." Adjectives answer questions such as "What kind?", "Which one?", "How many?", or "Whose?"

Types of Adjectives

Adjectives can be classified into several types based on their function, form, and meaning. Here are the primary types:

Descriptive Adjectives

- Definition: Descriptive adjectives (or qualitative adjectives) are the most common type and provide information about the quality or characteristic of a noun.

- Examples: "blue sky," "tall building," "soft pillow," "delicious food."

- Use: These adjectives answer the question "What kind?" They help readers visualize or understand the nature of the noun being described.

Quantitative Adjectives

- Definition: Quantitative adjectives provide information about the quantity or amount of a noun.

- Examples: "some water," "many books," "few friends," "several people."

- Use: These adjectives answer the question "How much?" or "How many?" They are used to quantify nouns, especially uncountable and plural nouns.

Numeral Adjectives

- Definition: Numeral adjectives specify the exact number or order of a noun.

- Examples:

  - Cardinal Adjectives: "one apple," "five dogs."

  - Ordinal Adjectives: "first place," "third attempt."

- Use: Cardinal adjectives answer "How many?" while ordinal adjectives answer "What order?" Numeral adjectives are often used for lists, rankings, and measurements.

Demonstrative Adjectives

- Definition: Demonstrative adjectives point out specific nouns and help indicate their position relative to the speaker.

- Examples: "this book," "those shoes," "that idea," "these flowers."

- Use: These adjectives answer "Which one?" They are particularly useful for emphasizing or distinguishing specific nouns within a context.

Possessive Adjectives

- Definition: Possessive adjectives indicate ownership or possession.

- Examples: "my car," "your house," "their family," "our journey."

- Use: Possessive adjectives answer the question "Whose?" They establish a relationship between the speaker and the noun.

Interrogative Adjectives

- Definition: Interrogative adjectives are used to ask questions about nouns.

- Examples: "which option," "what time," "whose coat."

- Use: These adjectives are generally placed before nouns and add specificity to questions, helping to obtain more detailed information.

Distributive Adjectives

- Definition: Distributive adjectives refer to individual members within a group or category.

- Examples: "each student," "every person," "either option," "neither side."

- Use: These adjectives emphasize individual parts of a group and answer "Which ones?"

Proper Adjectives

- Definition: Proper adjectives are derived from proper nouns and typically describe nationality, place of origin, or brand.

- Examples: "Italian cuisine," "American culture," "Shakespearean drama," "Mexican art."

- Use: Proper adjectives capitalize the proper nouns they derive from and provide specific information about origins or associations.

Compound Adjectives

- Definition: Compound adjectives are formed by combining two or more words, often linked by a hyphen.

- Examples: "high-speed train," "well-known author," "part-time job," "four-legged friend."

- Use: These adjectives provide more precise descriptions by joining concepts, giving nouns a nuanced meaning.

Participial Adjectives

- Definition: Participial adjectives are formed from verbs and usually end in "-ing" or "-ed."

- Examples: "amazing story," "tired worker," "frustrated student," "exciting opportunity."

- Use: These adjectives convey the state or quality of a noun based on the action suggested by the verb.

How to Use Adjectives in Sentences

Understanding adjective placement and usage is key to effective communication. Here are some general guidelines:

- Order of Adjectives: When using multiple adjectives, they generally follow a sequence: Opinion → Size → Age → Shape → Color → Origin → Material → Purpose. For example, "a beautiful small antique Italian wooden chair."

- Adjective Agreement: In English, adjectives do not change forms based on the noun's gender, number, or case. However, they must agree in meaning, so they should logically describe the noun.

Common Mistakes with Adjectives

- Misplacement: Place adjectives close to the nouns they modify to avoid ambiguity.

- Excessive Use: Avoid overloading sentences with too many adjectives, as it can clutter the description and reduce clarity.

- Confusing Adjectives and Adverbs: Adjectives modify nouns, while adverbs modify verbs, adjectives, or other adverbs. For example, in "She runs quickly," "quickly" is an adverb, not an adjective.

Conclusion

In summary, adjectives are fundamental to effective communication, allowing us to convey precise details and vivid imagery. By understanding and using the various types of adjectives appropriately—whether descriptive, quantitative, or possessive—we can create more engaging and nuanced expressions. Adjectives are powerful tools for bringing words to life, helping us share ideas, emotions, and information with greater clarity and impact. Mastering their usage enhances both spoken and written language, making our communication richer and more engaging. Adjectives enrich language by providing details that bring clarity and vividness to communication. Understanding the different types of adjectives helps speakers and writers use them effectively, enhancing the descriptive quality of their language. Whether expressing quantity, describing qualities, or pointing out specific items, adjectives are indispensable tools for adding depth and dimension to sentences.

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THE SYNTACTIC STRUCTURE AND FUNCTIONAL ROLE OF COMPOUND SENTENCES IN THE ENGLISH 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

Student of group 301-21: Abdug`aniyeva E'zoza Zafarjon qizi

Annotation: This article provides an in-depth exploration of compound sentences in the English language, covering their definition, structure, and use in writing. A compound sentence combines two or more independent clauses, which can stand alone as complete thoughts but are linked to enhance meaning and coherence. The article explains the main ways to structure compound sentences—using coordinating conjunctions (e.g., FANBOYS), semicolons, or conjunctive adverbs—and discusses the purpose each structure serves. Additionally, common mistakes, such as comma splices and run-on sentences, are addressed to help readers avoid common pitfalls. Through examples and explanations, this piece emphasizes the importance of compound sentences in creating clear, varied, and engaging writing. The conclusion highlights the value of mastering this sentence structure to strengthen written communication.

Key words: compound sentences, English grammar, independent clauses, coordinating conjunctions, FANBOYS, semicolons, conjunctive adverbs, sentence structure, writing clarity, comma splices, run-on sentences, writing skills, sentence variety, English language, grammar mistakes, effective communication.

In English grammar, compound sentences are a fundamental concept that enhances both the clarity and style of writing. Understanding compound sentences allows writers to connect related ideas smoothly and can improve the readability and expressiveness of their work. This article will cover what compound sentences are, how they are structured, the types of conjunctions used, and common mistakes to avoid when constructing them.

What is a Compound Sentence?

A compound sentence is a sentence that contains two or more independent clauses joined by a coordinating conjunction, semicolon, or transitional phrase. Each clause within a compound sentence could stand alone as a complete sentence since each has a subject and a predicate.

For example:

- "I wanted to go for a walk, but it started to rain."

In this sentence, "I wanted to go for a walk" and "it started to rain" are both independent clauses, each conveying a complete thought. They are connected by the coordinating conjunction "but."

Structure of a Compound Sentence

A compound sentence is typically formed in one of the following ways:

Using a Coordinating Conjunction

- Formula: Independent clause + , + coordinating conjunction + independent clause

- Example: "She loves to read novels, and he enjoys watching movies."

- In this structure, a comma precedes the coordinating conjunction (like and, but, or, for, nor, so, yet).

Using a Semicolon

- Formula: Independent clause + ; + independent clause

- Example: "I wanted to watch the movie; it was already too late."

- A semicolon is used when two independent clauses are closely related but do not require a conjunction to make sense together.

Using a Semicolon with a Conjunctive Adverb or Transitional Phrase

- Formula: Independent clause + ; + conjunctive adverb/transitional phrase + , + independent clause

- Example: "The concert was canceled; therefore, we decided to go out for dinner instead."

- Here, a transitional word or phrase, such as therefore, however, or meanwhile, connects the clauses.

The Role of Coordinating Conjunctions in Compound Sentences

In English, coordinating conjunctions are a primary tool for linking clauses in compound sentences. The seven coordinating conjunctions are remembered using the acronym FANBOYS:

- For
- And
- Nor
- But
- Or
- Yet
- So

Each coordinating conjunction has a unique purpose:

- For explains reason or purpose ("I stayed home, for I wasn't feeling well").

- And adds information ("She packed her bag, and he got the tickets").

- Nor presents an additional negative idea ("He didn't like the weather, nor did he enjoy the company").

- But shows contrast ("She wanted to stay, but she had to leave").

- Or offers an alternative ("We could go to the park, or we could stay indoors").

- Yet introduces a surprising or opposing idea ("She is very young, yet she has a lot of experience").

- So indicates a consequence ("It was raining, so we stayed inside").

Common Mistakes in Compound Sentences

Comma Splices

- A comma splice occurs when two independent clauses are joined by only a comma, without a conjunction or semicolon.

- Incorrect: "It's a sunny day, we should go for a hike."

- Correct: "It's a sunny day, so we should go for a hike."

Run-on Sentences

- A run-on sentence happens when two independent clauses are connected without any punctuation or conjunction.

- Incorrect: "I enjoy reading mystery novels they are very engaging."

- Correct: "I enjoy reading mystery novels; they are very engaging."

Misusing Conjunctions

- Be careful with conjunctions that imply a specific relationship between clauses. For example, "but" suggests contrast, so it should only connect clauses with opposing ideas.

Examples of Compound Sentences

- "I tried calling her several times, but she didn't answer."

- "We could go to the beach; it's a beautiful day."

- "I forgot my homework; however, the teacher allowed me to submit it later."

- "He loves football, and he watches every game."

Why Use Compound Sentences?

Compound sentences add variety and improve readability. By combining related ideas, compound sentences can make writing smoother, reduce redundancy, and help clarify relationships between ideas. For instance, instead of writing, "I like coffee. I drink it every morning," using a compound sentence like "I like coffee, and I drink it every morning" gives the statement a natural flow.

Conclusion

In conclusion, compound sentences are more than just a grammatical concept—they are a powerful tool for expressing ideas fluidly and connecting thoughts with purpose. By understanding and practicing compound sentence structures, writers can create more dynamic and engaging sentences that guide readers smoothly from one idea to the next. Whether used to show cause and effect, add contrast, or simply link related information, compound sentences are invaluable for anyone looking to elevate their English writing skills. Embracing compound sentences in your writing will not only improve clarity but also enrich the overall reading experience, making your message stronger and more cohesive. Mastering compound sentences is an important step in developing clear and expressive English writing. By learning to effectively use coordinating conjunctions, semicolons, and transitional phrases, writers can enhance their style, communicate relationships between ideas more effectively, and engage readers with a more varied sentence structure. Whether for storytelling, formal writing, or everyday communication, compound sentences are an essential tool in the English language.

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PHONOLOGICAL ALTERATIONS OF CONSONANTS IN CONNECTED SPEECH

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: Quvondiqova Maftuna Farhod qizi

Annotation: This article explores the phonological processes involved in the modification of consonants during connected speech, focusing on phenomena like assimilation, elision, coarticulation, and linking. Each process is explained with examples to demonstrate how consonant sounds adapt to neighboring sounds, often in ways that make speech faster and smoother. These modifications are particularly relevant for language learners and linguists, as they impact pronunciation, listening comprehension, and the natural rhythm of spoken language. Additionally, understanding these adaptations has broader applications in fields such as speech therapy and AI-based speech recognition, emphasizing the significance of these modifications for effective communication and the study of spoken language dynamics.

Key words: Consonant modification, connected speech, assimilation, elision, coarticulation, linking, phonological processes, speech fluency, language learning, pronunciation, listening comprehension, speech therapy, speech recognition, natural speech rhythm, phonetics.

In connected speech, the way we pronounce consonants often changes to facilitate smoother, faster, and more natural communication. These modifications enable us to keep the flow of language seamless, minimizing awkward breaks and maximizing fluidity. Modifications of consonants in connected speech vary across languages, but certain principles remain consistent, including assimilation, elision, and coarticulation. These processes play an essential role in language comprehension, as they impact not only individual sounds but the overall rhythm and intonation of spoken language. Understanding these changes is crucial for learners of any language as well as for linguists studying the dynamics of spoken interaction.

Assimilation: Adjusting for Neighboring Sounds

Assimilation is one of the most common modifications in connected speech. It occurs when a consonant sound changes to become more similar to a neighboring sound, typically

to make pronunciation easier. Assimilation can be classified in terms of direction (progressive or regressive) and type (place, manner, or voicing).

- Place Assimilation: A consonant sound changes its place of articulation to match the place of a following or preceding sound. For instance, in English, the phrase "in Paris" may be pronounced as /ɪmˈpærɪs/ because the /n/ sound, which is typically alveolar (produced with the tongue at the alveolar ridge), shifts to a bilabial /m/ to match the bilabial /p/ in "Paris."

- Manner Assimilation: Consonants also adjust their manner of articulation. For example, in the phrase "that song," the /t/ sound at the end of "that" may take on the fricative quality of the /s/ that follows, making the phrase sound like "thassong."

- Voicing Assimilation: When a voiced consonant becomes voiceless or vice versa due to its environment, we call it voicing assimilation. For example, in "have to," the /v/ sound in "have" often becomes voiceless /f/ before the voiceless /t/, making it sound like "haf to."

Elision: The Disappearance of Consonants

Elision occurs when a consonant sound is omitted entirely, often to enhance the ease and speed of speech. This process is especially common in rapid or informal speech and can make language challenging to follow for non-native listeners.

- Final Consonant Elision: In English, certain final consonants are dropped in connected speech, especially in phrases like "next week" (/neks wiːk/) where the /t/ sound in "next" may be dropped.

- Medial Consonant Elision: When two consonants appear together between vowels, one may be elided to maintain fluency. For instance, in "Christmas" the /t/ sound is frequently omitted, resulting in /ˈkrɪsməs/. This change facilitates smoother pronunciation between the surrounding sounds.

Elision can often vary by dialect or regional speech patterns, with some varieties of English dropping certain consonants more frequently than others.

Coarticulation: Overlapping Articulatory Movements

Coarticulation refers to the phenomenon where the articulation of one sound overlaps with the articulation of another. This is a natural consequence of rapid speech and is not a modification of a single consonant but rather a blending of sounds in connected speech.

- Anticipatory Coarticulation: This occurs when the articulatory features of a sound are influenced by the following sound. For example, in the phrase "cool kid," the /k/ sound in "cool" is often rounded in anticipation of the /k/ sound in "kid" because of the preceding rounded /u/ vowel.

- Carryover Coarticulation: In this type, a sound's articulation is influenced by the sound that came before it. For instance, in the word "boot," the /b/ is often articulated with rounded lips because of the rounded vowel /uː/ that follows.

Flapping: A Specific Modification in American English

In American English, flapping is a modification where /t/ or /d/ sounds between vowels are pronounced as a quick, soft "flap" sound. This is common in words like "butter" (/ˈbʌɾɚ/) or "city" (/ˈsɪɾi/). Flapping facilitates faster pronunciation by avoiding the full closure of a /t/ or /d/, blending the syllables more smoothly.

Linking Consonants for Continuity

Linking is a technique where a consonant sound connects two words for smoother flow in connected speech. In English, this can often involve a consonant sound at the end of one word linking to a vowel sound at the beginning of the next.

- Intrusive /r/: This is a type of linking where an "r" sound is introduced between words. For example, in "law and order," a non-native speaker might pronounce it /lɔː ænd ˈɔːdə/, but in connected speech, it often becomes /lɔːrænd ˈɔːdə/.

- Catenation: This is a form of linking where the final consonant of one word links directly to the initial vowel of the next. For instance, "pick it up" can sound like "pi ki tup," allowing for a smooth transition from one word to the next.

Consonant Reduction and Weakening

Consonants in unstressed syllables or in rapid speech often undergo weakening or reduction. This is similar to vowel reduction, but it applies to consonants, often resulting in softer or less articulated sounds.

For example, in the phrase "got to," the /t/ sounds may be reduced to a softer /ɾ/ or even omitted entirely in rapid or casual speech, resulting in "gotta."

Conclusion

Consonant modification is a vital aspect of connected speech that facilitates fluent communication in languages worldwide. It encompasses processes like assimilation, elision, coarticulation, linking, and reduction, each of which allows speakers to produce sounds more naturally and efficiently. While these modifications can create challenges for language learners, understanding them can significantly enhance listening comprehension, pronunciation, and overall fluency. The study of consonant modification in connected speech not only illuminates the fluid nature of spoken language but also has practical implications for language learning, speech therapy, and artificial intelligence speech processing. For language learners, understanding and practicing these modifications can make their speech sound more natural and improve their listening skills, as native speakers

often use these patterns unconsciously. For speech therapists, recognizing these modifications helps in diagnosing and treating speech and fluency disorders, as certain consonant modifications are more challenging for some individuals to produce. Furthermore, in speech recognition technology, programming these nuances enhances the system's ability to accurately interpret rapid, informal speech. Ultimately, consonant modifications reflect the adaptability of human language and highlight how speech evolves to support effortless and effective communication.

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PHONOLOGICAL ALTERNATIONS IN LANGUAGE: A COMPREHENSIVE ANALYSIS OF SOUND VARIATION PATTERNS

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: Quvondiqova Maftuna Farhod qizi

Annotation: This article provides a comprehensive overview of sound alternations, a key concept in phonology that explains systematic variations in pronunciation within languages. It begins by defining sound alternations and describing how they manifest through various types, such as assimilation, dissimilation, insertion, deletion, lenition, fortition, vowel harmony, and metathesis. The article highlights the motivations behind sound alternations, including ease of articulation, rhythmic flow, morphological rules, and historical language changes. By presenting examples from languages like English, Spanish, Japanese, and Turkish, the article illustrates the universality and diversity of these phonological processes. In the conclusion, the article emphasizes the significance of sound alternations in facilitating smooth, efficient communication and shaping linguistic evolution over time. An additional conclusion underscores how these alternations reveal insights into broader linguistic principles and historical language shifts, offering valuable perspectives on how languages adapt to meet the needs of their speakers. This article serves as a useful resource for linguistics students, language enthusiasts, and anyone interested in understanding the subtle yet powerful role of sound patterns in human language.

Key words: sound alternations, phonology, assimilation, dissimilation, insertion, deletion, lenition, fortition, vowel harmony, metathesis, phonological rules, articulation, language evolution, linguistic patterns, morphology, language adaptation, pronunciation, phonetic variation, linguistic change.

Language is a dynamic system that continuously evolves, with sound alternations playing a significant role in how it adapts and transforms. Sound alternations, also called phonological alternations, refer to systematic variations in pronunciation that occur under specific linguistic conditions. These variations are governed by phonological rules, which help maintain efficiency and coherence in language. Sound alternations affect how words are pronounced, often leading to distinct forms of the same word depending on its grammatical or phonological environment.

In this article, we'll explore the types of sound alternations, why they occur, and how they impact language and communication.

What are Sound Alternations?

Sound alternations occur when a phoneme, or unit of sound, changes to a different sound in specific contexts. These changes are typically systematic and predictable, often governed by rules at the phonological or morphological level. For example, in English, the final sound of the noun "leaf" (plural "leaves") changes from /f/ to /v/ when pluralized.

Phonologists study these sound alternations to understand patterns and tendencies within languages, as well as to explore broader principles of phonetic variation and language evolution.

Types of Sound Alternations

Assimilation

Assimilation occurs when a sound becomes more similar to a neighboring sound. This is common across languages and helps ease pronunciation. For example, in English, the prefix "in-" (meaning "not") assimilates to match the following sound, such as in "incomplete" and "impossible." The /n/ sound changes to /m/ before the /p/ in "impossible," making the word easier to articulate.

Dissimilation

Dissimilation is the opposite of assimilation, where a sound changes to become less similar to a neighboring sound. This helps avoid repetition of similar sounds, making words more distinct. For instance, in Latin, the word "peregrinus" (foreigner) became "pilgrim" in English, where the /r/ sound changed to an /l/ for clarity and ease of pronunciation.

Insertion (Epenthesis)

Insertion involves adding a sound to a word, often to simplify complex clusters of consonants. In English, we insert a /t/ sound between the consonants in the word "hamster," so it is often pronounced as "hampster."

Deletion (Elision)

Deletion occurs when a sound is omitted, especially in rapid or informal speech. English speakers often drop sounds for brevity; for example, "comfortable" is commonly pronounced "comf-tur-ble," omitting the second "o" sound.

Lenition and Fortition

Lenition refers to the softening of a sound, while fortition is its strengthening. In some languages, consonants in certain positions are softened to make pronunciation easier. For instance, in Spanish, the "b" in "hablar" (to speak) is softened to a /β/ sound between

vowels. Fortition, though less common, can be seen when sounds are strengthened for emphasis or clarity.

Vowel Harmony

Vowel harmony is a common alternation in languages like Turkish and Finnish, where vowels within a word align in terms of certain phonetic features (such as frontness or backness). This creates consistency and makes the word easier to pronounce within the constraints of the language's phonological rules.

Metathesis

Metathesis is a reordering of sounds within a word. This can occur due to historical sound changes or as a simplification in pronunciation. In English, the historical pronunciation of "ask" was once closer to "aks," with the consonant sounds reversing over time.

Why Do Sound Alternations Occur?

Sound alternations are primarily driven by the principles of phonological economy and articulatory ease. Languages constantly adapt to balance efficiency with clarity in communication. In addition, the following factors contribute to sound alternations:

- Ease of Articulation: Sound changes can reduce the physical effort needed to pronounce certain sounds or sound clusters, making words easier and faster to say.

- Speech Flow and Rhythmic Patterns: Alternations contribute to smooth, rhythmic speech patterns, which can be important in languages that emphasize timing, such as English and French.

- Morphological Rules: Morphological rules, such as pluralization or tense changes, can prompt sound alternations to keep forms regular or systematic within a language.

- Historical Change: Many alternations reflect historical linguistic changes that continue to influence modern pronunciation patterns.

Sound Alternations in Different Languages

Sound alternations are common across languages, though each language has its own unique patterns and rules. Here are a few examples from various languages:

- English: English exhibits numerous sound alternations, such as the /s/ to /z/ change in plural forms (e.g., "cats" vs. "dogs") and the deletion of unstressed vowels in fast speech (e.g., "family" pronounced as "fam-ly").

- Spanish: Spanish has extensive vowel alternations, such as the diphthongization of certain verbs (e.g., "pensar" becomes "pienso" in the first-person singular).

- Japanese: Japanese includes mora-based sound alternations, such as the nasalization of certain sounds in the presence of a nasal consonant.

- Turkish: Turkish vowel harmony leads to consistent sound alternations within words to match vowel backness, giving words a harmonious flow.

The Impact of Sound Alternations on Communication

Sound alternations are more than just pronunciation tweaks; they have profound effects on how languages are structured and understood. They enhance the efficiency of communication by ensuring that words fit into phonological and grammatical patterns, making speech smoother and more consistent. However, sound alternations can sometimes lead to ambiguity, especially for language learners who may find it challenging to recognize the base forms of words amid different pronunciations.

In addition, sound alternations play a role in language change over time. As populations merge, dialects intermingle, and speech communities influence one another, sound alternations help bridge differences, leading to the evolution of new dialects and languages.

Conclusion

The study of sound alternations offers insights not only into the structure of individual languages but also into the universal principles that govern human language as a whole. These alternations reflect the natural balance between clarity and ease of articulation, revealing how language constantly adapts to serve the needs of its speakers. Furthermore, sound alternations can act as a window into historical shifts and regional variations, showing how languages evolve and diverge over time. By understanding these patterns, linguists can trace the phonological "footprints" left by generations of speakers, providing a clearer view of the pathways through which languages have developed and continue to change. Sound alternations thus serve as a reminder of the fluid, adaptable nature of language—an evolving system that both shapes and is shaped by the societies that use it. Sound alternations highlight the intricate system of rules and tendencies that underpin natural language. By accommodating the physical limitations of speech organs and the cognitive preferences of speakers, sound alternations contribute to the adaptability and resilience of languages. For linguists and language enthusiasts, understanding these alternations sheds light on the hidden mechanisms of spoken language and reveals a nuanced layer of communication that, while often unnoticed, profoundly shapes how we convey and interpret meaning.

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

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: Safarboyeva Shohista Shuhrat qizi

Annotation: This article on "Phrase Theory: Phrase Types and Subtypes—Coordinate, Subordinate, and Predicative Phrases" provides a comprehensive overview of key syntactic structures used in sentence construction. It explores three primary types of phrases—coordinate, subordinate, and predicative—detailing their functions, structures, and various subtypes. The article explains how coordinate phrases link equal elements, subordinate phrases introduce dependent information, and predicative phrases describe or qualify the subject. Through clear examples, the text demonstrates how each phrase type operates within a sentence and contributes to meaning. It also highlights the distinctions between these phrase types, offering a thorough understanding of their roles in syntax. This resource is valuable for students of linguistics, language learners, and anyone interested in deepening their understanding of how phrases form the foundation of language structure.

Key words: Phrase theory, phrase types, coordinate phrases, subordinate phrases, predicative phrases, syntax, sentence structure, coordinate conjunctions, subordinating conjunctions, adjective clauses, adverbial clauses, noun clauses, nominal predicative phrases, adjective predicative phrases, verb predicative phrases, linguistic analysis, grammatical structure, sentence construction.

Phrase theory is an essential concept in syntax, the branch of linguistics that deals with sentence structure. Phrases are groups of words that work together as a single unit in a sentence, typically centered around a head word, which determines the phrase's type. Understanding the various types and subtypes of phrases allows linguists and language learners to break down and analyze sentence structures, revealing the underlying rules of language organization.

Phrases can be classified based on their syntactic role and the way they interact with other elements in a sentence. Three primary types of phrases are coordinate phrases, subordinate phrases, and predicative phrases. Each of these types has its own set of rules

and functions, and understanding these distinctions is crucial for parsing and constructing grammatically correct sentences.

Coordinate Phrases

Definition and Structure

A coordinate phrase is a phrase that is connected to another phrase of the same type through a coordinating conjunction, such as "and," "but," "or," "nor," "for," "so," or "yet." These conjunctions link elements of equal syntactic importance, meaning that the phrases they connect are typically parallel in structure.

Example:

- "She is studying and working full-time."

In this sentence, "studying" and "working full-time" are coordinated verbs that form a compound verb phrase, connected by the conjunction "and."

Coordinate Phrase Subtypes

There are several key subtypes of coordinate phrases:

- Coordinated Noun Phrases: These combine two or more noun phrases.
  - Example: "Tom and Jane went to the park."
- Coordinated Verb Phrases: These combine two or more verbs.
  - Example: "She will study or work later."
- Coordinated Adjective Phrases: These combine two or more adjectives.
  - Example: "The painting is both beautiful and expensive."
- Coordinated Adverb Phrases: These combine two or more adverbs.
  - Example: "She speaks clearly but slowly."

Subordinate Phrases

Definition and Structure

A subordinate phrase (also known as a dependent phrase) is part of a larger sentence structure, where it depends on another phrase for its full meaning. Subordinate phrases cannot stand alone as complete thoughts and are introduced by subordinating conjunctions, relative pronouns, or subordinating adverbs. These phrases modify or provide additional information about the main clause.

Example:

- "I will go to the store if I finish my work."

In this sentence, the subordinate phrase "if I finish my work" provides a condition for the main action, "I will go to the store."

Subordinate Phrase Subtypes

Subordinate phrases are classified based on their syntactic function in the sentence:

- Adjective Clauses: These phrases modify a noun or pronoun.
  - Example: "The book that you lent me is interesting."
- Adverbial Clauses: These phrases modify a verb, adjective, or another adverb.
  - Example: "He left the party because he was tired."
- Noun Clauses: These phrases function as a noun in the sentence.
  - Example: "What you said really upset me."

Subordinate phrases introduce extra layers of meaning, typically indicating time, reason, condition, manner, or place.

Predicative Phrases

Definition and Structure

A predicative phrase is centered around a predicator (often a verb) and usually refers to a state, condition, or action linked to the subject of the sentence. These phrases describe the subject and are critical in forming a complete sentence structure.

Example:

- "The cake looks delicious."

In this sentence, "looks delicious" is the predicative phrase, providing information about the subject "the cake."

Predicative Phrase Subtypes

Predicative phrases also come in different forms based on what they describe:

- Nominal Predicative Phrases: These phrases attribute a noun or noun phrase to the subject.
  - Example: "She became a doctor."
- Adjective Predicative Phrases: These phrases attribute an adjective to the subject, describing a characteristic or quality.
  - Example: "The weather is cold."
- Verb Predicative Phrases: Sometimes the verb itself takes on a predicative role.
  - Example: "He has eaten."

In many languages, including English, predicative phrases help connect the subject with a description, making them essential for expressing states, qualities, and actions.

Comparison of Phrase Types

Coordinate vs. Subordinate Phrases

While coordinate phrases link equal elements, subordinate phrases rely on a primary clause to provide full meaning. The key difference is that coordinated phrases stand alone

as separate yet connected elements, while subordinate phrases depend on a main clause to form a coherent thought.

Coordinate vs. Predicative Phrases

Coordinate phrases are typically syntactic constructions that join equal phrases, while predicative phrases serve to describe or qualify the subject. For example, in the sentence "She is kind and hardworking," the phrase "kind and hardworking" is a coordinated adjective phrase. In contrast, in "She is kind," the adjective "kind" is part of the predicative phrase that describes the subject "she."

Subordinate vs. Predicative Phrases

Subordinate phrases add dependent, contextual information to the main clause, whereas predicative phrases typically provide information about the subject, focusing on states, conditions, or attributes. For example, "She sings beautifully because she practices daily" shows a subordinate phrase, while "She is a talented singer" uses a predicative phrase to describe the subject.

Conclusion

In sum, the study of phrase types and their subtypes provides valuable insight into the intricate workings of sentence structure and syntax. By examining coordinate, subordinate, and predicative phrases, we gain a deeper understanding of how words are organized to convey meaning effectively. Coordinate phrases allow for the connection of equal elements, subordinate phrases add essential layers of information, and predicative phrases are key to expressing descriptions and actions related to the subject. Each type of phrase plays a vital role in communication, allowing speakers and writers to construct clear, complex, and dynamic sentences. Mastery of these phrase structures not only aids in grammatical accuracy but also enriches our ability to express nuanced ideas and relationships between concepts. As we continue to explore phrase theory, we uncover the fundamental building blocks of language, empowering us to appreciate the flexibility and precision of linguistic expression. Understanding the different types of phrases—coordinate, subordinate, and predicative—is foundational for comprehending sentence structure and syntax. Coordinate phrases join equal elements, subordinate phrases add dependent information, and predicative phrases describe the subject's state or condition. Recognizing the functions and subtypes of these phrases enhances our ability to analyze, construct, and interpret complex sentences in any language. Through phrase theory, linguists can better understand the nuanced relationships between words and how they combine to form meaningful expressions.

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THE STRUCTURE AND DIVISION OF SYLLABIC UNITS IN LINGUISTIC PHONOLOGY

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: Safarboyeva Shohista Shuhrat qizi

Annotation: This article delves into the fundamental aspects of syllables, highlighting their structure, formation, and the rules guiding their separation. A syllable, the smallest unit of sound in language, comprises essential parts: the onset, nucleus, and coda. These components contribute to a word's overall pronunciation and rhythm, and each syllable centers around a vowel sound. The article outlines rules of syllable separation in English, such as how consonants and vowels are divided within words and how linguistic elements like prefixes and clusters affect syllabification. By understanding these rules, readers can improve their pronunciation, reading, spelling, and comprehension skills. The article emphasizes that syllables are not only critical for spoken language but also play a vital role in reading fluency and effective communication.

Key words: syllable, onset, nucleus, coda, phonetics, phonology, syllable formation, syllable separation, open syllable, closed syllable, vowel, consonant, pronunciation, syllabification, language learning, reading comprehension, word stress, spelling, linguistic structure, phonological rules.

The concept of a syllable forms the foundation of linguistic study and plays a critical role in phonetics, phonology, and language learning. A syllable is the smallest unit of sound in speech that often combines vowels and consonants to form coherent utterances. While syllables may seem simple, they involve complex rules of formation and separation that vary across languages. This article explores the structure, formation, and rules of syllable separation, illustrating their importance in understanding language and pronunciation.

What Is a Syllable?

A syllable is typically a single sound unit within a word, comprising a vowel sound and, optionally, surrounding consonants. For example, the word apple has two syllables: ap-ple, while banana has three syllables: ba-na-na. In written language, syllables are visually represented by splitting the word into these sound units. Each syllable serves as a building block that helps shape a word's pronunciation, rhythm, and intonation.

Structure of a Syllable: Nucleus, Onset, and Coda

A syllable generally consists of three main parts:

Onset: The initial consonant or consonant cluster of the syllable, if any. For instance, in the word cat, the onset is c.

Nucleus: The core of the syllable, often a vowel sound, which is essential in forming a syllable. In the word cat, the nucleus is the vowel a.

Coda: The final consonant or consonant cluster of the syllable, which follows the nucleus. In cat, the coda is t.

In some syllables, not all three parts are present. A syllable might have only an onset and a nucleus, such as go, or only a nucleus, such as a. Together, the nucleus and coda form what is known as the rime, which can be essential for teaching rhyme and rhythm in language learning.

Formation of Syllables: Basic Rules

The process of syllable formation follows a series of phonetic and phonological rules:

Vowel-Centric Structure: Syllables are often formed around vowels, as every syllable contains a vowel sound at its core. For example, in umbrella, each syllable (um-brel-la) centers around a vowel.

Consonant Clusters: Some languages allow for complex consonant clusters within a syllable, such as in strength, while others do not. In English, clusters like str can form an onset, whereas in languages with simpler syllabic rules, this cluster would be separated into multiple syllables.

Syllable Types: Syllables are classified as open or closed based on the presence of a coda. An open syllable ends in a vowel sound, as in he, while a closed syllable ends in a consonant, as in hat.

Syllable Separation: How to Divide Syllables

The process of syllable separation, or syllabification, involves breaking down words into their constituent syllables. This division is not random and follows specific rules that vary depending on the language. Below are some key guidelines used in English:

Vowel-Consonant Separation: If a single consonant appears between two vowels, it generally joins the syllable of the second vowel, as in ba-by.

Consonant Doubling: When two consonants appear together, as in but-ter, they often separate into different syllables.

Prefix and Suffix Boundaries: Syllable separation often respects prefixes and suffixes, keeping them intact when dividing a word. For instance, un-hap-py is split at the prefix.

Consonant Clusters: If a cluster of consonants appears between two vowels, as in hundred, the first consonant usually belongs to the preceding syllable, and the rest begin the next syllable.

Diphthongs and Silent Letters: Diphthongs, or combined vowel sounds like oi in boil, typically stay within a single syllable. Silent letters, like k in knife, are not treated as separate elements in syllabification.

Importance of Understanding Syllables

Grasping syllable formation and separation is fundamental for both language learners and linguists. This understanding aids in:

Improving Pronunciation: Learning how syllables are structured helps learners pronounce words more clearly.

Reading and Spelling: Syllable division rules make it easier to decode and spell unfamiliar words.

Understanding Word Stress: In English and other languages, stress often falls on specific syllables, influencing word meaning and sentence rhythm.

Conclusion

A syllable is a powerful unit of sound that structures the flow of language. Its formation follows a consistent vowel-centered structure, and its separation adheres to established rules that vary across languages. By understanding syllables, one gains insights into pronunciation, rhythm, and effective communication, making syllable study an invaluable part of language learning and analysis. Mastering syllable formation and separation provides a strong foundation for language proficiency and literacy. By understanding how syllables are constructed and divided, learners and speakers gain better control over pronunciation, spelling, and word stress. This knowledge not only enhances spoken fluency but also aids in reading comprehension and writing accuracy. Furthermore, syllable awareness enriches linguistic diversity by helping speakers navigate different languages' syllabic rules, supporting clearer communication across dialects and languages. Ultimately, syllables are more than mere segments of sound—they are essential building blocks that facilitate effective, expressive, and nuanced use of language.

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PHONOLOGICAL UNITS: THE FORMATION AND DIVISION OF SYLLABLES IN LANGUAGE

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: Kamolova Noila Hasanboy qizi

Annotation: This article explores the concept of a syllable, focusing on its formation, structure, and the rules for separating syllables in both spoken and written language. It defines a syllable as a unit of sound that typically consists of a vowel sound, which may be preceded or followed by consonants. The article breaks down the components of a syllable—onset, nucleus, and coda—and explains how these components contribute to word pronunciation and meaning. It also outlines general guidelines for syllable separation, emphasizing the importance of vowels, consonant clusters, and the treatment of diphthongs. The article highlights the practical significance of syllables in language learning, spelling, and poetry. By understanding syllable structure and separation, readers can improve their linguistic fluency and communication skills..

Key words: syllable, formation, structure, onset, nucleus, coda, vowel, consonant, separation, pronunciation, spelling, language learning, diphthongs, rhythm, meter, poetry, communication, fluency, language acquisition, syllabic division, word stress, phonetics.

A syllable is one of the most fundamental building blocks of language. It forms the structure of words, and understanding how syllables work is crucial to mastering pronunciation, spelling, and reading in any language. This article explores the concept of a syllable, how it is formed, and the rules of syllable separation.

What is a Syllable?

A syllable is a unit of speech sound that typically contains a vowel sound and may also include consonant sounds. It acts as a rhythmic unit in language, with each syllable forming a single beat in speech. In English and many other languages, syllables can consist of a single vowel, a consonant followed by a vowel, or combinations of consonants and vowels.

For example:
- The word "cat" has one syllable: cat.

- The word "table" has two syllables: ta-ble.

- The word "banana" has three syllables: ba-na-na.

Each syllable is a segment of a word that can be pronounced as a single unit, and in spoken language, syllables are separated by a brief pause or change in pitch.

Formation of a Syllable

A syllable is typically made up of three components:

Onset: This is the initial consonant or consonant cluster that precedes the vowel. Not all syllables have an onset. For example, in the word "apple," the "a" forms the nucleus, and the "p" is the onset.

Nucleus: The nucleus is the central part of the syllable and almost always consists of a vowel. It is the heart of the syllable and carries the primary stress or pitch. In the word "bat," the vowel sound "a" is the nucleus.

Coda: This is the final part of the syllable, which consists of a consonant or consonant cluster following the nucleus. Like the onset, the coda is optional. For instance, in the word "cat," the "t" is the coda. However, in the word "see," there is no coda, making it an open syllable.

A syllable can be open or closed:

- Open syllables end with a vowel sound, as in go or be.

- Closed syllables end with a consonant sound, as in cat or sit.

The combination of these components creates the phonetic structure that enables us to pronounce words.

Syllable Separation

Syllable separation refers to the practice of dividing words into individual syllables. This is important for accurate pronunciation, spelling, and poetry. In written language, syllable separation is commonly indicated by a hyphen (in dictionaries or for syllabic division), or by spaces in the spoken form.

When dividing words into syllables, several key principles are followed:

Every syllable contains at least one vowel: A vowel sound is the core of every syllable. In a word like "traffic," it is divided as traf-fic, with the vowel sounds "a" and "i" marking the syllables.

Divide between two consonants when no rule prevents it: In words like "picnic" (pic-nic), the consonants "c" and "n" are separated because they fall between the vowels "i" and "i."

When a consonant is followed by a vowel, they often stay together: For instance, in the word "happy," the syllable division occurs between the "p" and "y," as in hap-py. The consonant "p" is part of the first syllable and not separated from the following vowel.

Two vowels together often indicate a single syllable: In words like "team" (team), the vowels "ea" together make a single sound, so the word is not divided as te-am but stays whole in one syllable.

Diphthongs are considered a single vowel sound, so they remain together in the same syllable. In words like "coin" or "voice," the "oi" and "oi" are treated as single units of sound.

Silent letters do not form separate syllables: In words like "knight," the "k" and "n" are silent, and the word is divided as knight, with a single syllable, not k-night.

Examples of Syllable Separation

- Apple: The word "apple" is divided into two syllables: ap-ple.
- Cucumber: The word "cucumber" is divided as cu-cum-ber.
- Education: The word "education" divides as ed-u-ca-tion.
- Important: "Important" is divided as im-por-tant.

Importance of Syllable Separation

Syllable separation is essential for many aspects of language acquisition and usage. In writing, it aids in correct spelling and pronunciation, ensuring words are understood as they are intended. For learners of English as a second language, proper syllable division can help with reading fluency and comprehension.

In poetry and song lyrics, syllables are crucial for rhythm, meter, and rhyme. Understanding the structure of syllables also allows for more effective communication, as it impacts how words are stressed and pronounced.

Conclusion

In summary, syllables are integral to the structure of language, serving as the foundation for both spoken and written communication. Understanding how syllables are formed and separated not only aids in mastering pronunciation and spelling but also contributes to a deeper appreciation of language patterns, rhythm, and flow. Whether in everyday conversation, poetry, or language learning, the ability to recognize and manipulate syllables is essential for clear, effective expression. By grasping the principles of syllable division and formation, speakers can improve their linguistic skills and engage more fully with the nuances of their language. A syllable is a basic unit of sound that forms the building blocks of words. It is made up of an onset (optional), a nucleus (typically a vowel), and a coda (optional). Understanding the rules of syllable formation and separation is essential for

correct pronunciation, spelling, and effective communication. Through careful division of syllables, speakers and writers can enhance their clarity and fluency in any language.

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CLASSIFICATION OF SENTENCES BASED ON COMMUNICATIVE INTENT

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: Kamolova Noila Hasanboy qizi

Annotation: This article explores the four primary types of sentences classified by their purpose of expression: declarative, interrogative, imperative, and exclamatory. It examines each type's structure, purpose, and examples, showing how each serves a distinct communicative function. Declarative sentences provide information or statements, interrogative sentences pose questions, imperative sentences give commands or requests, and exclamatory sentences convey strong emotions. The article also highlights the practical application of each sentence type across various contexts, emphasizing how mastering these can enhance clarity, engagement, and emotional impact in communication. The conclusions underscore the importance of understanding and using sentence types effectively to improve personal, academic, and professional communication.

Key words: Sentence types, declarative sentences, interrogative sentences, imperative sentences, exclamatory sentences, purpose of expression, communication, sentence structure, language, clarity, engagement, emotional impact, effective communication, sentence classification, writing skills, personal communication, professional communication.

Language is an essential tool for communication, and one of the key ways it conveys meaning is through sentences. Sentences are classified in various ways to help convey different ideas, emotions, and commands. One of the most fundamental classifications is based on the purpose of expression. According to this classification, sentences can be divided into four main types: declarative, interrogative, imperative, and exclamatory. Understanding these sentence types can enhance both writing and speaking skills, making communication clearer and more effective.

Declarative Sentences

A declarative sentence makes a statement or provides information. Its primary purpose is to convey facts, descriptions, opinions, or explanations. Declarative sentences are

the most common type of sentence in both written and spoken language. They end with a period and can be either positive (affirmative) or negative.

Examples:

- The sun sets in the west.

- She enjoys reading historical novels.

- He is not attending the meeting tomorrow.

Usage:

Declarative sentences are useful for providing background information, stating opinions, or conveying facts. They help establish context and are foundational to many forms of writing, including reports, essays, articles, and narratives.

Interrogative Sentences

Interrogative sentences are designed to ask questions. Their primary purpose is to seek information, clarification, or confirmation. Interrogative sentences typically end with a question mark and can be categorized further based on the type of question they pose.

Types of Interrogative Sentences:

- Yes/No Questions: These questions expect a simple "yes" or "no" answer.

Example: Are you coming to the event?

- Wh- Questions: These questions begin with interrogative words like who, what, when, where, why, or how.

Example: What time does the class start?

- Choice Questions: These questions present options and require the listener to choose.

Example: Do you want coffee or tea?

Usage:

Interrogative sentences are essential in everyday conversation, journalism, research, and any context where information gathering or confirmation is necessary. They engage the listener or reader and prompt responses, making them an interactive tool in communication.

Imperative Sentences

Imperative sentences issue commands, requests, or instructions. They often imply that the speaker has authority or that the listener should take action. Imperative sentences can end with a period, or sometimes with an exclamation mark if the command is urgent or forceful.

Examples:

- Please close the door.

- Finish your homework before dinner.

- Stop right there!

Usage:

Imperative sentences are commonly used in instructional writing, manuals, recipes, guides, and persuasive writing. They are direct and can be gentle requests or firm commands, depending on the context and the relationship between speaker and listener.

Exclamatory Sentences

Exclamatory sentences express strong emotions or reactions, such as surprise, excitement, anger, or joy. They convey intensity and end with an exclamation mark. Exclamatory sentences are often used in casual conversation and creative writing to show enthusiasm, urgency, or high levels of emotion.

Examples:

- Wow, that's amazing!

- I can't believe you did that!

- What a beautiful day!

Usage:

Exclamatory sentences are used sparingly in formal writing but are common in personal and creative expressions, such as in novels, poetry, speeches, and everyday conversations. They add color and emotional weight to language, helping readers or listeners connect with the speaker's feelings.

Practical Application of Sentence Types

In practical communication, a combination of these sentence types adds variety and depth to language. For instance:

- In a research paper, declarative sentences present facts and data, while interrogative sentences might introduce research questions.

- Instructional writing relies heavily on imperative sentences to guide the reader through steps or actions.

- Conversational writing may include exclamatory sentences to capture the speaker's enthusiasm or reactions.

Effective communication often involves a balance among these types, allowing the speaker or writer to not only share information but also to engage, instruct, and connect emotionally with the audience.

Conclusion

Each type of sentence serves a unique purpose in language. Declarative sentences provide information, interrogative sentences seek it, imperative sentences give direction, and exclamatory sentences express emotion. By mastering the use of these sentence types,

writers and speakers can craft their messages with greater precision, clarity, and impact. Whether in formal writing, storytelling, teaching, or everyday conversation, understanding sentence types enhances one's ability to communicate effectively and meaningfully. Mastering the different types of sentences according to the purpose of expression not only improves individual communication but also fosters better understanding among speakers and listeners. By strategically using declarative, interrogative, imperative, and exclamatory sentences, we can make our speech or writing more engaging, persuasive, and emotionally resonant. These sentence types are tools that allow us to tailor our messages to different contexts and audiences, ensuring that our ideas are conveyed accurately and our intent is clearly understood. Developing a nuanced understanding of sentence types empowers individuals to communicate with confidence, making language a powerful bridge in personal, academic, and professional settings.

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SEMANTIC FUNCTIONS OF SPEECH SOUNDS AND PHONEME

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: Kamolova Noila Hasanboy qizi

Annotation: This article explores the fundamental roles of speech sounds and phonemes in human communication, focusing on their semantic functions and linguistic significance. Speech sounds, the physical articulations of language, and phonemes, the abstract units of sound, form the core of how spoken language conveys meaning. The article highlights the distinction between the two, emphasizing their interplay in differentiating words, signaling grammatical relationships, and expressing emotions or emphasis. Key points include the differentiation of lexical items through phonemic contrast, the role of phonological rules in shaping pronunciation, and cross-linguistic variations such as tonal versus non-tonal systems. Additionally, the article delves into the cognitive and social dimensions of speech sounds, illustrating their importance in language processing and identity formation. This analysis provides a comprehensive overview of how sound patterns in language serve as a bridge between articulation and meaning, offering insights into the intricate structure and function of human language.

Key words: speech sounds, phonemes, semantics, phonetics, phonology, articulation, acoustic properties, lexical differentiation, grammatical meaning, expressive meaning, phonological rules, phonotactics, phonological processes, tonal languages, non-tonal languages, cognitive role, social role, language identity, allophones, minimal pairs.

Speech is a fundamental medium of communication that relies on the articulation and perception of sounds. At the heart of spoken language are speech sounds and phonemes, which serve as building blocks of meaning in communication. Understanding their semantic functions reveals how sounds convey meaning and contribute to the intricate system of language.

Speech Sounds: The Foundation of Communication

Speech sounds, also known as phones, are the basic units of sound in spoken language. These sounds are produced by the articulatory organs such as the lips, tongue, and

vocal cords. While speech sounds vary greatly across languages, their production and perception are governed by universal principles of phonetics.

Semantic Role of Speech Sounds

Speech sounds play a pivotal role in communication by:

Differentiating Words: Subtle variations in sound can distinguish one word from another. For instance, in English, the difference between /p/ and /b/ in "pat" and "bat" signals distinct meanings.

Adding Expressive Nuance: Speech sounds contribute to prosody, which includes intonation, stress, and rhythm. Prosody can alter or enhance the meaning of an utterance, as in the difference between a statement ("You're coming.") and a question ("You're coming?").

Aiding Contextual Interpretation: The acoustic qualities of speech sounds, such as pitch and tone, can provide clues about the speaker's mood, intent, or cultural context.

Phonemes: The Minimal Units of Meaning

Phonemes are the smallest distinctive units of sound in a language that can change the meaning of a word. Unlike speech sounds, which encompass all possible sounds produced by the human vocal tract, phonemes are specific to a given language.

Semantic Importance of Phonemes

Lexical Differentiation: Phonemes allow speakers to differentiate between words. For example, in English, the phonemes /k/ and /t/ distinguish "cat" from "tat."

Structural Organization: Phonemes organize speech into meaningful units. A change in phoneme alters the semantic interpretation of a sentence, emphasizing the systematic nature of language.

Minimal Pair Analysis: Phonemes are identified through minimal pairs—word pairs that differ by only one sound. For example, "bit" and "bat" illustrate how the phonemes /ɪ/ and /æ/ create semantic distinctions.

The Interplay Between Sounds and Meaning

Phonemes and speech sounds work in tandem to create and interpret meaning in communication. While phonemes serve as the abstract representations of sound that convey linguistic meaning, speech sounds provide the physical realization of these phonemes.

Phonological Rules and Semantic Impact

Languages employ phonological rules to regulate the relationship between phonemes and their articulatory or acoustic outputs. These rules ensure consistency in pronunciation and meaning. For instance:

- Assimilation: A phoneme adopts features of a neighboring sound for ease of articulation (e.g., "input" often pronounced as "imput").

- Deletion: Sounds may be omitted in rapid speech, altering the phonetic form while retaining meaning (e.g., "going to" becoming "gonna").

These rules can affect semantic interpretation by influencing how words and sentences are perceived.

Cross-Linguistic Perspectives

The relationship between speech sounds and meaning is not universal across languages. For instance, tonal languages like Mandarin Chinese rely on pitch variation to distinguish between words with identical phonemic structures (e.g., the syllable "ma" can mean "mother," "horse," or "scold," depending on its tone).

Speech sounds, also known as phones, are the physical sounds produced during speech. They are studied in the field of phonetics, which examines their articulation, acoustic properties, and auditory perception.

Key Characteristics:

- Articulation: Speech sounds are created by the movement of articulators (lips, tongue, teeth, vocal cords, etc.). For example, the sound /p/ is produced by briefly blocking airflow with the lips and releasing it explosively.

- Acoustics: Speech sounds have measurable properties like frequency, amplitude, and duration, which determine how they are perceived by listeners.

- Perception: Humans process speech sounds using auditory mechanisms to distinguish meaningful patterns.

Categories of Speech Sounds:

- Vowels: Sounds produced without significant constriction of airflow, characterized by tongue height, backness, and lip rounding (e.g., /a/, /i/, /u/).

- Consonants: Sounds produced with significant constriction or closure in the vocal tract (e.g., /b/, /t/, /s/).

- Suprasegmentals: Features like stress, intonation, and rhythm that overlay speech sounds to convey additional meaning. Phonemes are the smallest units of sound that can distinguish meaning in a specific language. Unlike speech sounds, which are physical, phonemes are abstract mental representations of sound.

Conclusion

Speech sounds and phonemes form the backbone of spoken language, bridging the gap between physical articulation and abstract meaning. Their semantic functions underscore the complexity and versatility of human communication, revealing how subtle

variations in sound can shape our understanding of the world. By studying these elements, linguists and language enthusiasts can gain deeper insights into the rich tapestry of language and meaning. The study of speech sounds and phonemes not only enhances our understanding of language structure but also reveals the interconnectedness of sound and meaning in human communication. These fundamental elements demonstrate how language balances precision and creativity, allowing speakers to convey complex ideas, emotions, and cultural nuances. As linguistic research progresses, exploring the semantic functions of speech sounds and phonemes will continue to shed light on the cognitive, social, and cultural dimensions of language, reinforcing its role as one of humanity's most powerful tools for connection and expression.

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2-TOM, 11-SON

IJTIMOIY TARMOQLARNING YOSHLAR QADRIYATLARIGA TA'SIRI

ВЛИЯНИЕ СОЦИАЛЬНЫХ СЕТЕЙ НА ЦЕННОСТИ МОЛОДЕЖИ

IMPACT OF SOCIAL MEDIA ON YOUTH VALUES

Ro'ziyeva Zilola Fayzulla qizi
O'zbekiston Milliy universiteti
Magistratura bo'limi uslubchisi

Annotatsiya. Ushbu maqola ijtimoiy tarmoqlarning zamonaviy yoshlar qadriyatlariga ko'rsatayotgan ta'sirini o'rganishga bag'ishlangan. Tadqiqot adabiyotlar tahlili asosida amalga oshirilgan bo'lib, ijtimoiy tarmoqlarning yoshlar dunyoqarashi, axloqiy me'yorlari va qadriyatlariga ta'sirini ko'rib chiqadi. Maqolada salbiy va ijobiy ta'sirlar muhokama qilinib, muammolarni hal etish yo'llari taklif etiladi.

Kalit so'zlar: ijtimoiy tarmoqlar, yoshlar qadriyatlari, axloqiy me'yorlar, internet madaniyati, virtual muhit

Аннотация. Эта статья посвящена изучению влияния социальных сетей на современные молодежные ценности. Исследование основано на анализе литературы и рассматривает влияние социальных сетей на мировоззрение, этические нормы и ценности молодежи. В статье обсуждаются как отрицательные, так и положительные эффекты и предлагаются способы решения проблем.

Ключевые слова: социальные сети, молодежные ценности, этика, интернет-культура, виртуальная среда

Abstract. This article is devoted to the study of the impact of social media on the values of modern youth. The study is based on literature analysis, examining the impact of social media on youth worldview, ethical standards and values. The article discusses negative and positive effects and offers ways to solve problems.

Keywords: social networks, youth values, moral standards, internet culture, virtual environment

KIRISH

Zamonaviy axborot texnologiyalari davrida ijtimoiy tarmoqlar yoshlar hayotining ajralmas qismiga aylanib ulgurdi. Facebook, Instagram, TikTok va Telegram kabi platformalar nafaqat muloqot vositasi, balki yoshlarning dunyoqarashi va qadriyatlar tizimiga sezilarli ta'sir ko'rsatuvchi muhitga aylandi [1]. Bugungi kunda O'zbekistonda 65% yoshlar muntazam ravishda ijtimoiy tarmoqlardan foydalanadi [2]. Bu holat yoshlarning an'anaviy qadriyatlari va zamonaviy virtual muhit o'rtasidagi munosabatlarni o'rganish zaruriyatini keltirib chiqaradi.

METODOLOGIYA VA ADABIYOTLAR TAHLILI

Tadqiqot metodologiyasi tizimli adabiyotlar tahlili asosiga qurilgan. O'zbek, rus va g'arb olimlarining ilmiy ishlari o'rganib chiqildi. Tahlil davomida ijtimoiy tarmoqlarning yoshlar qadriyatlariga ta'siri quyidagi yo'nalishlar bo'yicha o'rganildi:

- Axloqiy qadriyatlarga ta'siri
- Milliy qadriyatlarga munosabat
- Oilaviy qadriyatlar transformatsiyasi
- Ta'lim va bilim olishga bo'lgan munosabat

Rahimov va boshqalarning tadqiqotiga ko'ra [3], ijtimoiy tarmoqlar yoshlarning kundalik xatti-harakatlariga va qaror qabul qilish jarayonlariga bevosita ta'sir ko'rsatmoqda. Petrov [4] o'z ishida virtual muhitning yoshlar dunyoqarashini shakllantirishdagi rolini ta'kidlaydi.

NATIJALAR VA MUHOKAMA

Ijtimoiy tarmoqlarning yoshlar qadriyatlariga ta'sirini o'rganish jarayonida bir nechta muhim yo'nalishlar aniqlandi. Ularni alohida tahlil qilib chiqamiz.

Birinchidan, axloqiy qadriyatlarga ta'sir masalasi. Williams [5] tadqiqotlariga ko'ra, virtual muhit yoshlarning axloqiy qarashlari va xulq-atvor modellarini sezilarli darajada o'zgartirmoqda. Ijtimoiy tarmoqlarda keng tarqalgan "layk" va "repost" madaniyati yoshlarda e'tibor markazida bo'lish, tashqi ko'rinishga ortiqcha e'tibor berish kabi xususiyatlarni shakllantirmoqda. Virtual muhitdagi muloqot madaniyati real hayotdagi muomala me'yorlaridan farq qiladi - bu esa yoshlarda ikki xil axloqiy me'yorlar tizimining shakllanishiga olib kelmoqda. Bundan tashqari, shaxsiy hayot chegaralari buzilishi, ma'naviy qadriyatlarning virtual muhitda yengil talqin qilinishi kabi holatlar kuzatilmoqda.

Ikkinchidan, milliy qadriyatlar masalasi. Axmedova [6] ning tadqiqotlari ko'rsatishicha, ijtimoiy tarmoqlar milliy qadriyatlarga ikki tomonlama ta'sir ko'rsatmoqda. Bir tomondan, ijtimoiy tarmoqlar milliy an'analar, urf-odatlar va qadriyatlarni keng targ'ib qilish, ularni zamonaviy shaklda yoshlarga yetkazish imkoniyatini bermoqda. Boshqa tomondan esa, global virtual makonning ta'siri ostida milliy qadriyatlar transformatsiyaga

uchramoqda, ba'zi hollarda esa yo'qolib bormoqda. Masalan, kiyinish madaniyati, muomala odobi, kattalarni hurmat qilish kabi qadriyatlar zamonaviy talqinlarda o'zgarmoqda.

Uchinchidan, oilaviy qadriyatlar masalasi. Sokolov [7] ta'kidlaganidek, ijtimoiy tarmoqlar oilaviy qadriyatlar tizimiga ham sezilarli ta'sir ko'rsatmoqda. Zamonaviy yoshlar orasida oilaga munosabat o'zgarmoqda - an'anaviy oilaviy rollar qayta ko'rib chiqilmoqda. Instagram va Facebook kabi tarmoqlarda namoyish etiladigan "ideal oila" modellari yoshlarning oilaviy hayotga bo'lgan kutuvlarini o'zgartirmoqda. Shuningdek, oilaviy munosabatlarning ijtimoiy tarmoqlarda namoyish etilishi ham yangi tendensiya sifatida kuzatilmoqda.

To'rtinchidan, ta'lim va bilim olishga munosabat masalasi. Johnson va Smith [8] ning tadqiqotlariga ko'ra, ijtimoiy tarmoqlar ta'lim tizimiga va bilim olishga bo'lgan munosabatni tubdan o'zgartirmoqda. Yoshlar orasida an'anaviy ta'lim shakllari o'rnini onlayn ta'lim platformalari egallamoqda. YouTube, TikTok va boshqa ijtimoiy tarmoqlarda qisqa va tez o'zlashtiriluvchi kontentning ko'payishi yoshlarning bilim olish jarayoniga yondashuvini o'zgartirmoqda. Bu bir tomondan bilimlarni tez va oson o'zlashtirish imkonini bersa, boshqa tomondan chuqur va fundamental bilimlarning sayozlashishiga olib kelmoqda.

Bundan tashqari, ijtimoiy tarmoqlar ta'sirida yoshlarning qadriyatlar tizimida moddiy va ma'naviy qadriyatlar o'rtasidagi muvozanat ham o'zgarmoqda. Virtual makon va real hayot o'rtasidagi farqlar, virtual obro' va real hayotdagi obro'-e'tibor o'rtasidagi ziddiyatlar yoshlarning qadriyatlar tizimida yangi muammolarni keltirib chiqarmoqda.

Rahimov va boshqalarning [3] tadqiqotlari ko'rsatishicha, ijtimoiy tarmoqlarda ko'p vaqt o'tkazadigan yoshlar orasida an'anaviy qadriyatlardan uzoqlashish, virtual qadriyatlarni ustuvor qo'yish holatlari kuzatilmoqda. Bu esa jamiyat va oila oldida yangi vazifalarni qo'ymoqda - zamonaviy texnologiyalar va an'anaviy qadriyatlar o'rtasida muvozanatni saqlash, yoshlarni virtual muhitning salbiy ta'sirlaridan himoya qilish masalalari dolzarb ahamiyat kasb etmoqda.

XULOSA

Tadqiqot natijalari shuni ko'rsatadiki, ijtimoiy tarmoqlar yoshlar qadriyatlar tizimiga kompleks ta'sir ko'rsatmoqda. Bu ta'sirning ham ijobiy, ham salbiy jihatlari mavjud. Ijobiy jihatlar qatoriga axborot olish imkoniyatlarining kengayishi, global muloqot va bilim olish imkoniyatlari kirsa, salbiy jihatlarga an'anaviy qadriyatlarning yo'qolish xavfi, virtual bog'liqlik va axloqiy me'yorlarning buzilishi kiradi.

Yoshlar qadriyatlarini asrab-avaylash va rivojlantirish uchun quyidagi choralar tavsiya etiladi:

• Ijtimoiy tarmoqlardan oqilona foydalanish madaniyatini shakllantirish

- Milliy va zamonaviy qadriyatlar uyg'unligini ta'minlash
- Media savodxonlikni oshirish
- Ijtimoiy tarmoqlarda milliy kontentni ko'paytirish

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2-TOM, 11-SON

COMPOUND SENTENCE THEORY AND ITS STRUCTURAL AND SEMANTIC TYPES

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: Mallaboyeva Odina Akmal qizi

Annotation: This article explores the theory of compound sentences, focusing on their structural and semantic classifications. Compound sentences, which combine two or more independent clauses, play a vital role in both written and spoken communication. Structurally, they can be linked using coordinating conjunctions, semicolons, or conjunctive adverbs, with variations depending on the writer's intent. Semantically, they are categorized into types such as additive, adversative, causal, alternative, and explanatory, reflecting the relationship between the clauses. The article emphasizes the importance of compound sentences in enhancing clarity, coherence, and expressiveness, making them a fundamental tool in effective language use.

Key words: Compound sentence, coordinating conjunctions, independent clauses, semicolons, conjunctive adverbs, structural types, semantic types, additive sentences, adversative sentences, causal sentences, alternative sentences, explanatory sentences, grammar, sentence structure, communication, linguistic theory.

A compound sentence is a fundamental concept in linguistics and grammar, comprising two or more independent clauses joined by a coordinating conjunction, a semicolon, or occasionally, a conjunctive adverb. Unlike simple or complex sentences, the components of a compound sentence maintain their independence, yet they are linked to convey a more nuanced meaning. This article delves into the theory of compound sentences and explores their structural and semantic types.

A compound sentence, by definition, combines multiple independent clauses that are grammatically equal. Each clause can stand alone as a complete sentence, but when linked, they provide a cohesive and often more complex idea.

The theoretical basis of compound sentences revolves around their function in language as a tool for combining ideas that are related or contrastive. They allow writers and speakers to create a balance between simplicity and complexity, ensuring clarity without sacrificing depth.

The coordination in compound sentences is typically achieved through:

Coordinating Conjunctions: Words like and, but, or, nor, for, so, yet are the most common means of linking clauses.

Semicolons: Used when the clauses are closely related but no conjunction is employed.

Conjunctive Adverbs: Words like however, therefore, moreover, or nevertheless add a transitional or causal nuance between clauses.

Structural Types of Compound Sentences

From a structural perspective, compound sentences can be classified based on the arrangement of their clauses and the linking mechanisms:

Clauses Joined by Coordinating Conjunctions

Example:

- She studied hard, and she passed the exam.

Here, the conjunction and links two equally important clauses.

Clauses Joined by Semicolons

Example:

- The weather was perfect; we decided to go hiking.

The semicolon provides a direct link, emphasizing the relatedness of the ideas without additional words.

Clauses Joined by Conjunctive Adverbs

Example:

- He didn't prepare for the test; however, he managed to pass.

The conjunctive adverb however adds a contrastive element between the clauses.

Mixed Linking Mechanisms

Example:

- I wanted to go for a run, but it started raining; therefore, I stayed home.

This structure uses both a conjunction and a conjunctive adverb for nuanced expression.

Semantic Types of Compound Sentences

The semantic classification of compound sentences depends on the relationships expressed between the clauses:

Additive Compound Sentences

These sentences express addition or continuation of thought.

Example:

- She loves painting, and she enjoys sculpting.

Adversative Compound Sentences

These sentences show contrast or opposition.

Example:

- He wanted to join the team, but he lacked the necessary skills

Causal Compound Sentences

These convey a cause-effect relationship.

Example:

- The roads were icy, so we decided to stay indoors.

Alternative Compound Sentences

These sentences present choices or alternatives.

Example:

- You can take the train, or you can drive.

Explanatory Compound Sentences

These provide explanation or elaboration.

Example:

- He didn't attend the meeting, for he was unwell.

The Importance of Compound Sentences in Communication

Compound sentences play a crucial role in effective communication. They allow for the seamless combination of related ideas, making text or speech more engaging and fluid. By choosing the appropriate structural and semantic type, a speaker or writer can clarify relationships between ideas, emphasize contrasts, or highlight causality, thus enhancing both coherence and expressiveness.

Conclusion

The theory of compound sentences underscores their dual nature as independent yet interconnected entities within a sentence. Their structural types provide a framework for grammatical cohesion, while their semantic types enable nuanced expression of meaning. Mastering the use of compound sentences is essential for anyone seeking to communicate complex ideas effectively and elegantly. In mastering compound sentences, one gains not only grammatical proficiency but also a powerful tool for nuanced expression. The ability to balance independent ideas while maintaining coherence is critical in both written and spoken communication. By understanding the structural and semantic varieties of compound sentences, individuals can craft more precise, persuasive, and engaging narratives. This

versatility highlights the elegance of compound sentences as an indispensable element of language, bridging simplicity with complexity in the art of communication.

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An'anaviy xonandalik insoniyat tarixining qadimiy va beqiyos qismi

Sadriddin Niyozovich Gulov
Buxoro davlat pedagogika instituti

Annotatsiya:

An'anaviy xonandalik — har bir millat va xalqning musiqiy madaniyatining ajralmas qismi bo'lib, uning o'ziga xos texnikasi, ifoda usullari va tarixiy merosi orqali jamiyatning ijtimoiy, madaniy va diniy qadriyatlarini aks ettiradi. Ushbu maqolada an'anaviy xonandalikning tarixi, texnik jihatlari, madaniy ahamiyati va zamonaviy rivoji haqida batafsil tahlil qilinadi. Xususan, maqolada an'anaviy xonandalikning xalq musiqasi, vokal texnikasi va musiqa asarlaridagi o'ziga xos xususiyatlari, shuningdek, zamonaviy davrda globalizatsiya va texnologiyalar ta'sirida yuz berayotgan o'zgarishlar ko'rib chiqiladi. An'anaviy xonandalikning madaniyatdagi o'rni va uning kelajakdagi rivoji haqida ilmiy tahlillar beriladi.

Kalit so'zlar: An'anaviy xonandalik, xalq musiqasi, vokal texnika, madaniy meros, makom, ijtimoiy qadriyatlar, musiqa tarixiy rivoji, zamonaviy musiqiy o'zgarishlar, globalizatsiya, folklor.

Kirish:

An'anaviy xonandalik insoniyat tarixining qadimiy va beqiyos qismi bo'lib, u milliy va madaniy boyliklarni saqlash va avloddan-avlodga uzatishda muhim rol o'ynaydi. Har bir xalqning musiqiy an'analari, undagi ijro usullari, texnikalar va mazmun, xalqning tarixiy, ijtimoiy va diniy hayotini aks ettiradi. An'anaviy xonandalik turli xalqlarda o'ziga xos tarzda rivojlanib, o'z millatining musiqiy merosini saqlashda asosiy vosita bo'lib xizmat qiladi. O'zbekiston kabi mamlakatlarda an'anaviy musiqaning, xususan, "makom" tizimining o'rni alohida ahamiyatga ega bo'lib, u milliy madaniyatning bir qismi sifatida jamiyatda keng tarqalgan.

Zamonaviy dunyoda, globalizatsiya va texnologiyaning tez rivojlanishi, an'anaviy xonandalikning o'zgarishi va modernizatsiyasi jarayonlariga olib kelmoqda. Biroq, an'anaviy musiqaning so'ngi davrda o'zgarishi, uning dastlabki shakllarini saqlash va yangi auditoriya uchun jozibador qilish masalalari dolzarb bo'lib qolmoqda. Shu sababli, an'anaviy xonandalikning texnik jihatlari, jamiyatdagi roli, va kelajagi haqida ilmiy tahlil qilish, bu san'at turining rivojlanish yo'llarini va uning madaniy ahamiyatini to'liq anglash uchun muhim ahamiyatga ega.

An'anaviy xonandalik — musiqaning tarixiy va madaniy kontekstida muhim o'rin tutuvchi, ko'plab xalqlar va madaniyatlar uchun o'ziga xos xususiyatlarga ega bo'lgan san'at shaklidir. U o'zining uzun tarixiy rivojlanish yo'li, maxsus ijro texnikasi va o'ziga xos ifoda usullari bilan ajralib turadi. Ushbu maqolada an'anaviy xonandalikning asosiy jihatlari, uning turli madaniyatlardagi o'rni, rivojlanish jarayonlari va jamiyatdagi ahamiyati haqida batafsil tahlil qilinadi.

I. An'anaviy Xonandalikning Tarixi va Asosiy Xususiyatlari

An'anaviy xonandalik ko'plab xalqlar va madaniyatlarda o'ziga xos xususiyatlarga ega bo'lsa-da, umumiy jihatlari mavjud. An'anaviy xonandalik asosan folklor va diniy, shuningdek, ijtimoiy hayot bilan chambarchas bog'liq bo'lib, ularning ifodalovchi vositasi sifatida xizmat qiladi. Xonanda yoki qo'shiqchi an'anaviy musiqani ijro etishda muayyan texnikalarni, ovoz va ohangni aniq saqlashni, hamda ijtimoiy va madaniy qadriyatlarni ifodalashni maqsad qiladi.

An'anaviy xonandalikning rivojlanishi ko'plab omillarga bog'liq bo'lib, asosan til, din, ijtimoiy tuzum va iqtisodiy holat kabi faktorlar bu san'at turining shakllanishida muhim rol o'ynaydi. Boshqa tomondan, an'anaviy musiqaning o'ziga xosligi ko'pincha uning "zodagon" musiqiy asar va usullaridan farq qilishida namoyon bo'ladi, shuningdek, ko'pincha muayyan jamoaning ijtimoiy yoki diniy hayotini aks ettiradi.

II. An'anaviy Xonandalikning Madaniyatdagi O'rni

An'anaviy xonandalik har bir millatning madaniy merosini saqlashda, o'z madaniyati va tarixini kelajak avlodlarga yetkazishda katta ahamiyatga ega. Masalan, O'zbekistonda an'anaviy xonandalik nafaqat musiqiy ifodaning, balki xalqning ruhiy, diniy va ijtimoiy qadriyatlarining ham aksidir. O'zbek xalq musiqasining bir qismi, masalan, "makom"lar, o'zining mustahkam asosan vokal ijro etilishi bilan ajralib turadi. An'anaviy xonandalik, shuningdek, xalqni birlashtiruvchi kuch sifatida ham ishlaydi, turli marosimlar, bayramlar va jamiyatning muhim voqealarida muhim rol o'ynaydi.

III. Xonandalik va Musiqaning Texnik Aspektlari

An'anaviy xonandalikning texnik jihatlari uning asliyatiga va ijro usuliga katta ta'sir ko'rsatadi. Har bir an'anaviy xonandalik turi o'ziga xos vokal texnikani talab qiladi, shu bilan birga musiqaning ritmik va melodik tuzilmasi ham o'ziga xosdir. Misol uchun, "makom" ijrosi O'zbekistonda yoki Markaziy Osiyoning boshqa hududlarida yuqori darajada vokal mashqlarga asoslanadi, bu esa xonandaning ovoz texnikasini, jarayonni chuqur his qilishni va musiqa kompozitsiyasini o'zida mujassamlashtiradi.

Shuningdek, an'anaviy xonandalik ko'pincha ovoz ranglari va ohanglarga katta e'tibor beradi. Bu o'z navbatida xonandaning individual mahoratini rivojlantirishga yordam beradi,

chunki an'anaviy xonandalikda ovoz orqali kommunikatsiya qilish, yuqori va past registrlarni kiritish, lirika va dramatik effektlarni yaratish muhim ahamiyatga ega.

IV. An'anaviy Xonandalikning Zamonaviy Rivoji

Zamonaviy davrda an'anaviy xonandalikning rivojlanishi bir qancha omillarga bog'liq. Globalizatsiya va texnologiyaning rivojlanishi, internet va ommaviy axborot vositalarining tarqalishi bilan an'anaviy xonandalik turli shakllarda rivojlanmoqda. Boshqa madaniyatlar bilan aloqalar, zamonaviy musiqiy janrlar va ijro texnikalari an'anaviy musiqani o'zgarishlarga duchor qilmoqda. Biroq, bu jarayonning ijobiy va salbiy tomonlari ham mavjud. An'anaviy xonandalikning ba'zi elementlari zamonaviy musiqaga singib ketishi mumkin, natijada original shakllar yo'qolishi xavfi tug'iladi. Shu bilan birga, an'anaviy musiqaning zamonaviylashtirilishi uning yangi auditoriyalar uchun yanada jozibador va tushunarli bo'lishini ta'minlaydi.

V. Xulosa

An'anaviy xonandalik musiqaning ajralmas va muhim qismi bo'lib, madaniyatlar va xalqlar o'rtasida o'zaro aloqani mustahkamlaydi, tarixni va qadriyatlarni saqlashda katta ahamiyatga ega. Uning texnik aspektlari, jamiyatdagi roli va zamonaviy rivojlanishi haqidagi tadqiqotlar an'anaviy xonandalikning yuqori san'at shakli sifatida xalqni birlashtiruvchi va unga o'z madaniy merosini tanituvchi muhim vosita ekanligini ko'rsatadi. Shu bilan birga, an'anaviy xonandalikning zamonaviylashuvi va global musiqiy oqimlar bilan uyg'unlashishi bu san'at turining kelajagini shakllantirishda muhim ahamiyat kasb etadi.

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ORGANIZMGA SIMOBNING TA'SIRI

Axmadova L.A. Umirqulova F.A
Termiz Iqtisodiyot va servis unversiteti, Termiz sh, Farovon massivi
43b-uy ahmadovalola24@gmail.com

Annotatsiya. Mazkur maqola simobning organizmga ta'sirini o'rganishga bag'ishlangan. Simob — kimyoviy element bo'lib, uning organizmga kirishi bir qator salbiy oqibatlarga olib kelishi mumkin. Maqolada simobning toksik ta'sirining asosiy mexanizmlari, uning hujayralar va tizimlar faoliyatiga ta'siri, shuningdek, organizmda simobning birikish jarayoni va bu jarayonlarning sog'liq uchun xavfliligi muhokama qilinadi.

Kalit so'zlar: simob, toksik ta'sir, asab tizimi, jigar, buyraklar, immunitet, tahlil simobning organizmdagi birikishi, simobdan chiqarish.

ВЛИЯНИЕ РТУТИ НА ОРГАНИЗМ

Ахмадова Л.А, Умиркулова Ф.А
Термезский университет экономики и сервиса, Термез sh, процветающий массив
43b-дом ahmadovalola24@gmail.com

Аннотация. Статья посвящена исследованию воздействия ртути на организм. Ртуть — химический элемент, проникновение которого в организм может привести к ряду негативных последствий. В статье рассматриваются основные механизмы токсического воздействия ртути, её влияние на деятельность клеток и органов, а также процесс накопления ртути в организме и его опасности для здоровья.

Ключевые слова: ртуть, токсическое воздействие, нервная система, печень, почки, иммунитет, анализ, накопление ртути в организме, меры безопасности, выведение ртути.

EFFECTS OF MERCURY ON THE BODY

Akhmadova L.A, Umirkulova F.A
Termez economy and service unversibility, Termez sh, prosperous array
House 43b ahmadovalola24@gmail.com

Annotation. This article is devoted to the study of the effect of mercury on the body. Mercury is a chemical element, the entry of which into the body can lead to a number of negative consequences. The article discusses the main mechanisms of the toxic effect of mercury, its effect on the activity of cells and systems, as well as the process of mercury deposition in the body and the health risks of these processes.

KIRISH

Simob (Hg) — tabiiy element bo'lib, uning organizmga ta'siri ko'plab biologik tizimlar va fiziologik jarayonlarga salbiy ta'sir ko'rsatishi mumkin. Uning toksik ta'siri asosan asab tizimi, jigar va buyraklarga, shuningdek, immun tizimining zaiflashishiga olib keladi. Simobning organizmda birikishi, uning biologik faoliyati va organizmga kiritilishi natijasida yuzaga keladigan patologik o'zgarishlar jiddiy xavf tug'diradi. Simobning toksik ta'sirini tushunish va bu jarayonlarni ilmiy asosda o'rganish, sog'liqni saqlash tizimida zarur choralar ko'rish va profilaktik tadbirlarni ishlab chiqishda muhim ahamiyatga ega. Ushbu maqola simobning organizmga ta'siri, uning toksikologik xususiyatlari, xavfli oqibatlari va oldini olish choralarini o'rganishga bag'ishlanadi.

Simobning organizimga ta'siri

Simobning toksik ta'siri va uning organizmga zararlari sohasidagi ilmiy izlanishlar jahon miqyosida, xususan, O'zbekistonda keng qamrovli tadqiqotlar bilan boyitilgan. O'zbek tibbiyot ilm-fanida simob toksikologiyasi borasida bir qator muhim ilmiy ishlanmalar mavjud. Zafarov tomonidan olib borilgan "Simobning nevrotoksik ta'siri va uning asab tizimiga ta'siri" [1: B. 142-169] nomli ilmiy izlanish simobning asab tizimiga salbiy ta'sirini chuqur o'rganishga bag'ishlangan. Tadqiqotda simobning nevrotoksik xususiyatlari va uning nerv hujayralarining morfologik va funksional xususiyatlariga bo'lgan ta'siri tahlil qilingan. Zafarovning ishlari simobning asab tizimiga ta'sirini mexanistik jihatdan izohlashga katta hissa qo'shgan.

Karimov tomonidan "Simobning jigar va buyraklarga toksik ta'siri" [2: B. 113-129] mavzusida olib borilgan tadqiqot simobning jigar va buyraklardagi toksik ta'sirini tahlil qiladi. Ushbu ilmiy ishda simobning bu organlardagi birikish jarayonlari va metabolizmga ta'siri, shuningdek, uning organizmdagi bioaccumulyatsiyasi aniqlanadi. Karimovning

ishlari simobning toksik ta'sirining so'nggi bosqichlari va ularga qarshi kurashish metodlarini o'rganishda muhim ilmiy asos yaratgan.

Jahon ilm-fanida, ayniqsa, rus olimlarining simob toksikologiyasi bo'yicha olib borgan tadqiqotlari yuqori baholanishi lozim. Sergeev "Simob va uning toksik ta'siri: Metabolizm va organizmdagi ta'sirlar" [3: C. 89-112] nomli ilmiy ishlanmasida simobning organizmdagi metabolik jarayonlarga ta'siri va uning toksik ta'sirini kamaytirishning yangi yondashuvlari o'rganilgan. Sergeevning izlanishlari simobning buyrak va jigar orqali organizmdan chiqarilishi jarayonlarini tahlil etgan va xavfsiz dozalarni belgilashga asoslangan profilaktik choralarni ishlab chiqqan.

Ivanov "Simobning organizmdagi birikishi va uning jigar faoliyatiga ta'siri" [4: C. 45-64] nomli tadqiqotida simobning organizmda to'planishi va uning jigar faoliyatiga bo'lgan salbiy ta'siri alohida yoritilgan. Tadqiqotda simobning jigar hujayralariga toksik ta'siri va uning metabolik faoliyatga, xususan, detoksikatsiya jarayonlariga bo'lgan salbiy ta'siri o'rganilgan. Ivanovning ishlari simobning organizmdan chiqarilish mexanizmlarini va bu jarayonlarning samarali usullarini aniqlashga xizmat qilgan.

Ingliz olimlari orasida David Bellinger va Mark P. O'Donnell kabi yetakchi mutaxassislar simobning nevrotoksik ta'sirlarini o'rganishda muhim hissa qo'shganlar. Bellinger o'zining "Simob va nevrotoksik ta'sirlar: Bolalarda kognitiv rivojlanishdagi o'zgarishlar" [5: P. 547-556] nomli tadqiqotida simobning bolalardagi rivojlanish jarayoniga ta'sirini, ayniqsa, kognitiv funksiyalarga bo'lgan salbiy ta'sirini chuqur tahlil qilgan. Bellingerning tadqiqotlari simobning bolalardagi nevrologik rivojlanishga ta'sirini ko'rsatib, simob bilan ifloslanishning uzoq muddatli salbiy oqibatlarini yoritgan.

Mark P. O'Donnellning "Simobning immun tizimiga ta'siri" [6: P. 373-382] nomli ilmiy ishlanmasi simobning immun tizimiga bo'lgan toksik ta'sirini o'rganishga qaratilgan. O'Donnellning ishida simobning autoimmun kasalliklarning rivojlanishiga ta'siri, immun tizimining zaiflashishiga olib keladigan mexanizmalar tahlil qilinadi. Ushbu ilmiy izlanishlar simobning immunologik salbiy ta'sirini va unga qarshi kurashish usullarini aniqlashda muhim ilmiy asos yaratgan.

Jahon va O'zbekistondagi ilmiy tadqiqotlar simobning organizmga ta'sirini to'liq tushunishga va uning xavfli oqibatlaridan himoyalanishga qaratilgan strategiyalarni ishlab chiqishda katta rol o'ynaydi. Simob toksikologiyasiga oid mavjud ilmiy izlanishlar tibbiyot sohasida uning xavfsiz ishlatilishini ta'minlash uchun samarali profilaktik va davolash choralarini ishlab chiqishga xizmat qiladi.

XULOSA

Elementar (Hg0), noorganik (Hg2+), va organik (CH₃Hg+) shakllar turli patofiziologik jarayonlarni qo'zg'atib, neyrodegenerativ o'zgarishlar va metabolik disfunktsiyalar rivojlanishini tezlashtirishi kuzatildi. Hg0 neyronal membranalarga kirib, oksidlanish stressini kuchaytirsa, Hg2+ SH-guruhli oqsillar bilan bog'lanib, fermentlarning struktura va funksional xususiyatlarini buzadi. CH₃Hg+ esa qon-miya to'sig'idan o'tib, neyron to'qimalarda kumulyativ to'planish bilan asabiy va kognitiv buzilishlarni keltirib chiqaradi.

Mazkur tadqiqot natijalari simobning toksikologik xavfini yanada aniqlab, ekologiya, tibbiyot va laboratoriya sharoitlarida simob bilan muomalada xavfsizlik choralarini kuchaytirish zaruriyatini asoslaydi.

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NAFAS TIZIMI KASALLIKLARI

Botirova.H.O, Umirqulova F.A.

Termiz iqtisodiyot va servis universiteti, Termiz shahar Farovon massiv, 43B uy, email: esadir_74@rambler.ru

ANNOTATSIYA

Rentgen va boshqa nurlarning diagnostikada qoʻllanilishi koʻkrak qafasi a`zolarini funksional va morfologik jihatdan oʻrganishda, kasalliklarini oʻz vaqtida aniqlashda zamonaviy pulmonologiyaning rivojlanishiga katta xissa qoʻshdi. Hozir klinikada nafas a`zolarini rentgenologik va nur qoʻllanadigan boshqausullar bilan tekshirish katta ahamiyatga ega, chunki ular koʻp hollarda, tashhisni aniqlashda hal qiluvchi roʻl oʻynaydi. Kasallikning umumiy rentgen diagnostikasi turli intensivlikka ega boʻlgan soya yoki yorugʻlikni oʻpka va koʻks oraligʻida aniqlashga asoslanib, bir patologik jarayonni ikkinchisidan farq qilishga imkon beradi.

Kalit soʻzlar : Idiopatik interstitsial pnevmoniya, bronxiolit, Deskmativ interstitsial pnevmoniya, Langergans hujayralaridan oʻpka gistotsitozi, Oʻtkir eozinofil pnevmoniya, Oʻpka saratoni.

KIRISH

Nafas tizimi kasalliklari bolalarda tez-tez uchraydigan patologiyalardan biri xisoblanib, pediatrlarga murojat qilgan uch boladan ikkitasi oʻtkir respirator virusli infeksiyaga chalinishi aniqlangan.

Ushbu uslubiy tavsiyanomada mualliflar tomonidan bolalarda yuqori, oʻrta va pastki nafas yoʻllari anatomo-fiziologik xususiyatlari, shikoyat, kasallik anamnezi, xayot anamnezi bundan tashkari ob'ektiv tekshiruv usullari: koʻzdan kechirish, palpatsiya, perkussiya va auskultatsiya toʻliq yoritilib, oʻpkaning topografik chegaralari Krening maydoni solishtirma perkussiya va auskultativ normal koʻrsatgichlari xaqida ma'lumot berilgan.

Shu bilan bir qatorda bolalarda nafas olish tizimi kasalliklari OʻRI, rinit, faringit, bronxit, bronxiolit, pnevmoniyada uchraydigan paypaslash, perkutor tovush,

auskultativ ovoz o'zgarishlar va xirillashlar to'liq bayon etilgan. Qo'shimcha tekshiruv usullari ko'krak qafasi rentgenografiyasi, bronxoskopiya, spirografiya, pnevmotaxometriya xaqida ko'rsatib o'tilgan. Bu qo'llanmaning yakunlovchi qismida nafas olish sistimasi patologiyasi bilan og'rigan bolalarni to'g'ri parvarish qilish va vrachgacha bo'lgan birinchi yordam ko'rsatish, suniy nafas berish uslublari xaqida ma'lumot berilgan.

Surunkali obstruktiv o'pka kasalligi
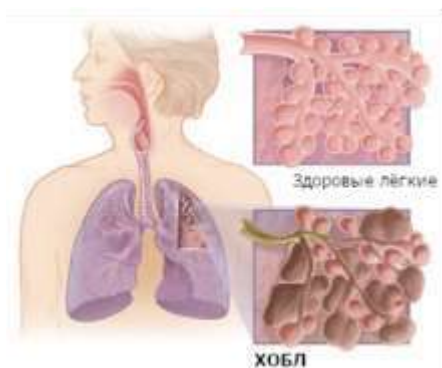
Sog'lom o'pka va surunkali obstruktiv o'pka kasalligi

Chekish bilan bog'liq o'limning asosiy sabablaridan biri bu o'pkaning surunkali obstruktiv kasalligi bo'lib, unda o'pka ventilyatsiyasining qaytarilmas va progressiv cheklanishi mavjud [1],bemorni davolay oladigan ushbu kasallikni davolash usullari mavjud emas, mavjud. davolash usullari faqat kasallikning rivojlanishini sekinlashtirishi mumkin . Chekish surunkali obstruktiv o'pka kasalliklarining taxminan 80% ning sababidir .Passiv chekish ham ushbu kasallikning rivojlanishi uchun xavf omilidir .Ilgari bu kasallik asosan erkaklar chalingan, ammo zamonaviy dunyoda erkaklar ham, ayollar ham taxminan teng nisbatda kasallanadi, chunki yuqori daromadli mamlakatlarda chekish ayollar o'rtasida keng tarqalgan. Ayollar turli xil ifloslantiruvchi omillarga duchor bo'ladilar. Havo, masalan, xonalarni yog'och bilan isitish va ifloslangan havoga ta'sir qilish ham ushbu kasallikning rivojlanishiga olib kelishi mumkin .

Surunkali obstruktiv o'pka kasalligi bilan nafas olish qiyinlashadi, dastlab faol bo'lish qiyin, keyin zinapoyaga chiqish qiyin bo'lishi mumkin. Kasallik bemorlarning uyda ko'p vaqt o'tkazishiga olib keladi va ilgari odatiy mashg'ulotlar bilan shug'ullanish imkonsiz bo'lishi mumkin .Kasallikning belgilari nafas qisilishi bo'lib, unda havo etishmasligi hissi, ortiqcha balg'am ishlab chiqarish va surunkali yo'tal .Tadqiqotlar shuni ko'rsatadiki, kasallikning keyingi bosqichlarida, o'pkaning himoya funktsiyalari buzilganida, surunkali infektsiyalar ventilyatsiya cheklovlari patogenezida rol o'ynashi mumkin .

Surunkali obstruktiv o'pka kasalligi mustaqil kasallik emas, balki o'pkada havo oqimi cheklangan turli xil surunkali o'pka kasalliklari uchun umumiy atamadir .Kasallik surunkali bronxit va amfizemni o'z ichiga oladi[1],surunkali obstruktiv o'pka kasalligi uchun ko'proq tanish atamalar.

Surunkali bronxit: Surunkali bronxit o'pkada keng nafas yo'llarining yallig'lanishi bo'lib, klinik jihatdan ketma-ket ikki yil davomida yiliga kamida 3 oy balg'amli yo'talning mavjudligi sifatida aniqlanadi. Surunkali bronxit — bu uzoq vaqt chekish tarixiga javoban <u>immunitet tizimining</u> g'ayritabiiy faollashuvidir. Surunkali bronxit natijasida goblet hujayralari tomonidan balg'am ishlab chiqarish kuchayadi, bronxlar devorlari qalinlashadi va <u>tolali bo'ladi</u>.

Amfizema: Amfizemning bir nechta kichik turlari mavjud, ammo amfizemaning markazlashtirilgan pastki turi chekish bilan bog'liq bo'lib, unda terminal bronxiolalar distalida havo yo'llarining g'ayritabiiy kengayishi kuzatiladi va o'pkaning yuqori qismlari ko'proq ta'sirlanadi. Tsentrilobulyar amfizem bronxiolalarning yo'q qilinishi va kengayishi, so'ngra lezyonlarning birlashishi natijasida rivojlanadi.
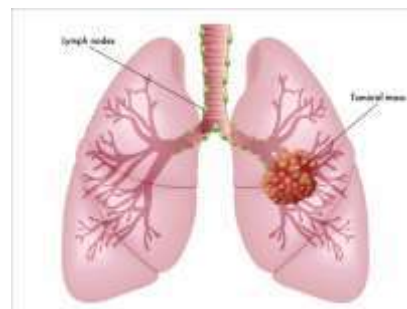
O'tkir eozinofil pnevmoniya:

O'tkir eozinofil pnevmoniya ham kam uchraydi va ko'pincha 20-40 yoshdagi erkaklarda uchraydi, bemorlarning uchdan ikki qismi chekuvchilardir. Kasallikning klinik ko'rinishi odatda o'ziga xos emas, shuning uchun ko'pincha, masalan, jamiyat tomonidan sotib olingan pnevmoniya deb noto'g'ri tashxis qo'yiladi. Kasallik o'tkir bo'lib, odatdagi o'tkir respirator kasallik kabi davom etadi (bir oydan kam) va boshlanishi uchun zaruriy shartlar chekish odatlarining o'zgarishi, masalan, chekishni boshlash, tanaffusdan keyin davom etish yoki chekish chastotasini oshirishdir. Bu <u>isitma</u>, <u>yo'tal</u>, nafas <u>qisilishi</u>, plevrit og'rig'i, bezovtalik, mushak og'rig'i va tungi terlashning o'rtacha darajasi bilan tavsiflanadi.

Kasallik og'ir, tez-tez o'tkir nafas etishmovchiligi va mexanik ventilyatsiya zarurati bilan kechadi. Bemorlarning ko'pchiligi o'tkir o'pka shikastlanishi va o'tkir respirator distress sindromi uchun diagnostik mezonlarga javob beradi. Differentsial diagnostika bronxoalveolyar yuvish yordamida olingan substratda eozinofiliyani aniqlashni o'z ichiga oladi, eozinofillar soni 25% dan ortiq, substratning o'zi esa kasallik, infektsiya, gipervolemiya, dorilarga yuqori sezuvchanlik va o'pka qon ketishi davrida steril bo'lishi

kerak. ham chiqarib tashlash kerak. Kasallik steroidlar (glyukokortikoidlar) bilan davolashga yaxshi javob beradi va immunologik jarayonlar bir necha kun ichida normal holatga qaytadi.

O'pka saratoni
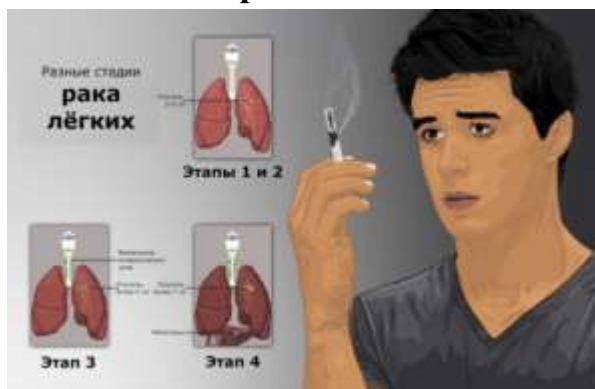
Chekish paytida o'pka saratoni bosqichlari

Saraton-bu nafas yo'llarining istalgan joyidan boshlanishi mumkin bo'lgan hujayralarning nazoratsiz o'sishi. O'pka saratonining asosiy sababi chekish, shu jumladan passiv chekishdir. O'pka saratoni belgilari orasida yo'tal, ko'krak qafasidagi og'riq, nafas qisilishi, xirillash, takroriy o'pka infektsiyalari, qonli yoki zang rangli balg'am, ovozning xirillashi, bo'yin yoki yuzning shishishi, yelkada, qo'llarda yoki qo'llarda og'riq va zaiflik, isitma (haroratning oshishi). Sigaret tutunida saratonga olib keladigan ko'plab kanserogenlar mavjud. Tarkibi va potentsial kanserogenligi jihatidan ular orasida eng muhimlari polisiklik aromatik uglevodorodlar,N-nitrozoaminlar,butadien-1,3, benzol, aldegidlar va etilen oksidi .Kanserogenlar ta'sirida DNK qo'shimchalarining shakllanishi yaxshi o'rganilgan hodisadir .Chekuvchilarning ko'p to'qimalarida DNK qo'shimchalari darajasi chekmaydiganlarga qaraganda yuqori va ularning mavjudligini ma'lum biomarkerlar yordamida aniqlash mumkin .Tadqiqotlar shuni ko'rsatadiki, o'pka to'qimalarida DNK qo'shimchalarining doimiy mavjudligi hujayralarning genetik shikastlanishiga olib kelishi mumkin va bu zararlar hujayraning keyingi bo'linishi natijasida tarqaladi, bu saraton rivojlanishi paytida kuzatilgan ko'plab genetik o'zgarishlarni aniqlash bilan yaxshi mos keladi . Shuningdek, tamaki mahsulotlari va tamaki tutunining ko'plab tarkibiy qismlari DNKga zarar etkazishi mumkin. Zararni tuzatishning bir nechta mexanizmlari mavjud, ammo zararni to'liq bartaraf etmaslik mutatsiyalarga olib kelishi va natijada saraton xavfini oshirishi mumkin .Chekish xromosomalarga zarar etkazishi mumkin, bunda DNK zanjirining bir qismi o'chiriladi ,o'simtani bostiruvchi genlar

o'chirilishi mumkin yoki hujayra bo'linish sikliga ta'sir qiluvchi onkogenlar faollashishi mumkin.

XULOSA

Kasallikning barcha turlari u yoki bu tarzda sog'lig uchun zararli bo'lib, eng keng tarqalgan shakli chekishdir. Tamaki iste'moli sezilarli iqtisodiy zarar keltiradi, xususan, sog'liqni saqlash xarajatlari shaklida ifodalanadi .Shu bilan birga, eng yirik tamaki ishlab chiqaruvchilari tamaki xavfi haqidagi ma'lumotlarning tarqalishini oldini olishga faol harakat qilmoqdalar. Masalan,1954-yilda ilmiy adabiyotlarda tamaki tarkibidagi sichqonlarda o'smalarni keltirib chiqaradigan moddalar haqida maqola paydo bo'lgach, oltita yirik tamaki ishlab chiqaruvchilari tamaki reklama kompaniyalari faoliyatini boshladilar, bundan maqsad tadqiqotni obro'sizlantirish edi. Bundan tashqari, chekuvchi odamlar chekish orqali o'zlariga yetkazadigan zararni bilishadi va ko'p odamlar shu sababli chekishni yoqtirmaydilar, lekin ular davom etishadi, chunki nikotinga qaramlik chekish uchun kuchli istakni keltirib chiqaradi va tamaki chekishni tashlashga urinishlarga xalaqit beradi. Shu bilan birga, chekishni sinab ko'rganlarning uchdan bir qismi chekuvchiga aylanadi

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ORGANIZMGA TEMIR ELEMENTINING AHAMIYATI

Maxamadinova F.A. Umirqulova F.A

Termiz Iqtisodiyot va servis unversiteti, Termiz sh, Farovon massivi

43b-uy maxamadinovaf@gmail.com

Annotatsiya. Temir elementi inson organizmi uchun zarur bo'lgan mikroelementlardan biri bo'lib, uning yetarli darajada mavjudligi organizmning normal faoliyati uchun muhim ahamiyatga ega. Temir gemoglobin va miyoglobin kabi muhim oqsillarning tarkibiga kiradi va kislorod tashish jarayonida ishtirok etadi. Shuningdek, temir bir qancha fermentlarning, xususan, oksidlanishreduktsiya reaktsiyalarini boshqaruvchi fermentlarning tarkibiga kiradi.

Kalit so'zlar: temir, gemoglobin, anemiya, mikroelementlar, oksidlanish, reduktsiya, fermentlar, organizm, immunitet, salomatlik.

РОЛЬ ЖЕЛЕЗА В ОРГАНИЗМЕ

Махамадинова Ф.А., Умиркулова Ф.А.

Необратимость термезской экономики и сферы услуг, Термезское шоссе, процветающий массив Дом 43б maxamadinovaf@gmail.com

Аннотация. Железо является одним из необходимых микроэлементов для человеческого организма, и его достаточное содержание имеет важное значение для нормальной работы организма. Железо входит в состав таких важных белков, как гемоглобин и миоглобин, и участвует в процессе транспортировки кислорода. Также железо является частью ряда ферментов, в том числе ферментов, регулирующих окислительно-восстановительные реакции.

Ключевые слова:железо, гемоглобин, анемия, микроэлементы, окисление, восстановление, ферменты, организм, иммунитет, здоровье.

THE IMPORTANCE OF THE IRON ELEMENT IN THE BODY

Makhamadinova F.A. Umirkulova F.A

Termez economy and service unversibility, Termez sh, prosperous array House 43b maxamadinovaf@gmail.com

Annotation. The Iron element is one of the microelements necessary for the human body, and its sufficient availability is important for the normal functioning of the body. Iron is part of important proteins such as hemoglobin and myoglobin and is involved in the oxygen transport process. Iron is also part of the composition of several enzymes, in particular those that control oxidation-reduction reactions.

Keywords: iron, hemoglobin, anemia, microelements, oxidation, reduction, enzymes, organism, immunity, health.

KIRISH

Temir (Fe) elementi organizmda asosiy biokimyoviy jarayonlarni boshqaruvchi zarur mikroelement bo'lib, gemoglobin va miyoglobin kabi metalloproteinlar tarkibiga kiradi va kislorod tashish jarayonida markaziy rol o'ynaydi. Temirning oksidlanish-reduktsiya jarayonlaridagi ($Fe^{3+} \leftrightarrow Fe^{2+}$) ishtiroki hujayralarda energiya ishlab chiqarish va genetik materialni tiklashda muhim ahamiyatga ega. Uning yetishmovchiligi anemiya, immun tizimi zaifligi va kognitiv buzilishlarga olib kelishi mumkin. Temirning organizmdagi metabolizmi, uning hemo va neogemo shakllariga bog'liq bo'lib, fiziologik funksiyalarni to'g'ri bajarilishi uchun uning optimal miqdorda mavjudligi zarur. Shunday qilib, temirning organizmdagi roli va ta'siri sog'liqni saqlashda muhim ahamiyatga ega.

Temir moddasining inson organizmidagi ahamiyatini aniqlash hamda uning foydali va ehtimolli zararli xususiyatlarini oydinlashtirish tibbiyot olimlarining doimo diqqat e'tiborlarining markazlarida bo'lgan. Jumladan, O'zbek tibbiyot olimlaridan: Sultonov B. "Temir tanadagi rolini o'rganish" [1: B. 45-67] – Sultonovning ilmiy izlanishlari temirning organizmdagi biokimyoviy jarayonlardagi ishtirokini va uning etishmovchiligining salomatlikka ta'sirini o'rganishga qaratilgan. Tadqiqotlar temirning gemoglobin ishlab chiqarishdagi roli va anemiya rivojlanishidagi sabablarini aniqladi. Shuningdek, u temirni fiziologik darajada saqlashning ahamiyatini ta'kidlab, temir defitsitini davolashning yangi yondoshuvlarini ishlab chiqdi. R. Jalilovesa o'zining "Temirning organizmga ta'siri va uning etishmovchiligi bilan bog'liq kasalliklar" [2: B. 120-135] nomli izlanishida temirning organizmdagi o'zgarishlarini va uning yetishmovchiligining patologik oqibatlarini o'rganishga qaratilgan. U temirning kognitiv va immun tizimiga bo'lgan salbiy ta'sirini hamda temir yetishmovchiligini davolashdagi innovatsion metodlarni ishlab chiqqan. Bundan tashqari A. Toshmatov "Temirning mikroelement sifatidagi ahamiyati"[3: B. 78-92] nomli izlanishida temirning organizmdagi turli biokimyoviy jarayonlar bilan bog'lanishini tahlil qiladi. U temirning hujayra ichidagi metabolizmga ta'sirini o'rganib,

temirning fermentlar va oksidlanish-reduktsiya jarayonlaridagi o'rni haqida ilmiy natijalarga erishdi. Tadqiqotlar temirning organizmning energiya almashinuvidagi ahamiyatini tasdiqladi. Jahonda esa ushbu mavzu hali hanuz eng dolzarb mavzu hisoblanib, mavzu doirasida qilingan ilmiy izlanishdan ichida alohida ajralib turuvchilar bir qanchadir. Ulardan: Bellinger D. C. "Temirning nevrotoksik ta'siri va bolalarda rivojlanishdagi o'zgarishlar" [4: P. 547-556] unda temirning bolalardagi nevrotoksik ta'sirini o'rganib, temirning kognitiv rivojlanish va nevrologik funktsiyalarga qanday ta'sir qilishini tahlil etdi. U temirning miya rivojlanishi va xotira jarayonlaridagi rolini aniqladi.O'Donnell M. P. esa"Temirning immun tizimiga ta'siri" [5: P. 373-382] nomli izlanishida temirning immun tizimi va uning salomatlikka ta'sirini o'rganadi. U temirning etishmovchiligi immunitetni pasaytirishini va organizmni infeksiyalarga qarshi himoya qilishni zaiflashtirishi haqida ilmiy izlanishlar olib bordi. Qo'shimcha qilganda, Zimmermann M. B. "Temirning organizmdagi metabolik va biokimyoviy rolini o'rganish"[6: P. 423433] nomli izlanishida temirning organizmdagi umumiy metabolik jarayonlardagi ahamiyatini tahlil qildi. U temirning organizmda yutilishi, tashilishi va saqlanishidagi muammolarni o'rganib, temirni to'g'ri iste'mol qilishning biologik ahamiyatini ko'rsatdi.

Temirning organizmdagi roli: Temir mikroelementi organizmda gemoglobin sintezi va kislorod tashish jarayonlarida muhim rol o'ynaydi. Temirning gemoglobinda mavjudligi quyidagi kimyoviy reaksiyalar orqali ifodalanadi:

$Fe^{2+} + O_2 \rightarrow Fe^{3+} + O_2^{-}$, bu reaksiyada temir kislorod tashish va organizmga zarur bo'lgan energiya yetkazilishida bevosita ishtirok etadi.

Temirning yetishmovchiligi: Temir etishmovchiligi gemoglobin sintezini pasaytiradi va anemiya kabi patologiyalarni keltirib chiqaradi. Temirning etishmovchiligi organizmdagi oksidlanish-reduksiya jarayonlariga salbiy ta'sir qiladi va organizmning umumiy ishlashiga yomon ta'sir ko'rsatadi.

Temirning ortiqchalikdagi ta'siri: Temirning ortiqcha miqdori organizmda toksik ta'sir ko'rsatadi, bu esa hujayra darajasidagi oksidlanish stressini keltirib chiqaradi va patologik jarayonlarni kuchaytiradi. Yuqori temir darajasi organizmda yomon oqibatlarga olib kelishi mumkin.

Temirning biokimyoviy jarayonlardagi ishtiroki: Temirning biokimyoviy jarayonlardagi o'rni, ayniqsa oksidlanish-reduksiya jarayonlarida, uning fermentlar bilan reaksiyasiga bog'liq. $Fe^{2+} + NAD(P)H \rightarrow Fe^{3+} + NAD(P)+ + H_2O$ reaksiyasi temirning hujayralardagi metabolizmga ta'sirini ko'rsatadi.

Temirning terapevtik ahamiyati: Temir defitsiti va ortiqcha miqdorini nazorat qilish organizmdagi sog'liqni saqlash uchun zarurdir. Temirni fiziologik darajada saqlash,

shuningdek, temir defitsitini davolashda yangi yondoshuvlar, temirni samarali ravishda organizmga yetkazish usullarini ishlab chiqishga turtki bo'ldi.

Shunday qilib, temirning biologik va kimyoviy xususiyatlari organizmda turli xil fiziologik va patologik jarayonlarda bevosita rol o'ynaydi. Uning yetishmovchiligi va ortiqchalik holatlari turli kasalliklar va metabolik disfunktsiyalarga olib kelishi mumkin, shuning uchun temir darajasini nazorat qilishning ahamiyati katta.

XULOSA

Temir mikroelementi organizmda bir qancha hayotiy muhim jarayonlarni boshqarishda qatnashadi, xususan, gemoglobin sintezining asosiy tarkibiy qismi sifatida kislorod tashish jarayonida bevosita ishtirok etadi. Temirning biokimyoviy xususiyatlari uning hujayra darajasidagi funksiyalari bilan chambarchas bog'liq bo'lib, u metabolizmda, oksidlanish-reduksiya jarayonlarida va energetik almashinuvda muhim rol o'ynaydi. Temir yetishmovchiligi gemoglobinning kislorod tashish qobiliyatini pasaytiradi, bu esa anemiya va boshqa kognitiv hamda immun tizimiga oid patologiyalarga olib kelishi mumkin. Temirning ortiqcha miqdori esa toksik ta'sir ko'rsatib, hujayra zararini keltirib chiqaradigan oksidlanish stressini yuzaga keltiradi.

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VERBS AND THEIR MORPHOSYNTACTIC AND FUNCTIONAL CATEGORIES

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: Abdumo'minova Ozoda Abdurajab qizi

Annotation: This article explores the essential role of verbs in language and their grammatical categories, emphasizing their importance in sentence construction and meaning. It provides a comprehensive breakdown of key categories, including tense, aspect, mood, voice, person, number, transitivity, and the use of auxiliary and modal verbs. The explanations are detailed yet accessible, making complex grammatical concepts easy to grasp. The dual conclusions highlight both the technical significance of verbs and their broader impact on effective communication. This piece serves as a valuable resource for language learners, educators, and anyone interested in understanding the intricacies of grammar.

Key words: verbs, grammatical categories, tense, aspect, mood, voice, person, number, transitivity, auxiliary verbs, modal verbs, sentence structure, grammar, language learning, communication, linguistics.

Verbs are the engines of sentences, driving meaning by expressing actions, occurrences, or states of being. They are among the most dynamic parts of speech, as they not only convey the essence of an event but also provide a wealth of grammatical information. Understanding verbs and their grammatical categories is essential for mastering language structure and usage.

What Are Verbs?

Verbs are words that describe what is happening in a sentence. They can indicate:

- Actions (e.g., run, jump, write)
- States of being (e.g., is, seem, become)
- Occurrences (e.g., happen, occur, develop)

Key Grammatical Categories of Verbs

Verbs are defined by various grammatical categories that influence their form and function. These categories provide clues about when, how, and under what conditions an action takes place.

Tense

Tense expresses the time of an action or state. It situates events in the past, present, or future.

- Present Tense: Expresses actions happening now (e.g., She writes).

- Past Tense: Describes actions that occurred in the past (e.g., She wrote).

- Future Tense: Indicates actions that will happen (e.g., She will write).

Many languages also include perfect, continuous, or a combination (e.g., present perfect continuous) to specify the timing and duration of actions.

Aspect

Aspect provides more detail about the nature of the action, focusing on its completion or ongoing nature.

- Simple Aspect: Describes actions without reference to their completion (e.g., I eat).

- Perfect Aspect: Emphasizes completed actions (e.g., I have eaten).

- Progressive Aspect: Highlights actions in progress (e.g., I am eating).

- Perfect Progressive Aspect: Combines completion and progression (e.g., I have been eating).

Mood

Mood conveys the speaker's attitude toward the action or state, such as certainty, possibility, or command.

- Indicative Mood: States facts or asks questions (e.g., She reads books).

- Imperative Mood: Expresses commands or requests (e.g., Read this book!).

- Subjunctive Mood: Indicates hypothetical or non-real situations (e.g., If I were taller...).

Voice

Voice shows the relationship between the verb and the subject of the sentence.

- Active Voice: The subject performs the action (e.g., The chef cooked the meal).

- Passive Voice: The subject receives the action (e.g., The meal was cooked by the chef).

Person

Person specifies who is performing the action and aligns with the subject of the sentence.

- First Person: The speaker (e.g., I write).

- Second Person: The listener (e.g., You write).

- Third Person: Someone or something else (e.g., She writes).

Number

Number indicates whether the verb refers to one subject (singular) or more than one (plural).

- Singular: He runs.

- Plural: They run.

Transitivity

Transitivity determines whether a verb requires an object.

- Transitive Verbs: Require a direct object (e.g., She reads a book).

- Intransitive Verbs: Do not require an object (e.g., She sleeps).

- Ditransitive Verbs: Take two objects (e.g., She gave him a gift).

Auxiliary and Modal Verbs

Auxiliary (helping) verbs combine with main verbs to create complex tenses, aspects, or voices (e.g., has eaten, is running). Modal verbs express necessity, possibility, or ability (e.g., can, might, must).

Conclusion

Understanding the grammatical categories of verbs is fundamental to grasping the structure of any language. These categories provide a framework for interpreting when, how, and under what conditions actions occur. By mastering these aspects, language learners and enthusiasts alike can enhance their fluency and communicate more effectively. Verbs, with their complexity and versatility, truly are the backbone of sentence construction. The study of verbs and their grammatical categories not only deepens our understanding of sentence structure but also enhances our ability to communicate ideas with precision and clarity. Verbs are the cornerstone of expression, shaping the meaning and flow of our language. By appreciating their various forms and functions, we gain insight into how language operates across contexts and cultures. Whether crafting a simple statement or exploring complex ideas, mastering verbs equips us with the tools to convey thoughts effectively, making them an indispensable element of human communication.

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CLASSIFICATION AND FUNCTIONS OF PRIMARY AND SECONDARY PREDICATION IN LINGUISTIC STRUCTURES

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: Abdumo'minova Ozoda Abdurajab qizi

Annotation: This article explores the concept of predication, a cornerstone of linguistic structure, by categorizing it into primary and secondary types. Primary predication is identified as the essential subject-predicate relationship that forms the foundation of any clause, such as in She is singing. Secondary predication, on the other hand, serves to complement or elaborate on the main clause, providing additional descriptive, resultative, or circumstantial details, as seen in She entered the room exhausted. The article delves into the syntactic and semantic roles of both types, emphasizing how primary predication establishes the core meaning, while secondary predication enriches sentences with supplementary layers of context. It also examines variations in non-finite constructions, cross-linguistic expressions, and theoretical perspectives, such as those offered by generative and functional grammar. Practical examples and distinctions between depictive and resultative secondary predicates are highlighted to illustrate their functions. Additionally, the article touches on the pedagogical significance of teaching these concepts, the cognitive processing of predication, and challenges like ambiguity in interpretation. Overall, this piece provides a comprehensive analysis of how predication structures enable nuanced and dynamic communication across languages and contexts.

Key words: Predication, primary predication, secondary predication, subject-predicate relationship, syntax, semantics, depictive predication, resultative predication, circumstantial predication, linguistic analysis, non-finite clauses, appositive, adjectival phrases, participial phrases, absolute constructions, ambiguity in predication, cross-linguistic variation, language acquisition, generative grammar, functional grammar.

Predication is a fundamental concept in linguistics, referring to the way sentences or clauses express a relationship between a subject and a predicate. This relationship forms the backbone of meaning in language, as it conveys what is being said about the subject.

Predication can be classified into two main types: primary predication and secondary predication. Understanding these distinctions sheds light on how language structures meaning and allows for the formation of complex sentences.

Primary Predication

Primary predication is the central and most essential type of predication in a sentence. It establishes the main relationship between the subject and the predicate, forming the core of any clause. For example:

- The cat is sleeping.

- She sings beautifully.

Characteristics of Primary Predication

Subject-Predicate Relation: It involves the direct relationship between the subject and the verb or predicate.

Independent Clause: Primary predication typically forms an independent clause that can stand alone as a complete sentence.

Expresses Main Action or State: It conveys the principal action, event, or state of being in a sentence.

Examples of Primary Predication

- Declarative sentences: The dog barks.

- Interrogative sentences: Does the train arrive at 6?

- Imperative sentences: Close the door.

In all these cases, the primary predication provides the essential meaning that the sentence seeks to communicate.

Secondary Predication

Secondary predication, in contrast, adds supplementary information about the subject or object but does not constitute the main clause. It is often embedded within or attached to the main predication to provide additional detail. For example:

- The dog ran, barking loudly.

- They painted the house red.

Types of Secondary Predication

Secondary predication can be further classified based on its grammatical structure and function:

Depictive Secondary Predication

Depictive predication describes the state or condition of the subject or object at the time of the main action.

- Example: She walked home tired.

Here, tired" is a secondary predicate that describes the subject, "she," during the action of walking.

Resultative Secondary Predication

Resultative predication indicates the result or outcome of an action performed by the subject.

- Example: He hammered the metal flat.

In this case, "flat" is a secondary predicate that shows the outcome of hammering the metal.

Circumstantial Secondary Predication

Circumstantial predication adds contextual information about the circumstances in which the action occurs.

- Example: The team arrived, smiling and cheering.

Here, "smiling and cheering" provides additional context about the team's state during their arrival.

Distinguishing Primary and Secondary Predication

Key Differences

Feature	Primary Predication	Secondary Predication
Function	Forms the core meaning of a sentence	Adds supplementary information
Grammatical Role	Constitutes the main clause	Found in subordinate or embedded phrases
Dependency	Independent	Dependent on the main clause
Examples	*The child plays.*	*The child plays happily.*

Overlap and Interaction

Secondary predication often enhances primary predication by adding layers of meaning, but the two serve distinct grammatical purposes. Secondary predicates cannot form a complete sentence without the main predication to anchor their meaning.

Conclusion

Primary and secondary predication together form a dynamic system that allows language to express both fundamental and nuanced ideas. While primary predication establishes the basic framework of communication, secondary predication enriches this framework by providing additional details about actions, states, or results. Understanding these types of predication is crucial for analyzing sentence structure, improving linguistic comprehension, and mastering the art of effective communication. The study of primary and secondary predication reveals the intricate mechanisms underlying language structure and meaning. Primary predication provides the essential framework for communication by establishing the main subject-predicate relationship, while secondary predication enriches this framework by adding layers of detail, nuance, and context. Together, they enable language to convey both straightforward ideas and complex, multifaceted meanings.

Beyond their grammatical roles, these types of predication also reflect cognitive and cultural dimensions of communication. Their use varies across languages, highlighting the diversity of human expression, yet their universal presence underscores fundamental principles of linguistic thought. A deeper understanding of primary and secondary predication not only enhances linguistic analysis but also fosters more precise and effective communication in both academic and everyday contexts.

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TYPES OF PRIMARY AND SECONDARY PREDICATION

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: Jumaniyozuva O'g'iljon Bakdurdi qizi

Annotation: This article provides an in-depth exploration of predication in linguistics, focusing on the distinctions and classifications of primary and secondary predication. It examines the fundamental roles these concepts play in sentence structure, meaning, and communication. Through a detailed analysis of various types of primary and secondary predication, the article aims to enhance understanding of how these elements function in language, contributing to effective communication and comprehension. The significance of predication in grammar and syntax is highlighted, making it an essential topic for linguists, language learners, and educators.In linguistics, predication is a fundamental concept that pertains to how subjects are linked to their actions or states through verbs. Understanding the types of primary and secondary predication is crucial for comprehending sentence structure, meaning, and the overall organization of language. This article will delve into the definitions and characteristics of both primary and secondary predication, outlining their roles in communication and providing various examples to illustrate these concepts.

Key words: predication, primary predication, secondary predication, linguistics, sentence structure, subject-verb relationship, adjectival predication, participial predication, infinitival predication, clausal predication.

Predication is a core concept in linguistics that refers to the relationship between a subject and a predicate in a sentence. It encompasses how actions, states, and attributes are expressed, forming the backbone of sentence structure. Understanding predication is crucial for grasping how sentences convey meaning. This article will explore the types of primary and secondary predication, detailing their definitions, characteristics, and roles in communication.

Predication

Predication is central to sentence construction and meaning interpretation. In its simplest form, it refers to the act of affirming or denying something about a subject. Linguists categorize predication into primary predication and secondary predication based on their syntactic and semantic roles. Primary predication is the main assertion of a sentence,

establishing the primary subject-predicate relationship. In contrast, secondary predication provides additional information, often modifying or elaborating on the subject or object. Understanding these types is crucial for linguistic analysis, language teaching, and artificial intelligence applications, such as natural language processing.

Primary predication

Primary predication refers to the core grammatical relationship established between the subject of a sentence and the predicate, which typically consists of a verb and its complements. This relationship conveys the essential action or state of being of the subject.

Types of Primary Predication

1. Transitive Predication: Involves a subject, a transitive verb, and a direct object. For example, "She reads a book." Here, "reads" is the transitive verb, and "a book" is the direct object.

2. Intransitive Predication: Involves a subject and an intransitive verb without a direct object. For example, "He runs." The verb "runs" does not require an object to complete its meaning.

3. Ditransitive Predication: Involves a subject, a transitive verb, and two objects (a direct and an indirect object). For example, "She gave him a gift." Here, "gave" is the transitive verb, "a gift" is the direct object, and "him" is the indirect object.

4. Linking Verbs: These verbs connect the subject to a subject complement, which can be a noun or an adjective. For example, "She is a teacher." The verb "is" links the subject "She" to the subject complement "a teacher."

Secondary predication

Secondary predication refers to additional information provided about the subject or object, extending the meaning established by the primary predication. It often involves adjectives, participles, or clauses that modify the subject or object.

Types of secondary predication

1. Adjectival Secondary Predication: Involves an adjective that describes the subject or object. For example, "The movie made her happy." "Happy" describes her emotional state.

2. Participial Secondary Predication: Involves a participial phrase that adds information about the subject or object. For example, "He sat there, exhausted." The participial phrase "exhausted" describes his state.

3. Infinitival Secondary Predication: Involves an infinitive that provides additional context. For example, "They consider him to be a genius." The infinitive phrase "to be a genius" describes "him."

4. Clausal Secondary Predication: Involves a subordinate clause that offers more information. For example, "She believes that he is innocent." The clause "that he is innocent" elaborates on her belief.

In essence, predication is central to sentence construction and meaning interpretation. In its simplest form, it refers to the act of affirming or denying something about a subject. Linguists categorize predication into primary predication and secondary predication based on their syntactic and semantic roles.

Primary predication is the main assertion of a sentence, establishing the primary subject-predicate relationship. In contrast, secondary predication provides additional information, often modifying or elaborating on the subject or object. Understanding these types is crucial for linguistic analysis, language teaching, and artificial intelligence applications, such as natural language processing.

The foundation of primary predication is the connection between the subject and the verb. For example, in the sentence "The dog barks," "the dog" is the subject, and "barks" is the verb, creating a clear primary predication. Primary predication conveys the fundamental action or state of being, allowing listeners to grasp the main idea quickly.

Secondary predication adds layers of meaning to the primary predication, allowing for a more nuanced understanding of the subject or object. Secondary predication typically involves modifiers or complements that describe the subject or object in more detail. Secondary predication can take various forms, including adjectives, adverbs, and clauses.

Conclusion

In conclusion, the concepts of primary and secondary predication are fundamental to understanding the mechanics of language and communication. Primary predication establishes the essential relationship between subjects and verbs, while secondary predication enriches meaning by providing additional context and detail. By recognizing the various types of predication and their roles in sentence structure, we can improve our communication skills and deepen our comprehension of language. As we continue to explore predication, we uncover the richness and complexity of human expression, highlighting the artistry involved in crafting meaningful sentences. Predication is a cornerstone of sentence construction, defining the relationship between subjects and predicates. While primary predication forms the essence of a sentence, secondary

predication enriches it with supplementary information. The distinction between the two is critical for syntactic and semantic analysis, offering insights into language functionality and meaning. Mastery of these concepts is invaluable for linguists, educators, and technologists alike.

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THE SYMPHONY OF COMMUNICATION: ACCENT, RHYTHM, MELODY, TEMPO AND TIMBRE

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

Marina I. Solnyshkina Dr.Prof., Department of Theory and Practice of Foreign Language Teaching, Kazan Federal University, Russia

Student of group 302-21: Jumaniyozuva O`g`iljon Bakdurdi qizi

Annotation: This article explores the intricate elements of communication through the lens of musical terminology: accent, rhythm, melody, tempo, and timbre. By framing these components as essential features of speech, we uncover their roles in conveying meaning, emotion, and nuance in language. Understanding these elements is crucial for enhancing interpersonal communication, public speaking, and language learning. This exploration not only highlights the parallels between music and speech but also emphasizes the artistry involved in effective communication. Communication is a multifaceted process that goes beyond the mere exchange of words. It encompasses various elements that contribute to how messages are delivered and received. Much like a symphony, effective communication involves a harmonious interplay of different components. This article delves into five key elements: accent, rhythm, melody, tempo, and timbre, examining their significance in both spoken language and interpersonal interactions.

Key words: accent, rhythm, melody, tempo, timbre, communication, linguistics, prosody, speech patterns, emotional expression, interpersonal connection, intonation, understanding, emphaty, inclusity, technological advancements, active listening, cultural diversity.

Communication is a complex process that transcends mere words. It involves various auditory elements that shape how we convey and interpret messages. Among these elements, accent, rhythm, melody, tempo, and timbre are pivotal in enhancing the effectiveness of

communication. Understanding these components allows us to appreciate the subtleties of spoken language and to improve our interpersonal interactions.

Accent:

Accent refers to the distinctive way in which words are pronounced in different languages or dialects. It is a crucial aspect of identity and can provide information about a speaker's geographical background, social status, and even emotional state.

Rhythm:

Rhythm in speech is similar to musical rhythm, marking the beats and silences in conversation. Rhythm brings predictability and structure, making communication more engaging and memorable. Different languages have unique rhythmic patterns, categorized as stress-timed (like English) or syllable-timed (like Spanish).

Melody:

Melody in communication refers to the intonation patterns used when speaking. It involves the rise and fall of pitch, which can convey emotions, intentions, and meanings beyond the literal content of words. Melody adds emotional depth to speech, allowing speakers to express feelings such as excitement, sadness, or urgency.

Tempo:

Tempo refers to the speed at which speech is delivered, playing a crucial role in how messages are perceived and understood. Just as in music, where tempo can influence the mood of a piece, the pace of speech can significantly affect communication dynamics.

Timbre:

Timbre refers to the unique quality or tone of an individual's voice, shaped by physical characteristics such as vocal cord structure and resonance. This auditory signature contributes significantly to personal expression in communication. Timbre allows for personal expression; no two voices sound exactly alike. This uniqueness can enhance personal connections as listeners identify with familiar voices.

In essense, effective communication involves harmonizing all five elements—accent, rhythm, melody, tempo, and timbre—into an engaging auditory experience that resonates with listeners. Being conscious of how each element affects communication enables speakers to adapt their delivery for maximum impact based on context and audience.

Engaging in activities like storytelling or public speaking allows individuals to practice integrating these elements fluidly, enhancing both their expressiveness and listener engagement. Encouraging feedback from others about one's communicative style can provide insights into how effectively these elements are being utilized and perceived.

Accents carry rich narratives, evoking emotions and associations. They add flavor to conversations, offering a glimpse into someone's background while often fostering a sense of cultural diversity and inclusivity. While accents can sometimes lead to misunderstandings, they serve as a celebration of diversity, enriching our linguistic landscape and encouraging us to embrace different ways of speaking

Rhythm helps speakers emphasize key points, directing listeners' attention to specific parts of the message. A steady rhythm can convey calmness, while a more varied rhythm can signal excitement or urgency.

Melody allows speakers to communicate emotions without explicitly stating them. A rising tone can indicate excitement, while a descending tone may imply certainty or finality.

Tempo can evoke different emotional responses. A quickened pace may generate enthusiasm or anxiety, while a slower cadence tends to create a reflective or somber atmosphere.

Timbre makes it possible to recognize familiar voices and contributes to a speaker's identity. A warm, rich timbre can convey friendliness, while a sharp timbre may suggest urgency or intensity.

Understanding how these elements influence perception enables communicators to adjust their approach to meet the listener's needs. For professions that rely on effective speaking—teachers, leaders, actors—the mastery of these elements is invaluable in capturing and maintaining audience interest.

Conclusion

Understanding the elements of accent, rhythm, melody, tempo, and timbre enhances our appreciation of communication as a dynamic and expressive art form. Each component plays a vital role in conveying meaning, emotion, and intent, much like the instruments in a symphony. By recognizing and mastering these elements, individuals can improve their communication skills, foster better connections, and navigate the complexities of interpersonal interactions more effectively. Ultimately, the symphony of communication enriches our daily lives, enabling us to share ideas and emotions in a nuanced and impactful

manner. Communication transcends mere words; it is an art form enriched by musical qualities that engage our emotions and foster connections. By recognizing the roles of accent, rhythm, melody, tempo, and timbre in our spoken language, we enhance not only our own communicative abilities but also our relationships with others. As we embrace the symphony of communication within our interactions, we open doors to deeper understanding and empathy across diverse social landscapes.

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PHRASE THEORY. PHRASE TYPES AND SUBTYPES CORDINATE AND SUBORDINATE AND PREDICATIVE PHRASES

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
Marina I. Solnyshkina Dr.Prof., Department of Theory and Practice of Foreign
Language Teaching, Kazan Federal University, Russia
Student of group 302-21: Tojiboyeva Shahnoza Ikrom qizi

Annotation: This article provides a detailed exploration of phrase theory, focusing on the various types of phrases—coordinate, subordinate, and predicative—and their subtypes. It begins with a general introduction to the concept of phrases in linguistics, explaining their role as groups of words that function together within a sentence. The article then delves into each type of phrase, providing definitions, examples, and an explanation of how they interact with other elements of sentence structure. Coordinate phrases are explained as syntactic units consisting of equal elements connected by conjunctions. Subordinate phrases are described as dependent structures that cannot stand alone and are introduced by subordinating conjunctions. Finally, predicative phrases are highlighted as essential for linking the subject to a complement, typically following a linking verb. The article emphasizes the importance of understanding phrase theory for constructing grammatically correct sentences and enhancing language comprehension. It concludes by reaffirming that a deep understanding of phrase types enriches both the analysis and use of language. This resource is beneficial for linguistics students, language learners, and anyone seeking to deepen their understanding of sentence structure and syntax.

Key words: Phrase theory, coordinate phrases, subordinate phrases, predicative phrases, syntax, sentence structure, conjunctions, subordinating conjunctions, linking verbs, noun phrase, verb phrase, adjective phrase, subject complement, syntactic unit, grammatical structure, language analysis, linguistic study, sentence construction, clause, head word, modifiers, phrase types.

In linguistics, phrase theory deals with the study of phrases—groups of words that function as a single unit within a sentence, fulfilling a particular syntactic role.

Understanding phrase theory is essential for comprehending how language structure operates and how various types of phrases interact with one another to convey meaning.

This article will explore the different types of phrases, including coordinate, subordinate, and predicative phrases, and delve into their respective subtypes, illustrating their roles in sentence construction.

What is a Phrase?

A phrase is a syntactic unit composed of two or more words, which together function as a single part of speech. A phrase does not contain both a subject and a predicate, making it different from a clause. The core of a phrase is typically a head word (noun, verb, adjective, etc.), which is modified or complemented by other words in the phrase.

For instance, in the phrase "the big house," "house" is the head noun, and "the" and "big" are modifiers that complete its meaning.

Types of Phrases

Phrases can be broadly classified into several types based on their syntactic function in a sentence. Three important classifications are coordinate phrases, subordinate phrases, and predicative phrases. Let's explore these in detail:

Coordinate Phrases

A coordinate phrase consists of two or more elements of the same syntactic type (e.g., nouns, verbs, adjectives) joined by a coordinating conjunction like "and," "or," or "but." The elements in coordinate phrases are syntactically equivalent and share the same function in the sentence.

Examples of coordinate phrases:

- Noun phrase: "John and Mary"

- Verb phrase: "is running and jumping"

- Adjective phrase: "tall but weak"

Key characteristics of coordinate phrases:

- The elements are equally important.

- They are connected by conjunctions.

- Each part of the phrase can stand alone as a grammatically correct phrase.

Subtypes of Coordinate Phrases:

Coordinate Noun Phrase: "Tom and Jerry" (both are nouns joined by "and").

Coordinate Verb Phrase: "She sings and dances" (both verbs "sings" and "dances" are coordinated).

Coordinate Adjective Phrase: "The dog is tall and strong" (adjectives coordinated by "and").

Subordinate Phrases

A subordinate phrase is dependent on a main phrase to give it meaning. It does not form a complete thought on its own and is typically introduced by subordinating conjunctions (like "because," "although," "if," etc.). Subordinate phrases usually function as modifiers or complements in a sentence.

Examples of subordinate phrases:

- Noun phrase: "the boy who cried wolf"

- Verb phrase: "running through the streets"

- Adjective phrase: "angry because he lost"

Key characteristics of subordinate phrases:

- They are syntactically incomplete and cannot stand alone.

- They rely on another phrase (main clause or independent phrase) to convey a full meaning.

- They typically provide additional information, such as time, cause, condition, or manner.

Subtypes of Subordinate Phrases:

Subordinate Noun Phrase: "The man who left early" (the subordinate clause "who left early" modifies the noun "man").

Subordinate Verb Phrase: "She smiled before going home" (the verb phrase "going home" is subordinate to "smiled").

Subordinate Adjective Phrase: "The book that is on the table" (the adjective phrase "that is on the table" describes "book").

Predicative Phrases

A predicative phrase typically contains the verb and its complements, which describe the subject of the sentence or tell what is being done. The term "predicative" is related to the predicate of a sentence—the part that tells what happens to the subject. Predicative phrases often appear in sentences that use linking verbs such as "is," "are," "seem," or "become."

Examples of predicative phrases:

- Noun phrase: "The sky is blue"

- Adjective phrase: "The cake smells delicious"

- Verb phrase: "He became a teacher"

Key characteristics of predicative phrases:

- The phrase typically follows a linking verb (like "be") and describes the subject.

- It can be an adjective, noun, or even a verb phrase.

- The phrase provides essential information about the subject's state, identity, or actions.

Subtypes of Predicative Phrases:

Predicative Noun Phrase: "She is a doctor" (the noun phrase "a doctor" acts as a subject complement).

Predicative Adjective Phrase: "The children are happy" (the adjective phrase "happy" describes the subject).

Predicative Verb Phrase: "He is walking to the store" (the verb phrase "walking to the store" describes the action of the subject).

The Relationship Between Phrase Types

Understanding the relationship between different types of phrases is fundamental for sentence construction and meaning-making. Here's a brief overview of how they interact:

- Coordinate phrases combine equally important elements and allow speakers to expand upon or contrast ideas. These phrases are used for equal emphasis.

- Subordinate phrases depend on main clauses or phrases to give them full meaning. They allow more specific information to be added without disrupting the overall sentence structure.

- Predicative phrases are essential for providing clarity about the subject, explaining what happens to it or its qualities. These are typically formed with linking verbs, establishing a relationship between the subject and the predicate.

Conclusion

Phrase theory and its distinctions between coordinate, subordinate, and predicative phrases offer a structural insight into how language works. These phrases help us convey meaning, create complex ideas, and construct grammatically correct and nuanced sentences. Understanding how each type functions not only aids in syntax but also enhances comprehension and communication, whether you're learning a new language or refining your native grammar. In conclusion, phrase theory provides a fundamental framework for understanding how language structures work at a syntactic level. By recognizing and analyzing the different types of phrases—coordinate, subordinate, and predicative—we gain insight into the relationships between words and their functions in a sentence. These phrases allow speakers to organize their thoughts, connect ideas, and convey complex meanings with clarity and precision. Mastery of phrase types and their subtypes is essential for both effective communication and advanced linguistic analysis, as it enhances our ability to build grammatically sound and semantically rich sentences. Ultimately, understanding phrase theory not only deepens our grasp of grammar but also fosters a more sophisticated approach to language use and interpretation.

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PHONEME MODIFICATION, CROSS- LINGUISTIC PHONETIC ANALYSIS AND PHONOLOGICAL COMPARISON

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
Marina I. Solnyshkina Dr.Prof., Department of Theory and Practice of Foreign
Language Teaching, Kazan Federal University, Russia
Student of group 302-21: Muxtorova Madina Avaz qizi

Annotation: This article delves into the modification of phonemes, comparative phonetics, and comparative phonology, offering a comprehensive overview of how sound systems operate across different languages. It begins by explaining the processes that modify phonemes, such as coarticulation, assimilation, and elision, highlighting how sounds can shift depending on their linguistic environment. The article then explores comparative phonetics, focusing on the acoustic and articulatory differences between languages, and how these variations affect the way phonemes are realized in speech. Moving into comparative phonology, the piece examines how phonological systems differ across languages, with an emphasis on phoneme inventories, phonological processes, and the rules governing sound patterns. The article concludes by emphasizing the importance of these studies in understanding both the diversity and commonalities in human language, and how phonetic and phonological comparison helps linguists uncover the cognitive and historical aspects of language evolution. This work is essential for those interested in the intricate relationships between speech sounds, language systems, and linguistic change.

Key words: Phoneme modification, comparative phonetics, comparative phonology, coarticulation, assimilation, elision, phonetic variation, articulatory processes, phoneme inventories, phonological rules, sound patterns, minimal pairs, phonological processes, vowel reduction, lenition, linguistic diversity, language evolution, phonetic systems, speech sounds, linguistic change.

Phonetics and phonology are branches of linguistics that deal with the sounds of language. Phonetics concerns itself with the physical properties of sounds, while phonology examines the abstract, cognitive aspects. In this article, we explore the modification of

phonemes, comparative phonetics, and comparative phonology, which offer insights into the variability of sounds across languages and how they are studied and compared.

Modification of Phonemes

Phonemes are the smallest units of sound that distinguish words in a given language. For example, in English, the words "bat" and "pat" differ in only one phoneme, /b/ and /p/, but this difference alters their meaning. However, phonemes are not static and can undergo modifications depending on various linguistic factors.

These modifications can occur due to:

Contextual Factors: Phonemes may change depending on their surrounding sounds. This is known as coarticulation. For instance, the /t/ in "cat" is produced differently when followed by a "y" sound in "cue." The influence of adjacent sounds can lead to allophonic variation—different realizations of the same phoneme.

Assimilation: Phonemes can change to become more like neighboring sounds in terms of features such as voicing or nasality. For instance, in the phrase "input," the /n/ is often pronounced as [m] because it is next to the bilabial /p/, creating a phenomenon known as progressive assimilation.

Elision: Sometimes, phonemes may be omitted altogether in fast speech. This happens when the mouth has to move quickly, and certain sounds may be dropped for efficiency, such as in the word "camera," where the /e/ and /a/ sounds may be merged or omitted in casual speech.

Lenition: A phoneme may become weaker in terms of articulation. For example, plosives like /b/ and /d/ can become fricatives or approximants in some languages, such as in some dialects of Spanish, where /d/ may become a softer [ð] sound in certain environments.

Comparative Phonetics

Comparative phonetics is the study of the similarities and differences in the sounds of speech across different languages or dialects. By comparing how languages use phonemes, phonetic features, and their articulation, linguists can trace relationships between languages and understand the variation in speech sounds across regions.

Articulatory Comparison: Different languages may use different articulatory strategies to produce the same phonetic sounds. For example, the way the tongue is positioned to produce the /s/ sound in English may be different from the way it is articulated in Spanish or Mandarin, even though the sound is perceptually similar.

Phonetic Inventories: Languages vary greatly in terms of the number and type of phonemes they utilize. English, for example, has around 44 phonemes (depending on the

dialect), whereas Hawaiian has only about 13. The study of phonetic inventories allows linguists to compare which sounds are present in various languages and how these sounds relate to one another.

Acoustic Properties: Comparative phonetics also examines the acoustic properties of sounds, including pitch, duration, and intensity. For example, tonal languages such as Mandarin Chinese use pitch variations to differentiate words, while non-tonal languages like English rely more heavily on stress patterns.

Phonetic Evolution: Linguists use comparative phonetics to understand how phonetic features change over time in different languages, tracing sound shifts from older to modern forms, as seen in the Great Vowel Shift in English, where long vowels systematically changed pronunciation.

Comparative Phonology

Whereas comparative phonetics looks at the physical properties of sound, comparative phonology focuses on how phonemes function in different linguistic systems and how their distribution, patterns, and rules vary from one language to another.

Phoneme Inventory and Phonemic Systems: In comparative phonology, scholars examine the system of phonemes in different languages. Some languages have distinct phonemic systems, like the use of click sounds in some African languages, while others may have complex vowel harmony systems. Phonology looks at how phonemes are organized into systems in each language and how these systems can vary significantly across languages.

Phonological Processes: These are systematic changes that occur in the phonological system of a language. Processes such as metathesis (reordering of sounds), lenition, and vowel shift can differ from language to language. For example, some languages undergo vowel reduction (where unstressed vowels become a centralized schwa [ə]), while others do not.

Sound Patterns and Phonological Rules: Comparative phonology investigates how phonological rules shape the structure of words. For example, in some languages, voiceless consonants are pronounced with an aspiration (like in English /p/ in "pat"), while in others, the aspiration is not phonemic. These differences in rules help define each language's phonological system.

Minimal Pairs and Phonemic Contrast: One way comparative phonology is practiced is by comparing minimal pairs—pairs of words that differ by a single phoneme and have different meanings. For instance, "bat" and "pat" form a minimal pair in English, where the

only difference is the initial consonant. Comparative phonology looks at how different languages use minimal pairs to make phonemic distinctions.

Conclusion

The study of phoneme modification, comparative phonetics, and comparative phonology provides invaluable insights into the richness and diversity of human language. By examining how sounds are produced, how they change over time, and how they function in different languages, linguists can better understand not only the mechanics of speech but also the cognitive and cultural aspects that shape language development. Through the comparison of phonetic and phonological systems, linguists can draw conclusions about language relationships, evolution, and the deep structure of human language. In conclusion, the exploration of phoneme modification, comparative phonetics, and comparative phonology reveals the dynamic and complex nature of language sound systems. These fields not only highlight the diversity of sound production and perception across languages but also shed light on the underlying universal principles that govern speech. The study of how phonemes can shift in form or function, as well as how they are compared across languages, provides critical insights into both linguistic history and the cognitive mechanisms that support language acquisition and evolution. By continuing to examine and compare the phonetic and phonological properties of languages, linguists can uncover patterns that inform not just the structure of language itself, but also the ways in which human beings use and adapt their speech to different social, geographical, and cultural contexts. Ultimately, this comparative approach enriches our understanding of language as a living, evolving system that reflects both our shared humanity and our unique cultural identities.

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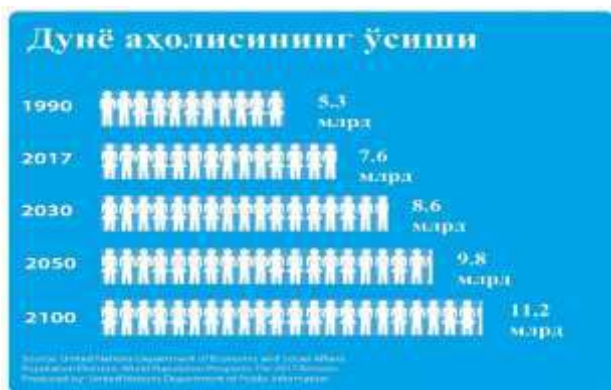
"ЭНГ КИЧИК ПЕНСИЯ ЁШИ - ЎЗБЕКИСТОНДА".

Ф.М.Пардаев

Ўзбекистон Республикаси Президенти ҳузуридаги Ижтимоий ҳимоя миллий агентлиги бошқарма бошлиғи ўринбосари

Ҳозирги пайтда пенсия таъминотини такомиллаштириш дунёдаги энг глобал муаммолардан бири ҳисобланади. Пенсия тизимларини такомиллаштириш тўғрисидаги халқаро даражадаги муҳокамалар Жаҳон банки томонидан 1994 йилда нашр этилган, аҳолининг қариб бориши билан боғлиқ пенсия инқирозига бағишланган ҳисоботидан бошланган. Маърузада пенсионерларнинг кутилаётган умр кўриш давомийлигининг узайиши билан боғлиқ ҳолда аксарият мамлакатларда маблағларнинг қатъий тақсимлашнинг "авлодлар бирдамлиги" тамойилларига асосланган пенсия тизимларида тақчиллик юзага келиши натижасида кўплаб мамлакатларда ушбу муаммони ижобий ҳал этишга алоҳида эътибор қаратилаётгани таъкидланди.

Жаҳон мамлакатларида демографик вазиятнинг кескинлашуви, жумладан, аҳоли ёш таркибининг жиддий ўзгариши, яъни аҳоли ёш таркибида кекса ёшдаги фуқаролар улушининг ортиб бориши, аҳолининг ўртача умр кўриш давомийлигининг ошиб бориши
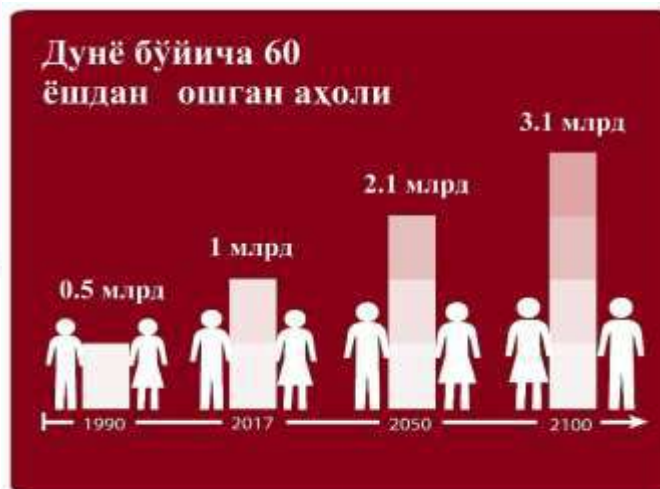
кабилар пенсия таъминоти тизими харажатларининг кўпайишига олиб келмоқда. Жаҳон банкининг ҳисобот маълумотларига кўра, дунё бўйича 2017 йилда 60 ёш ва ундан юқори ёшдагилар 962 млн. кишини ташкил этиб, 1980 йилга нисбатан 383 млн. кишига ёки 152 фоизга ортган.

Мазкур кўрсаткич 2030 йилга бориб, 1,4 млрд.га, 2050 йилга келиб эса 2017 йилга нисбатан 2 баравар кўпайиши, яъни 2,1 млрд. кишини ташкил этиши прогноз қилинган. Бугунги кунда умр кўриш давомийлиги дунё бўйича ўртача 71,9 ёшни ташкил этади. Бу эса 1990-1995 йилларга нисбатан 7,3 йилга ўсган. 2030 йилларга келиб умр кўриш давомийлиги ўртача 73,8 ёшни, 2050 йилларга келиб эса ушбу кўрсаткич 77 ёшни ташкил этиши прогнозлаштирилган. Ўртача умр кўриш давомийлиги 75 ёшдан юқори бўлган барча мамлакатларда пенсия ёши ўртача 65 ёши ташкил этмоқда. Дунёда соғлиқни сақлаш сифати яхшилангани, тиббиётнинг жадал тараққий этаётгани, санитар назоратнинг такомиллашаётгани, таълимдан фойдаланишнинг кенгаётгани, иқтисодий фаровонлик боис кексалар улуши борган сари кўпаймоқда. Узоқ умр кўриш – инсоният тараққиётининг энг катта муваффақиятларидан биридир.

Шунинг учун фуқароларга умрининг охирига қадар пенсия тўлаш, муносиб яшаш шароитларини яратиб беришни давом эттириш давлат зиммасидаги энг муҳим ва долзарб масала ҳисобланади. Бунга яна бир сабаб шуки, Европа давлатларида 2010 йилда пенсия жамғармаларидаги дефицит 300 миллиард еврони ташкил қилди. Голландия банки пенсия миқдорини ўртача 3 фоизга камайтирди. Бошқалар ҳам ундан ўрнак олмоқда. Хуллас, қари ҳам, ёш ҳам кўпроқ ишлашига, ўз истиқболи учун кўпроқ сармоя киритишига тўғри келмоқда.

Давлатда яшаш сифатини аниқ кўрсатиб берадиган демографик индикаторлардан бири бўлиб, туғилишда кутилаётган ўртача умр кўриш даври ҳисобланади. Бу кўрсаткич инсон ривожланиши индексини ҳисоб-китоб қилишнинг тўртта компоненталаридан бири ҳисобланади ва турли хил давлатлар ва ҳудудлар жамият ривожининг даражасини кўрсатувчи асосий халқаро кўрсаткич ҳисобланади.

Ўзбекистон Марказий Осиё давлатлари орасида аҳолининг умр кўриш давомийлиги бўйича етакчилик қилмоқда. Бу ҳақда "Lancet" нашри томонидан эълон қилинадиган Global Burden of Disease тадқиқотида айтилган.

Тадқиқот маълумотларига кўра, Ўзбекистон Марказий Осиёда ўртача умр давомийлиги бўйича етакчилик қиляпти. Бу кўрсаткич Ўзбекистонда 73,8 йилга тенг.

Тожикистонда ўртача умр давомийлиги 73,7 йилни ташкил қиляпти. Қозоғистонда бу кўрсаткич 72,4 йилга, Қирғизистонда 70,9 йилга, Туркманистонда 70,4 йилга тенг.

Дунёда ўртача умр давомийлиги энг узун мамлакат деб Гонконг (84,3 йил) топилди. Ундан кейин Япония (83,8 йил) ва Италия (83,5 йил) жой олган.

Ўзбекистонда умумий белгиланган пенсияга чиқиш ёши 1956 йилда собиқ Иттифоқ мамлакатлари фуқароларининг пенсия таъминоти қонунчилиги билан белгиланган миқдорда (аёлларга 55 ёш, эркакларга 60 ёш) сақланиб турибди. Ўша даврнинг статистикасига назар соладиган бўлсак, ўртача умр кўриш давомийлиги 47 ёшни ташкил этганлигини таъкидлаш ўринлидир. Ўртача умр кўриш давомийлиги кўрсаткичи сўнги йилларда ўсиш тенденциясига эга бўлиб, жумладан, 1991 йилда ушбу кўрсаткич 66,4 ёшни ташкил этган бўлса, 2000 йилда 70,8 ёшни, 2010 йилда 73,0 ёшни, 2017 йилда 73,8 ёшни (аёлларда - 76,2 ёш, эркакларда – 71,4 ёш) ташкил этган.

Ҳалқаро меҳнат ташкилотининг "Ижтимоий таъминотнинг минимал меъёрлари тўғрисида"ги 102-сонли Конвенциясининг 26-моддасига мувофиқ, "белгиланган пенсияга чиқиш ёши 65 ёшдан ошмаслиги лозим ёки ваколатли органлар томонидан мамлакатдаги кексаларнинг пенсияга чиқиш ёшини белгилашда уларнинг меҳнатга лаёқати ҳисобга олиниши зарур". Демак, Ҳалқаро меҳнат ташкилотининг талабларига кўра, дунё бўйича пенсияга чиқиш ёши 65 ёшдан ошмаслиги мақсадга мувофиқ, аммо, бунда кексаларнинг меҳнатга лаёқатлилигидан келиб чиқиб, бу ёш оширилиши ҳам мумкин. Бугунги кунда дунё бўйича ўртача пенсия ёши эркаклар ва аёллар учун 63 ёшни ташкил қилади.

Ривожланган давлатларда пенсия ёши – Японияда 70 ёш, Фрация ва Грецияда 67 ёш, Буюк Британия, Германия, Испания ва Швецияда эркаклар ва аёллар учун 65 ёш, Бразилияда эркаклар учун 65, аёллар учун 60 ёш. Марказий Осиё, жумладан Қозоғистон, Қирғизистон ва Тожикистонда эркаклар 63, аёллар 58 ёшдан ёшга доир пенсияга чиқиш ҳуқуқига эга бўлади. Қозоғистонда аёлларнинг пенсия ёши ҳар йили 6 ойдан босқичма босқич оширилиб, 63 ёш қилиб белгиланган. Туркманистонда эса

пенсия ёши эркаклар учун 62 ёш, аёллар учун 57 ёш қилиб белгиланган бўлиб, ушбу давлатларда пенсия таъминоти тизимларида мамлакатнинг демографик, иқтисодий ва ижтимоий ҳолати ва шароитидан келиб чиқиб бир неча маротаба ислоҳотлар ўтказилган.

Ҳалқаро меҳнат ташкилотининг ўтказилган тадқиқотига асосан,

2010-2016 йилларда 169 та мамлакатда пенсия таъминоти ислоҳотлари ўтказилган бўлиб, ушбу ислоҳотлар қуйидаги йўналишларда амалга оширилган:

72 ҳолатда - пенсия ёши оширилган;

31 ҳолатда - пенсияларни тайинлашда квалификацион талаблар ва пенсияга чиқиш даври оширилган, муддатидан олдин пенсияга чиқиш чекланган ва уларга нисбатдан жарималар қўлланилган, кеч пенсияга чиқиш бўйича рағбатлантирувчи механизмлар қўлланилган;

25 ҳолатда - пенсия формуласи модификациялаштирилган ва субсидиялашган тўловлар қисқартирилган;

12 ҳолатда - пенсиялар индексациланиши шартлари ўзгартирилган ёки индексация "музлатилган";

17 ҳолатда - ижтимоий тўловлар миқдори оширилган.

Иқтисодий ҳамкорлик ва ривожланиш ташкилотларига кирувчи давлатларнинг кўпчилигида эркак ва аёлларнинг пенсия ёшлари 65 ва ундан юқори қилиб белгиланган бўлса, Европа ва Марказий Осиё давлатларида ҳанузгача эркаклар пенсияга 65 ёшдан вақтлироқ, аёллар эса ундан ҳам вақтли чиқадилар. Ўртача пенсия ёши белгиланган пенсия ёшидан кам бўлиб, бу аввало имтиёзли пенсияга чиқиш бўйича ҳуқуқлар мавжудлигидандир.

Эслатиб ўтамиз, айни вақтда Ўзбекистонда пенсия ёши аёллар учун 55 ёш, эркаклар учун 60 ёшни ташкил этади. Бу МДҲ давлатлари орасида энг паст кўрсаткичли пенсия ёши ҳисобланади.

ALOE O'SIMLIGI

ALIYOROVA S.N., RO'ZIYEVA G.T.

Termiz iqtisodiyot va servis universiteti   tibbiyot fakulteti tabbiy fanlar kafedrasi katta o'qituvchisi

Davolash ishi yo'nalishi 24-15-guruh talabasi

ANNOTATSIYA. Hozirgi vaqtga kelib inson salomatligini yaxshilashda zararsiz bo'lgan aloe kabi dorivor o'simliklarga bo'lgan talab kundan-kunga ortib bormoqda.Dorivor o'simliklarni faqatgina tibbiyotda to'g'ri qo'llay olishimiz lozim.Agar biz dorivor o'simlikni tibbiyotda qo'llay olsak,insonlarni zarar beruvchi dorilardan asragan bo'lamiz.Aloe o'simligi ham dorivor o'simlik sirasiga kirib qadimda tibbiyotda qo'llanilib kelgan va hozir ham tibbiyotning keng sohalarida qo'llanilmoqda. Ushbu maqola dorivor xususiyati kuchli bo'lgan tabobatda keng qo'llaniladigan va juda ham foydali bo'lgan aloe o'simligining ahamiyati va tibbiyotda qo'llanishi to'g'risida so'z yuritiladi.

KALIT SO'ZLAR: Aloe o'simligi,Aloe dorivor o'simlik,tabobatda qo'llanishi,organik kislotalar.

Annotation. Nowadays, the demand for medicinal plants like aloe, which are harmless and beneficial for human health, is steadily increasing. We must use medicinal plants correctly in medicine. If we can apply medicinal plants in medicine, we will protect people from harmful drugs. The aloe plant is also classified as a medicinal plant; it has been used in medicine since ancient times and continues to be applied in various fields of medicine today.

АННОТАЦИЯ. В настоящее время спрос на лекарственные растения, такие как алоэ, которые безопасны и полезны для здоровья человека, неуклонно растет. Нам необходимо правильно применять лекарственные растения в медицине. Если мы сможем использовать лекарственные растения в медицине, мы защитим людей от вредных лекарств. Растение алоэ также относится к категории лекарственных

растений; оно использовалось в медицине с древних времен и продолжает применяться в различных областях медицины сегодня.

KIRISH: Aloe o'simligi lolaguldoshlar oilasiga mansub bo'lib, doim yashil daraxtsimon o't-o'simlik. Aloe vera dorivor o'simlik hisoblanib u antibakterial,yallig'lanishga qarshi va yara bitirish xususiyatlari bilan mashxur.Uning sharbatida organizmga foydali bo'lgan fermentlar,vitaminlar,menerallar va aminokislotalar mavjud. Aloeni yara,kuyish va teri muammolarini davolashda,immunitetni kuchaytirishda,ichki yallig'lanishlarni kamaytirishda qo'llashadi.Shu sababli,aloedan tayyorlangan mahsulotlar halq tabobatida,balki zamonaviy tibbiyotda ham keng qo'llaniladi.

Aloe o'simligining vatani Afrikaning janubi sharqi hisoblanadi.Aloening tarkibida organing kislotalar,karotinlar,fermentlar,efir moylar mineral tuzlar,mikroelementlar,Ca,Mg,Cr,Zn,Na,lignin polisaxarid kabi moddalar mavjud.Aloe tibbiyotda deyarli barcha sohalarida qo'llaniladi.Uning xususiyatlari dermatologiyada,genekologiyada,oftalmalogiyada qo'llaniladi.

Aloe vera o'simligi xam barcha turlar orasida shifobaxsh dorivor o'simlik hisoblanadi.Aloe veraning vatani Shimoliy Afrika,Kanar orollari va O'rta yer dengizi sohilidagi mamlakatlar hisoblanadi.Dunyoda aloe veraning 200 dan ortiq turlari mavjud.Tabiiy antibiotik hisoblanadi.Uning tarkibida vitaminlar A,C,E,B guruhlari mavjud.Aloe o'simligi vatanida 4 metrgacha yetadigan doimiy yashil daraxtsimon o'simlikdir.Bizda ikki turi o'sadi:daraxtsimon aloe va yo'l-yo'l aloe.Tibbiyotda aloe bargaining quritilgan shirasi sabur va boshqa preparatlari ishlatiladi.Aloe barglari va sabur tarkibida antrosen xosilalari,smolalar,efir moyi,achchiq va boshqa moddalar bor.Saburning katta dozasi ovqat xazm qilishni yaxshilash va ishtaxa ochish maqsadida ichiladi.Biogen stimulyatorlarga boy barglaridan suyuq ekstrakt (flakon va ampulalarda chiqariladi),linement (emulsiya),shira sharbat va tabletka tayyorlanadi.Aloening suyuq ekstrakti va tabletkasi ko'z kasalliklarida xamda boshqa kasalliklarda (meda,o'n ikki barmoqli ichak,bronxial astmada) ishlatiladi.Aloe linementi va shirasi kuyganga,turli yaralarga,quruq va xo'l

epidermitlarga ,nur terapiyasi natijasida 2-va3-darjali kuyganlarga ishlatiladi.Shirasi gastrit,enterakolit va qabziyatda ishlatiladi.Aloe qaynatmasi xam insonlarni dartlariga shifo bo'ladi.Asal bilan qo'shilgan aralashmasi urishdan qolgan izlarni bitiradi,yaralangan milkni tuzatadi.Sharobga qo'shib to'kiladigan sochlarga surtilsa to'xtaydi.Bitishi qiyin yaralarga,burun va og'iz yaralariga hamda oqma yaralarga foyda qiladi. Bo'g'in og'riqlariga asal qo'shib qaynatib ,3 maxal 2 osh qoshiqdan ichiladi.Ko'z yarasi,qo'tir ichi kuyishib og'riganda tuzatadi.Iliq suv bilan ichilsa ichni suradi.

Muhokama:Dermatologiya:Aloe teriga juda foydali bo'lib,kuyishlar,yara va toshmalarni davolashda ishlatiladi.Uning sovituvchi va yangilovchi xususiyatlari terining yallig'lanishini kamaytiradi va tiklanishini tezlashtiradi.

Gastroenterologiya:Aloe sharbati ichak faoliyatini yaxshilaydi,ich qotishini oldini olishda va oshqozon-ichak muammolarida yordam beradi.Shuningdek u oshqozonning kislotaligini pasaytirishga yordam berishi mumkun.

Immunologiya:Aloe organizmning immun tizimini kuchaytiruvchi moddalarga ega.Bu xususiyatlar uni shamollash va gripp kabi kasalliklardan himoya qilishda qo'llashga imkon beradi.

Oftalmologiya:Aloe ko'z infeksiyalari va ko'zdagi yallig'lanishlarni davolash uchun ishlatiladi.Ko'pincha ko'z tomchilari yoki kompresslar tarkibiga kiritiladi.

Kosmetalogiya.Aloe tizimi namlantiruvchi va yoshartiruvchi xususiyatlarga ega bo'lib,yuz uchun niqoblar tarkibiga kiritiladi.

Gomeopatiya xalq tabobati:Aloe turli kasalliklarni oldini olishda va davolashda,xalq tabobatida keng qo'llaniladi.Aloe sharbati immunitetni kuchaytirishga,organizmdagi toksinlarni chiqarishga va umumiy sog'likni yaxshilashga yordam beradi.

Tibbiyotda Aloe foydalanishining keng qamrovi uning ko'p qirraligini va turli kasalliklarda foydali ta'sirini ko'rsatadi.Shuning uchun u ko'plab davolash usullarida asosiy tarkibiy qism sifatida ishlatiladi.

XULOSA: Ushbu maqolaga xulosa qilib shuni aytishim mumkunki aloe 1-navbatda manzarali,chiroyli o'simlik hamda tibbiyotda juda keng tarqalgan.Uning har bir turi shifobaxsh.Bu o'simliklarning dorivorligidan to'g'ri foydalanish va ularni toza saqlab salomatligimiz yo'lida foydalansak albatta shifo topamiz.Biz bunday dorivor o'simliklarni ko'paytirishni maqsad qilib qo'yishimiz zarur.

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КАМБАҒАЛЛИКНИ ҚИСҚАРТИРИШ БЎЙИЧА ЯНГИ ЁНДАШУВЛАР БЎЙИЧА ЮЗАГА КЕЛАЁТГАН МУАММОЛАР ВА УЛАРНИНГ ЕЧИМИ ЮЗАСИДАН ТАКЛИФЛАР

Б.Б.Хидирбаев

Ўзбекистон Республикаси Президенти ҳузуридаги

Ижтимоий ҳимоя миллий агентлиги бошқарма бошлиғи

Республикада 1 млн кам таъминланган оилалар, 1 млн ногиронлиги бўлган шахслар, 688 минг ижтимоий нафақалар олувчилар, 62 минг етим ва ота-она қармоғидан маҳрум бўлган болалар, 25 минг тазйиқ ва зўравонликка учраганлар, 17,5 минг ўзгалар парваришига муҳтож кексалар, 14 минг уйсизлар, 8,6 минг жазони ижро этиш муассасаларидан озод этилганлар ташкил этади.

Боғдодда оилаларнинг меҳнат ёшидаги аъзоларининг 58 фоизи – ишсизлик, тўлиқсиз иш, иш ҳақининг камлиги ва касбий кўникмаларнинг етишмаслиги сабабли, 42 фоизи – 3 ёшгача бола парвариши билан бандилиги, ногиронлиги ва оғир касаллиги, ўзгалар парваришига муҳтожлиги, боқувчисини йўқотганлиги каби ижтимоий муаммолар сабабли камбағал ҳисобланади.

Мисол учун: *Бағдод туманида яшовчи Т.Қ.нинг 3 та фарзанди бор бир фарзанди ногирон. Оила "Ягона реестр"га киритилибҳар ой 500 минг сўм болалар нафақаси тўланмоқда.*

Худди шунингдек, ушбу туманда яшовчи 18 ёшдан ошган 3 та фарзанди мавжуд Б.Б.нинг камбағаллик даражаси фақат монетар аниқланганлиги натижасида "камбағал оила" деб топилмаган (ҳар бир аъзосига даромад – 725 минг). Ваҳоланки оилада ота-она пенсионер ва 2 та фарзанди ҳам руҳий касал.

Камбағал оилаларни аниқлаш мезони ва манзилли рўйхатини ишлаб чиқиш зарурияти мавжуд. Сабаби, камбағалликни аниқлаш фақат даромад мезонига (МИХ)

боғланган бўлиб, оиланинг оғир ҳаётий вазиятга тушиб қолиш ҳолати ва бошқа ижтимоий муаммолари ҳисобга олинмайди.

Шунингдек, камбағал деб тан олинган оилаларга фақат моддий ёрдам ва нафақа тўлаш билан чекланиб қолинмоқда.

Даромади МИХдан юқори бўлганлиги сабабли болалар нафақаси ва моддий ёрдам бўйича аризалари рад этилган оилаларнинг 57 фоизини (150 минг) даромади МИХнинг 1,5 бараваридан (948 минг) ошмаган. Ушбу 150 минг оилаларнинг 11 фоизи нафақа учун 2 ва ундан ортиқ марта мурожаат қилган.

Камбағалликка тушиш хавфи бўлган оилалар – ҳар бир аъзосига даромад минимал истеъмол харажатидан ошмаган ҳамда яшаш шароити ёмон, узоқ муддат даволаниш талаб этадиган аъзолари ва ижтимоий муаммоси мавжуд оила. Бунда:

а) уй-жой билан боғлиқ яшаш шароити оғир бўлган;

б) оилада узоқ муддатли даволанишни талаб этадиган оғир касалликка учраган шахслар;

Мисол учун: *Боғдод туманидаги 10 мингта кам таъминланган оилаларда 947 нафар (4 фоиз) оғир касалликка хусусан, 54 нафар – суяк емирилиши, 112 нафари – руҳий касал, 20 нафари – онкологик касалликка чалинганлиги шахслар мавжуд.*

в) ижтимоий муаммолари (оила аъзоларидан бири ногирон, ёлғиз оналар, меҳнатга яроқли оила аъзоси мавжуд бўлмаган) мавжуд оилалар визуал тартибда ўрганилиб камбағал оилалар рўйхатига киритилади.

Рўйхатдаги оилалар комплекс баҳолашдан ўтказилади, хусусан, оилаланинг тиббий, ижтимоий, уй-жой, бандлик бўйича муаммолари ўрганилиб, индивидуал дастури шакллантирилади.

мазкур дастур маҳалла еттилиги томонидан тасдиқланади ҳамда вазирлик ва идоралар билан биргаликда амалга оширилади.

Бунда, Ижтимоий ҳимоя миллий агентлиги, Соғлиқни сақлаш вазирлиги, Мактабгача ва мактаб таълими вазирлиги, Камбағалликни қисқартириш ва бандлик вазирлиги, Тижорат банклари ва бошқа вазирлик ва идоралар оилага ўз йўналиши бўйича хизмат кўрсатади.

DICTIONARIES THEN AND NOW:ANALYZING THE ROLE OF LEXICOGRAPHY IN HISTORICAL AND CONTEMPORARY LANGUAGE USE

Jizzakh branch of National University of Uzbekistan

named after Mirzo Ulugbek

The Faculty of Psychology,the department of Foreign Languages

Philology and teaching languages

Student of group 401-22:Toshmamatova Osuda Davlat kizi

toshmamatovaosuda@gmail.com

Scientific advisor: Zilola Abduraxmanova

abduraxmanova@jbnuu.uz

Annotation

Dictionaries have long served as essential tools for language learners, writers, and scholars, bridging the gap between understanding and expression. They are not merely collections of words but reflections of culture, history, and the ever-evolving nature of languageIn the past, dictionaries were primarily used as reference tools for looking up the meanings, spellings, and pronunciation of words. They were often large, cumbersome books that were not easily accessible to everyone. Today, dictionaries have evolved to be more user-friendly and easily accessible online or through mobile apps. They not only provide definitions but also synonyms, antonyms, example sentences, and word origins. Dictionaries are now an essential tool for language learners, writers, students, and anyone looking to improve their vocabulary and communication skills.. This article explores the journey of dictionaries, tracing their development from ancient lexicons to the digital resources we use today.

Key words:dictionaries, culture,online,communication skills, digital resources, bilingual,comprehensive lexicons, Merriam-Webster and Wiktionary.

The Historical Context of Dictionaries

The roots of dictionaries can be traced back to ancient civilizations. Sumerians, Greeks, and Romans created early word lists, often bilingual, which served as tools for translation and communication. For example, the ancient Greeks compiled glossaries to facilitate the learning of foreign languages. These early forms laid the groundwork for more

comprehensive lexicons that would emerge in the centuries to follow. The landscape of dictionaries changed dramatically in the 18th century with the publication of Samuel Johnson's A Dictionary of the English Language in 1755. Johnson's work was groundbreaking, as it not only provided definitions but also included literary examples and commentary on language usage. This dictionary set a new standard for lexicography and influenced subsequent dictionary-making efforts. In the United States, Noah Webster's American Dictionary of the English Language, published in 1828, further contributed to the evolution of dictionaries. Webster aimed to standardize American English, differentiating it from British English. His dictionary became an essential reference for educators and the general public, shaping the language and identity of a burgeoning nation.

The Function and Use of Dictionaries in the Past

Historically, dictionaries played a crucial role in education. They were used in classrooms to teach students proper spelling, grammar, and vocabulary. Scholars relied on dictionaries as authoritative sources for writing and translation, while writers drew upon them for clarity and precision in their works. Dictionaries not only facilitated learning but also helped standardize language, promoting uniformity in spelling and usage. Dictionaries have also had a profound cultural impact. They preserved languages, recorded changes in usage, and documented regional dialects. By capturing the evolution of language, dictionaries serve as valuable historical artifacts that reflect societal changes, beliefs, and values.

The Shift to Modern Dictionaries

The advent of technology has transformed dictionaries from print to digital formats, making them more accessible than ever before. Online dictionaries allow users to quickly search for definitions, synonyms, and usage examples, eliminating the need to flip through pages. This shift has also enabled the integration of audio pronunciations, making learning more interactive. Today, dictionaries come in various forms, from authoritative resources like the Oxford English Dictionary and Merriam-Webster to user-generated platforms such as Wiktionary. Modern dictionaries boast features like pronunciation guides, etymology, and usage notes, catering to the diverse needs of users. They continuously evolve to include new words and reflect changes in language, such as the impact of social media and technology on communication.

The Use of Dictionaries Today

The digital age has revolutionized how we interact with dictionaries. Mobile apps and online platforms have made it easy to access dictionaries anytime, anywhere. Language learning apps, such as Duolingo and Babbel, incorporate dictionary features to enhance vocabulary acquisition and comprehension.Despite their evolution, dictionaries face challenges in a rapidly changing linguistic landscape. The rise of informal language, slang, and abbreviations, particularly in digital communication, poses questions about how dictionaries adapt to these shifts. However, the incorporation of user-generated content and collaborative dictionaries offers opportunities for dictionaries to remain relevant and inclusive.Dictionaries are also used in various industries to define specialized terminology and jargon specific to that field, such as medical dictionaries for healthcare professionals or legal dictionaries for lawyers.Dictionaries are frequently used as a quick reference for looking up the meanings of unfamiliar words or to clarify the definitions of words.

Writers and editors often use dictionaries to ensure correct spelling, grammar, and usage of words in their writing.They are essential tools for language learners to look up the meanings of words, understand pronunciation, and learn about various grammatical forms and usage.In contrast, contemporary dictionaries are widely available in various formats, including online platforms and mobile applications, making them more accessible than ever. Digital dictionaries offer features like audio pronunciations, synonyms, antonyms, and usage examples, enhancing the learning experience. They are frequently updated to reflect the evolving nature of language, incorporating new words and changing definitions. Additionally, specialized dictionaries cater to specific fields, such as medical or legal terminology. The rise of technology has transformed how we interact with dictionaries, allowing for instant access and interactive learning, thus broadening their use in education, writing, and everyday communication.

CONCLUSION

From ancient word lists to modern digital resources, dictionaries have undergone significant transformations, adapting to the needs of their users while preserving the integrity of language. As we navigate an increasingly digital world, dictionaries continue to play a vital role in communication, education, and cultural preservation. Their enduring importance serves as a reminder of the dynamic relationship between language and society, shaping how we express ourselves and connect with one another.dictionaries have evolved significantly from their early origins as simple word lists to comprehensive, accessible

resources that reflect the dynamic nature of language. While historical dictionaries played a crucial role in standardizing language and aiding scholarship, today's digital dictionaries offer unparalleled convenience and interactivity, catering to a diverse range of users. This transformation not only enhances language learning and communication but also underscores the importance of dictionaries in navigating the complexities of modern language use. As language continues to evolve, dictionaries will remain vital tools for understanding and engaging with the world around us.

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The role of dictionaries in language change

Jizzakh branch of National University of Uzbekistan

Named after Mirzo Ulugbek

The Faculty of Psychology,the department of Foreign Languages

Philology amd teaching languages

Scientific advisor: Abduraxmanova Zilola

abduraxmanova@jbnuu.uz

Student of group 401-22: Bebitboyeva Madina Elmurod qizi

Madinabebitboyeva5@gmail.com

Annotation

Language is dynamic, constantly evolving to reflect the needs, values, and experiences of its speakers. In this context, dictionaries hold a unique role—not only as reference tools but also as gatekeepers, influencers, and mirrors of linguistic change. Over time, the approach to compiling dictionaries has shifted, and today, dictionaries not only reflect changes in language but often play a role in shaping them. This article explores how dictionaries document language change, legitimize new vocabulary, and affect the pace and acceptance of linguistic innovation.

Key words:a prescriptive to a descriptive approach,authentic snapshot of contemporary language,slang, regional dialects, and colloquial expressions, "selfie," "emoji," "gig economy," and "mansplaining","literally,"

The modern concept of a dictionary as a reference tool for the "correct" use of language traces back to early lexicographers who aimed to standardize language. Samuel Johnson's Dictionary of the English Language (1755) and Noah Webster's American Dictionary of the English Language (1828) are two famous examples of this approach. Johnson's dictionary, one of the earliest comprehensive English dictionaries, aimed to capture the "best" English of his time. His definitions often reflected his views on propriety and taste, and he intentionally left out slang and colloquial terms.

Similarly, Webster's dictionary was designed to establish a distinct American English that broke away from British conventions. His work set standards for American spelling, grammar, and usage. Early dictionaries like these were prescriptive, aiming to tell people

how language should be used and promoting language stability. The approach had a normative effect on language, reinforcing a fixed set of vocabulary and rules. In the 20th century, lexicography began shifting from a prescriptive to a descriptive approach. Modern dictionaries, such as those by Oxford and Merriam-Webster, focus on documenting how people actually use language rather than prescribing strict rules. Lexicographers now observe real-world usage patterns, social trends, and new words to make updates that reflect language as it is spoken and written by its users.For example, Merriam-Webster uses data from newspapers, books, online forums, and other sources to analyze which words are being used and how often. The shift to description over prescription allows dictionaries to reflect a more authentic snapshot of contemporary language. This inclusive approach means that previously marginalized language forms—such as slang, regional dialects, and colloquial expressions—are now more likely to be included, adding a broader perspective on the language as it changes.

One of the primary roles of dictionaries is to act as historical records of language change. They capture shifts in vocabulary, spelling, pronunciation, and meaning over time. This function has become more dynamic as language evolves rapidly due to global communication, technological advancements, and social changes.For instance, dictionaries have included words like "selfie," "emoji," "gig economy," and "mansplaining" in recent years to reflect new concepts and technology-driven vocabulary. Such additions indicate how our lives are impacted by digital culture and social movements. Moreover, existing words often evolve in meaning. Take the word "literally," which once strictly meant "in a literal manner" but has come to be used for emphasis in hyperbolic contexts. Dictionaries now reflect both meanings, acknowledging how usage shifts over time.

Nowadays,dictionaries not only record changes but can also accelerate them by validating new words and usages. Once a word appears in a dictionary, it gains a sense of legitimacy that may lead to more widespread acceptance. For instance, "they" as a singular pronoun was controversial for many years, even though it had a long history of informal use. With its official inclusion in dictionaries, "they" became a recognized option for gender-neutral language, reinforcing its acceptance in mainstream communication.Apart from that words associated with social and cultural issues gain credibility through dictionary inclusion, further normalizing their use. Terms like "woke," "intersectionality," and "cisgender," once limited to academic or activist circles, are now widely recognized. Their dictionary presence reinforces social movements and reflects shifts in public awareness. In this way, dictionaries

become active participants in social discourse, influencing public understanding and language change.

In our modern life,digital age has revolutionized how dictionaries document language change. Traditional print dictionaries had long publication cycles, making it difficult to keep pace with rapidly changing language. However, online dictionaries and language databases like Merriam-Webster's online version, Urban Dictionary, and other crowdsourced platforms now provide real-time updates. This agility means that emerging slang, technical jargon, and cultural terms can be added almost immediately.

Urban Dictionary, in particular, showcases the fluid nature of language by allowing users to submit new terms and definitions. While not a formal source, it demonstrates how technology can democratize language recording, giving ordinary people a say in what should be documented. Such platforms allow people to contribute to language evolution, reflecting the growing influence of online culture on linguistic change.Not all new words or usages make it into dictionaries. Lexicographers carefully consider criteria such as frequency, longevity, and societal impact. Words must often appear across a variety of sources and contexts to be deemed significant enough for inclusion. This selective process raises questions about whether dictionaries are gatekeepers, allowing certain changes while filtering out others.

To illustrate, dictionary editors may decide to include words that gain widespread media exposure, like "unfriend" or "fake news." However, certain slang terms or ephemeral expressions may be left out if they are deemed too niche or temporary. This editorial discretion suggests that dictionaries influence language by choosing which words and meanings are "worthy" of documentation, impacting which aspects of language change are formally recognized.As language continues to evolve at an unprecedented pace, the role of dictionaries will undoubtedly adapt. Social media, global communication, and AI-driven language models have made language more fluid than ever. In this landscape, traditional dictionaries may need to embrace more rapid, flexible update models or incorporate user-driven insights to stay relevant.

Dictionaries serve as both mirrors and molders of language. They document linguistic shifts, validate new vocabulary, and sometimes even drive change by legitimizing evolving usage. As our language landscape becomes more connected and faster-paced, dictionaries will need to continue adapting. The balance between preserving linguistic heritage and embracing innovation reflects the complex, evolving role dictionaries play in language change.

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THE IMPACT OF DIGITAL DICTIONARIES ON LANGUAGE LEARNING EFFICIENCY AMONG UNIVERSITY STUDENTS

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulug'bek

The faculty of Psychology , Department of foreign languages Philology and teaching languages

Student of group 401-22: Xolmo`minova Nesbali Odiljon qizi

nasibaxolmominova86@gmail.com

Scientific advisor: Zilola Abduraxmanova

abduraxmanova@jbnuu.uz

Annotation

Digital dictionaries have transformed language learning by offering quick and interactive access to definitions, translations, and other language resources. This study examines whether digital dictionaries improve learning efficiency for university students compared to traditional print dictionaries. Results reveal that digital dictionaries significantly enhance the speed and convenience of vocabulary acquisition, with additional benefits for retention and engagement.The digital age has fundamentally changed how students access and engage with learning materials. Among these resources, digital dictionaries have become essential for language learners, offering a faster and more interactive experience than traditional print dictionaries. They enable students to access definitions, translations, pronunciation guides, and contextual usage examples with ease. Despite their widespread use, research on the actual effectiveness of digital dictionaries in improving language learning outcomes remains limited. This article explores the impact of digital dictionaries on university students' language learning efficiency, comparing digital and print dictionary usage to determine which method better supports vocabulary acquisition and retention.

Key words: Digital dictionaries , Language learning efficiency University students , Vocabulary acquisition , Retention rate , Lookup speed , Print dictionaries , Educational technology , Language comprehension Interactive learning tools.

Previous research highlights the benefits of digital dictionaries in terms of accessibility and speed. For instance, studies by Chen (2020) and Nakamura (2019) found

that students who used digital dictionaries performed vocabulary lookups significantly faster than those using print dictionaries. Moreover, digital dictionaries often come with added features, such as audio pronunciations and example sentences, which aid in contextual understanding (Lee, 2021). However, while speed and accessibility are clear advantages, few studies have examined whether these tools truly support long-term retention or whether the interactive elements might distract students. This study addresses these gaps by evaluating language learning efficiency in digital versus print dictionary users. This research involved two groups of university-level language learners over a three-week period. The first group used digital dictionaries such as Merriam-Webster Online and Oxford Learner's Dictionaries, while the second group relied exclusively on traditional print dictionaries. Data collection focused on:

Lookup Speed: Time taken to find definitions and other relevant information.

Retention Rate: The ability to recall new vocabulary over time.

Usage Frequency and Preferences: Frequency of dictionary use and feedback on the ease and preference of digital versus print.

Each participant's performance was assessed through weekly vocabulary tests and feedback surveys designed to gauge user experience and preferences. The findings indicate that students using digital dictionaries exhibited a 30% faster lookup speed on average compared to those using print dictionaries. Moreover, 85% of digital dictionary users reported that they found the additional features, such as audio pronunciation and usage examples, helpful for understanding word context. However, retention rates between the two groups showed a more moderate difference, with digital dictionary users scoring around 15% higher in vocabulary tests. Additionally, 93% of the digital group expressed a preference for continuing to use digital dictionaries, citing ease of access and convenience.

These results suggest that digital dictionaries not only improve the speed of vocabulary acquisition but also support language retention to some extent. The added features of digital dictionaries, such as audio and contextual examples, may contribute to better comprehension and retention by engaging multiple senses and contexts. However, some students in the digital group reported occasional distractions from additional online features, which might be an area to address in future research. Limitations of this study include a relatively small sample size and the varied digital literacy levels of participants, which may have influenced their ease with digital resources.

This study provides valuable insights into the role of digital dictionaries in enhancing language learning efficiency among university students. The findings suggest that digital dictionaries significantly improve lookup speed and provide a more convenient and interactive way for learners to acquire vocabulary compared to traditional print dictionaries. The integration of additional features, such as audio pronunciation guides, contextual usage examples, and multilingual translations, supports not only faster vocabulary acquisition but also contributes to better comprehension and retention by engaging learners in multimodal experiences. These features address diverse learning styles and needs, making digital dictionaries highly adaptable tools in language education. While the results demonstrate the clear advantages of digital dictionaries, they also reveal potential challenges. For example, some participants noted occasional distractions stemming from the digital format, such as advertisements or links to unrelated content. This raises important questions about the balance between interactivity and focus in digital learning tools. Educators and developers might consider designing more streamlined digital dictionary interfaces to minimize distractions while preserving their rich functionality. The study's limitations must also be acknowledged. The relatively small sample size and the diverse levels of digital literacy among participants may have influenced the results. Future research could address these limitations by conducting larger, more diverse studies and investigating how prior experience with digital tools affects learners' ability to maximize their benefits. Furthermore, while this study measured vocabulary retention over a short period, long-term effects remain unexplored. Future studies could track learners over months or even years to determine whether the observed retention benefits are sustained over time. Overall, this research highlights the transformative potential of digital dictionaries in modern language learning. By offering speed, accessibility, and interactive learning experiences, digital dictionaries have become indispensable tools for students navigating the demands of language acquisition in the digital age. However, their design and usage must be carefully optimized to fully realize their potential while addressing possible downsides. As language learning continues to evolve with technology, digital dictionaries are likely to play an even more prominent role in helping students achieve their goals efficiently and effectively.

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The Evolution and Impact of Digital Dictionaries in the Information Age

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: Abduraxmanova Zilola Yoqubjon qizi

abduraxmanova@jbnuu.uz

Student of group 401-22: Mo'minova Sevinch Berdimurod qizi

Annotation

This article provides information about digital dictionaries have revolutionized the way we access and interact with language resources. Unlike traditional print versions, these online platforms offer real-time updates, extensive databases, and user-friendly interfaces, making them indispensable tools for learners and linguists alike. With features such as audio pronunciations, synonyms, and translations, digital dictionaries cater to a diverse audience, enhancing both academic and casual usage. As technology advances, the capabilities of these dictionaries continue to expand, integrating artificial intelligence and machine learning to provide even more personalized and context-aware definitions. This article explores the evolution, benefits, and future prospects of digital dictionaries in our increasingly digital world. Moreover, digital dictionaries often include features like search functionality, personalized word lists, and language translation tools, catering to the diverse needs of users ranging from students to professionals.

Key words: Digital Dictionaries, Language Resources, Online Access, Real-Updates,User,Friendly,Interface,Pronunciation,Guides,Synonyms,Translations,LanguageLearning,Linguistics,ArtificialIntelligence,MachineLearning,

Today dictionaries are ubiquitous, available to us 24/7, standard on our laptops, available when we send a text or email, embedded in our digital devices, a definition is now no more than a simple Google search away. Digital dictionaries are responsive, they adapt more quickly to current usage as well as to changes in technology, science and culture. With fewer space constraints, entries contain more usage guidelines and examples. Entries now include sounds as well as meanings of words. Sites like Vocabulary.com include quizzes and language learning games. Issuing regular updates makes it easy to include new words and revisions of existing terminology.

The digital environment not only puts a wealth of information in the hands of dictionary users, it delivers information back to the dictionary makers as well – our dictionaries are reading us! In the past lexicographers would have relied on field research to collect examples of words and usages – we would now call this crowd sourcing. This practice of gathering information can be continued and expanded online. For example most online dictionaries invite readers to nominate new words.

Dictionaries now respond to patterns of usage that are triggered by current events. For example in the immediate aftermath of 9/11 people looked up words associated with the nature of the event: "rubble" and "triage". Subsequently, as people tried to make sense of what had happened more abstract terms such as "surreal" were searched. Dictionary makers also monitor unsuccessful "look-ups" to identify searches that don't produce satisfactory results, and identify words that haven't made it into the dictionary yet or whose definition needs to be up-dated.

History of digital dictionaries

The evolution of dictionaries has long been intertwined with advancements in technology. As society progressed, so did the way we documented and accessed language. The history of digital dictionaries reflects this journey, bridging traditional lexicography with the digital age.The origins of dictionaries trace back to the ancient civilizations where language and writing began. The earliest known lexicon dates back to 2300 BC in Mesopotamia, consisting of translations between Sumerian and Akkadian. Throughout history, dictionaries evolved alongside language, with significant developments occurring in the 17th century when Samuel Johnson released "A Dictionary of the English Language" in 1755. This marked a pivotal moment in lexicography, laying the groundwork for future dictionaries.

The 20th century ushered in a new era with the advent of computers. With the rise of computing power and the internet, the potential for digital dictionaries began to emerge. Researchers and lexicographers started to experiment with encoding languages into electronic formats, making the information more accessible and manageable.In the 1980s, significant progress was made as electronic dictionaries became available on CD-ROMs. These early versions were often simple and included basic definitions along with a limited range of search functionalities. However, they marked the first steps toward transitioning from print to digital, setting the stage for a more comprehensive language resource.

The Impact of the Internet

The real transformation came with the explosion of the internet in the mid-1990s. Online dictionaries such as Dictionary.com and Merriam-Webster.com made language resources available to a global audience instantly. This accessibility significantly changed the way people interacted with dictionaries, leading to a more dynamic and user-friendly experience.As smartphones became ubiquitous in the early 2000s, digital dictionaries evolved once again.

Mobile applications offered compact and convenient access to word definitions, pronunciations, and language resources, making dictionaries even more portable. These apps not only catered to everyday users but also supported language learners with interactive features and tools. With advancements in artificial intelligence (AI) and machine learning in the late 2010s, digital dictionaries began to leverage these technologies to enhance user experience. AI-driven platforms can now provide personalized recommendations, contextual definitions, and even voice-activated searches, making interaction more intuitive. Such innovations reflect the changing landscape of language and user needs, allowing dictionaries to remain relevant.

Benefits of using digital dictionaries

Digital dictionaries have become indispensable tools for language learners, educators, and professionals alike. Their rise in popularity can be attributed to the numerous benefits they offer compared to traditional print dictionaries. One of the most significant benefits of digital dictionaries is the ability to access information instantly. Users can quickly search for definitions, synonyms, antonyms, and usage examples without the need to flip through pages. This immediacy is particularly valuable in academic and professional settings, where time is often of the essence. Digital dictionaries are designed with user-friendly interfaces that make navigation intuitive. Features such as search bars, categorized entries, and clickable links to related words enhance the user experience, allowing individuals to find the information they need with minimal effort.

Many digital dictionaries incorporate multimedia elements, such as audio pronunciations, images, and videos. This feature is especially beneficial for language learners, as it helps them understand the correct pronunciation and context of words. Visual aids can also enhance comprehension and retention, making learning more engaging. Moreover, digital dictionaries often allow users to create personalized word lists, save

favorite entries, and track their learning progress. This level of customization enables users to tailor their learning experience to their specific needs and goals, making it easier to focus on areas that require improvement.

Conclusion

In conclusion, the proliferation of digital dictionaries also poses challenges. The reliance on technology for language interpretation may lead to a decline in traditional language skills among users. It's essential for educators and users to find a balance between using digital tools and preserving foundational language knowledge. Digital dictionaries have emerged as powerful tools that extend beyond mere definitions. They encapsulate the dynamism and fluidity of language in the contemporary world. As we navigate the complexities of global communication, these digital resources will continue to evolve, reflecting and shaping the languages of the future. Embracing the potential of digital dictionaries while remaining mindful of their limitations will ultimately enhance our interactions with language and foster deeper connections across cultures. Through continuous innovation, these dictionaries will undoubtedly remain vital to our collective linguistic evolution, empowering individuals to engage with language in meaningful and transformative ways.

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RESEARCH METHODOLOGY OF PHONETICS

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: To'rabekova Surayyo Davlat qizi

Annotation: This article examines phonetic research methods, including the steps required to conduct a scientific investigation of speech sounds. It lists important procedures, such as establishing study goals, designing research projects, gathering and evaluating data, and guaranteeing validation. The article highlights a number of instruments and methodologies, including perceptual trials, articulatory imaging techniques, and sound analysis using software like Praat. Additionally, it highlights the importance of ethical considerations and interdisciplinary approaches in phonetic research. The results support applications in language learning, speech treatment, and speech technology.

Key words: Phonetics, research methodology, speech analysis, acoustic phonetics, articulatory phonetics, perceptual phonetics, speech recording, praat software, statistical analysis, ethical considerations in research.

Phonetics, as a branch of linguistics, focuses on the study of human speech sounds, examining how they are produced, transmitted, and perceived. A robust research methodology is crucial in this field to ensure that findings are reliable, valid, and applicable to broader linguistic and interdisciplinary studies. This article delves into the key aspects of phonetic research methodology, including study design, data collection, analytical techniques, and ethical considerations.Below are some key components of the research methodology in phonetics:

1. Data Collection:

Corpus Studies: To examine phonetic trends in many contexts, researchers may gather substantial databases of spoken language from a variety of sources (such as radio broadcasts and conversations).Controlled Experiments: In order to examine the effects of particular variables (such as stress or speaking rate) on sound generation, phonetic experiments may take place in controlled environments.Field studies: Compiling information in realistic environments to comprehend phonetic variance in many languages or dialects.

2. Instrumentation:

Tools for Acoustic Analysis: Software such as Praat or Wavesurfer is commonly. Utilized for the examination of sound waves. Researchers have the ability to view waveforms, spectrograms, and pitch contours.

Tools used to study speech production, such as X-ray imaging, ultrasound, and electromagnetic articulography (EMA), help observe how tongue movement and other articulators create speech sounds.

- Electroglottography (EGG): Evaluates vocal fold movement while speaking.

3. Phonetic transcription:

Transcribing speech sounds accurately by utilizing the International Phonetic Alphabet (IPA). This consistent system enables sounds to be represented in a uniform way across various languages.

4. Statistical Analysis:

Performing statistical analyses on gathered data in order to detect patterns and correlations between phonetic characteristics. This might include utilizing regression analysis, ANOVA, or multivariate techniques.

5. Perceptual Studies:

Studying how speech sounds are perceived by listeners using techniques like forced-choice tasks or identification tests. This assists in connecting sound characteristics to human interpretation.

6. Comparative Phonetics:

Examining phonetic characteristics in various languages or dialects to investigate changes in phonological systems and sound evolution throughout history.

7. Qualitative Approaches:

Incorporating interviews or ethnographic methods to understand the social aspects of phonetics, such as language attitudes and identity linked to pronunciation.

8. Cross-Disciplinary Methods:

Partnering with disciplines such as linguistics, psychology, neuroscience, and engineering to gain a thorough grasp of speech mechanisms.

Future phonetic research methodology will probably use even more complex instruments as technology develops, such real-time imaging techniques or sophisticated statistical modeling approaches that use big data analytics from recordings made across a variety of populations. In addition to expanding our knowledge of human communication, this development will have real-world uses in areas including speech treatment, linguistics

education, language preservation programs, and artificial intelligence voice recognition software.

Understanding the complexity of speech production, transmission, and perception requires the application of a wide range of research approaches, which are employed in the field of phonetics, which includes the study of sounds in human speech. The approaches can be broadly divided into three categories: computational, observational, and experimental. Each of these approaches has special advantages for studying phonetic phenomena.

In experimental phonetics, factors are usually changed in controlled lab environments so that researchers may see how they affect speech production and perception. Researchers can measure sound characteristics including pitch, duration, and intensity using methods like spectrogram-based acoustic analysis. Additionally, by observing the movement of the tongue and lips during speaking, methods such as electropalatography (EPG) and ultrasound imaging shed light on articulatory processes. These techniques make it possible to gather data precisely and greatly advance our knowledge of how physical characteristics impact sound generation.

For the study of realistic speech patterns in many languages and circumstances, observational approaches are essential. Phonetic variance in real-world interactions can be better understood through field research that record spontaneous speech in a variety of social contexts. This method works especially well for studying sociophonetic variances, dialectal distinctions, and language change across time. Researchers can collect rich qualitative data by watching speakers in their natural settings, which can be used to supplement quantitative results from experiments.

Computational approaches have gained popularity in phonetic research due to technological developments. Large datasets of speech sounds are analyzed using tools like machine learning algorithms, which allow researchers to see patterns that might not be immediately obvious using more conventional analysis techniques. By offering a framework for methodically evaluating enormous volumes of auditory data, computational phonetics also facilitates cross-linguistic comparisons and the modeling of intricate phonetic phenomena.

In conclusion, expanding our knowledge of phonetics requires a multidimensional approach to study technique. Researchers may reveal the complex dynamics underlying human speech sounds and provide useful knowledge applicable across multiple disciplines by embracing a variety of methodologies, including computing power, observational richness, and experimental rigor.

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METHODS OF SENTENCE CONSTRUCTION AND WORD COMBINATION IN SYNTAX

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: Ahmedova Sohiba Sherali qizi

Annotation: This article explores the various methods of combining words into sentences, highlighting how different structures contribute to effective communication. It covers fundamental sentence types such as simple, compound, complex, and compound-complex sentences, explaining how they are formed through different combinations of independent and dependent clauses. The article also delves into the role of phrases, word order, and modifiers in shaping meaning, as well as the importance of techniques like ellipsis, substitution, and parallelism in sentence construction. Key elements discussed include the use of conjunctions (both coordinating and subordinating), the distinction between active and passive voice, and the role of relative clauses in providing additional information. Additionally, the article emphasizes how questions, negations, and interjections influence sentence structure, while also addressing the importance of conciseness and avoiding redundancy in communication. The inclusion of idioms and word clusters further enriches language by adding nuance and cultural context. In summary, the article provides a comprehensive overview of how words can be skillfully combined to create clear, varied, and impactful sentences. It serves as a useful guide for those seeking to improve their writing and speaking by understanding the different tools and techniques available for constructing meaningful and effective sentences.

Key words: simple sentences, compound sentences, complex sentences, compound-complex sentences, phrases, clauses, word order, modifiers, conjunctions, active voice, passive voice, relative clauses, ellipsis, substitution, parallel structure, interjections, questions, negations, idioms, word clusters, conciseness, redundancy, sentence construction, sentence variety, communication techniques.

Ways of Combining Words in a Sentence

In any language, the way words are arranged to form meaningful sentences is crucial to effective communication. Words are the building blocks of a sentence, but it's their arrangement and combination that provide clarity, nuance, and emphasis. In English, there

are several ways to combine words in a sentence, ranging from simple constructs to more complex structures. Here are some of the primary ways words are combined to form sentences.

Simple Sentences

A simple sentence contains a single independent clause, meaning it has a subject and a predicate, and it expresses a complete thought. In its simplest form, a sentence combines a subject with a verb and sometimes a complement. For example:

"The dog barks."

"She sings beautifully."

In these examples, the subject ("The dog" or "She") is paired with a verb ("barks" or "sings"), creating a straightforward combination of words.

Compound Sentences

Compound sentences combine two or more independent clauses. These clauses are joined together using coordinating conjunctions such as *and*, *but*, *or*, *nor*, *for*, *so*, or *yet*. The key to a compound sentence is that each clause could stand alone as a separate sentence but is linked to another clause for variety or emphasis. For example:

"I wanted to go to the park, but it started raining."

"She made a delicious dinner, and we ate together."

Here, the conjunctions "but" and "and" link two independent clauses, allowing them to form a single compound sentence.

Complex Sentences

Complex sentences combine an independent clause with one or more dependent (subordinate) clauses. A dependent clause cannot stand alone as a complete sentence and depends on the main clause for meaning. These sentences often use subordinating conjunctions such as *because*, *although*, *if*, *while*, *since*, *unless*, or *when*. Examples include:

"I stayed home because it was raining."

"Although he studied hard, he failed the exam."

In these sentences, the dependent clauses provide additional information that explains or qualifies the main clause.

Compound-Complex Sentences

A compound-complex sentence is a combination of a compound and a complex sentence. It contains at least two independent clauses and one or more dependent clauses. This structure allows for more detailed and nuanced communication. Examples include:

"I wanted to go for a walk, but it was too cold, so I decided to stay inside."

"She went to the store because she needed milk, but she forgot her wallet."

These sentences combine the complexity of subordinate clauses with the coordination of multiple independent clauses, offering depth and detail.

Phrases and Clauses

Another important aspect of combining words is the use of phrases and clauses. A **phrase** is a group of words that work together to convey a single idea but lacks both a subject and a predicate. For example, "under the table" is a prepositional phrase that can be used to add detail to a sentence:

"The book is under the table."

A **clause**, on the other hand, is a group of words that contains both a subject and a verb. Clauses can be independent or dependent, as seen in complex and compound sentences.

Word Order

In English, word order plays a crucial role in combining words correctly to form meaning. The basic word order for a sentence is **Subject-Verb-Object (SVO)**:

"The cat (subject) chased (verb) the mouse (object)."

However, variations of this structure are possible, especially in questions, negative sentences, or for emphasis:

"Did the cat chase the mouse?" (question)

"The mouse was chased by the cat." (passive voice)

In each case, the combination of words is manipulated to achieve different communicative purposes.

Using Modifiers

Modifiers such as adjectives, adverbs, and phrases can also be used to combine words and provide further detail or emphasis. These modifiers can describe the subject, verb, or object in a sentence. For example:

"The small, brown dog barked loudly."

"She quickly ran to the store."

In these sentences, the adjectives "small" and "brown" modify the noun "dog," while the adverb "loudly" modifies the verb "barked," providing more detailed imagery.

Ellipsis and Substitution

Ellipsis is a technique where words are omitted because they are implied or understood from the context. This often occurs in compound sentences:

"I went to the store, and she [went] to the park."

In this example, the word "went" is understood from the first clause, so it is omitted from the second.

Substitution involves replacing words with pronouns or other words to avoid repetition:

"John loves apples, and he loves bananas too."

Here, "he" is a substitution for "John" in the second clause.

Parallel Structure

Parallelism refers to the use of consistent grammatical structures in a sentence. By using the same pattern of words, parallelism makes the sentence easier to understand and more aesthetically pleasing. For example:

"She likes reading, writing, and drawing."

"The teacher explained the lesson clearly, patiently, and thoroughly."

Both examples follow a similar structure, which makes the sentence flow smoothly and balance the ideas being expressed.

Inversion

Inversion occurs when the normal subject-verb order is reversed for emphasis or stylistic reasons. This often happens in questions or sentences that begin with negative or adverbial phrases:

"Never have I seen such a beautiful sight."

"Up the hill went the car."

In these examples, the typical subject-verb order is inverted for emphasis or stylistic effect.

Active and Passive Voice

The combination of words in sentences can also be affected by the voice used. **Active voice** involves a subject performing the action of the verb, while **passive voice** places the focus on the action or the recipient of the action rather than the doer. The choice between these two structures influences the emphasis and tone of a sentence.

Active voice: "The chef prepared the meal."

Passive voice: "The meal was prepared by the chef."

In the active voice example, the subject (chef) is emphasized, whereas in the passive voice example, the action (meal preparation) is the focus. Understanding when to use active or passive voice helps writers and speakers convey different perspectives or adjust the tone of their sentences.

Using Coordinating and Subordinating Conjunctions

Another way to combine words in sentences is through the use of coordinating and subordinating conjunctions, which link ideas and relationships between clauses.

Coordinating conjunctions (e.g., *and*, *but*, *or*, *nor*, *for*, *so*, *yet*) join two independent clauses of equal importance. They show connections such as addition, contrast, choice, cause, and effect.

"I wanted to go to the movies, but I was too tired."

"You can have tea or coffee."

Subordinating conjunctions (e.g., *because*, *if*, *although*, *while*, *unless*) connect an independent clause with a dependent clause, indicating a relationship such as cause and effect, condition, time, or contrast.

"She stayed home because it was raining."

"I will call you if I need help."

By effectively using coordinating and subordinating conjunctions, you can create more sophisticated and meaningful sentences.

Relative Clauses

Relative clauses are a type of dependent clause that provide additional information about a noun in the main clause. They are typically introduced by relative pronouns like *who*, *which*, *that*, *whose*, or *whom*. By incorporating relative clauses, you can combine words to provide more details and elaborate on ideas in a sentence.

"The woman who lives next door is very kind."

"I read the book that you recommended."

In these examples, the relative clauses ("who lives next door" and "that you recommended") provide further details about the noun ("woman" and "book"), enriching the sentence and offering more context.

Using Interjections and Exclamations

Sometimes, words are combined in sentences using interjections or exclamations to express strong emotions, reactions, or feelings. Interjections are often standalone words or short phrases that convey excitement, surprise, or emphasis. When placed in a sentence, they can influence its tone and create impact.

"Wow! That was amazing!"

"Oh no, I forgot my keys!"

Interjections often appear at the beginning or end of sentences, and they can be followed by punctuation such as exclamation marks or commas to highlight the emotional intensity of the speaker.

Questions and Negations

The combination of words in a sentence can also be shaped by the construction of questions or negations. Word order and auxiliary verbs are key to forming these types of sentences.

Questions: In questions, the auxiliary verb typically precedes the subject, especially in yes/no questions or wh-questions.

"Are you coming to the party?"

"What time does the meeting start?"

Negations: To negate a sentence, auxiliary verbs like *do*, *have*, or *be* are combined with *not* to indicate the opposite of the action or state.

"I do not like coffee."

"She is not coming to the event."

Both questions and negations require careful manipulation of word order and auxiliary verbs to convey the intended meaning accurately.

Word Clusters and Idioms

In everyday speech and writing, words often come together in clusters or idiomatic expressions to convey meanings that go beyond the individual words. Idioms are fixed phrases that have a meaning that is not directly related to the literal meaning of the words.

"Break the ice" (to initiate conversation and ease tension)

"A piece of cake" (something easy to do)

These word combinations are common in casual communication and add richness and color to language. When using idioms or word clusters, it's important to be aware of their cultural context and ensure they align with the tone and purpose of your sentence.

Conciseness and Redundancy

Sometimes, the way words are combined can affect the brevity or redundancy of a sentence. Striking a balance between being concise and fully expressing an idea is essential in communication. Overusing unnecessary words or repeating the same information can weaken a sentence, while being too brief may cause confusion.

Redundant: "She made a very unique and one-of-a-kind masterpiece."

Concise: "She made a unique masterpiece."

By removing redundancy and focusing on the essential elements of a sentence, you can create more effective communication that is both clear and to the point.

Conclusion

The ways in which words are combined to form sentences offer a range of tools for crafting clear, engaging, and effective communication. By mastering sentence structures such as simple, compound, complex, and compound-complex sentences, as well as understanding how modifiers, conjunctions, and word order work together, speakers and writers can communicate with precision and creativity. Furthermore, techniques such as active and passive voice, relative clauses, and idiomatic expressions enable a deeper level of expression and nuance. Ultimately, how we combine words within sentences plays a vital role in the clarity and power of our communication, helping us to connect with others and

convey our thoughts more effectively. Combining words into sentences is an essential skill in any language, enabling speakers and writers to express their ideas effectively. Whether using simple sentences, compound structures, or more complex forms, the variety of ways to combine words allows for clarity, nuance, and creativity in communication. Understanding these techniques helps to construct sentences that convey meaning, emotion, and intention with precision and style.

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CLASSIFICATION OF PRIMARY AND SECONDARY PREDICATION IN LINGUISTIC STRUCTURES

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: Rustamova Zohida Zafar qizi

Annotation: This article explores the concepts of primary and secondary predication within linguistic theory, examining how different types of predicates convey core and supplemental information about the subject in a sentence. Primary predication is the fundamental relationship between subject and predicate, where the predicate directly expresses an action, state, or attribute of the subject. Examples include verbal, copular, and existential predication, each serving to establish the main assertion or characteristic of the subject. In contrast, secondary predication provides additional information that modifies or elaborates on the primary predication. Types of secondary predication include adverbial, resultative, causative, and concomitant predication, each offering contextual details like manner, result, cause, or simultaneous action. The article concludes that understanding these distinctions not only aids in syntactic analysis but also enriches one's appreciation for the expressiveness and structure of language, enhancing both comprehension and communication.

Key words: primary predication, secondary predication, linguistic theory, subject-predicate relationship, verbal predication, copular predication, existential predication, adverbial predication, resultative predication, causative predication, concomitant predication, syntax, sentence structure, language analysis, communication.

In linguistic theory, predication refers to the relationship between a subject and a predicate in a sentence. A predicate typically expresses something about the subject, such as an action, state, or property. Predication can be divided into primary and secondary types, each serving a distinct role in sentence structure and meaning. Understanding the different forms of predication helps to clarify how languages convey information and organize thoughts.

Primary Predication

Primary predication refers to the direct relationship between the subject and the predicate in a sentence. This is the core function of predication where the subject is described

or characterized by the predicate. It typically involves verbs and their arguments (such as subjects and objects). There are various forms of primary predication, which include:

Verbal Predication

In verbal predication, the verb functions as the central element of the predicate, which asserts an action or state of being of the subject. The most common type of verbal predication can be seen in simple declarative sentences:

- Example: "She runs."

In this example, "runs" is the verb, and it expresses the action performed by the subject "she."

Copular Predication

In a copular sentence, the predicate typically consists of a copula (a form of the verb "to be" or similar) and a complement that provides further information about the subject. The copula serves as a linking verb, establishing a relationship between the subject and its attribute.

- Example: "The sky is blue."

Here, "is" serves as the copula, linking the subject "the sky" with the complement "blue," which describes the subject.

Existential Predication

Existential predication expresses the existence or presence of something. It is commonly used with verbs like "exist," "there is," or "there are," often in contexts where the existence of something is being asserted.

- Example: "There is a book on the table."

The structure here implies the existence of the book in a certain location, with "there is" being the existential verb phrase.

Secondary Predication

Secondary predication refers to additional predicative information that is not central to the primary subject-predicate relation but still offers important contextual or descriptive information. Secondary predication typically provides details about the manner, state, or circumstance in which the primary action or state occurs. This can involve adverbials, secondary predicates, or additional modifiers.

Adverbial Predication

Adverbial predication involves the use of adverbs or adverbial phrases to modify the action of the verb or the entire predicate. These secondary predicates provide information on how, when, where, or to what extent the action occurs.

- Example: "She speaks fluently."

Here, "fluently" is an adverb that modifies the verb "speaks," providing further detail about how she speaks.

Resultative Predication

Resultative predication expresses the result or outcome of an action. It typically involves a secondary predicate that describes a state or condition brought about by the primary action. This is commonly seen with verbs like "make," "put," "turn," etc., followed by a resultative phrase.

- Example: "She hammered the metal flat."

In this example, "flat" is a resultative predicate that describes the state of the metal after it has been hammered.

Causative Predication

In causative predication, a secondary predicate expresses the cause or reason for an action. This often involves causative verbs that convey an action caused by someone or something. The secondary predication elaborates on the agent or cause of the action.

- Example: "The coach made the player run."

Here, "run" is the action caused by the coach, and the sentence structure shows that the coach is the cause of the player's running.

Simultaneous or Concomitant Predication

Simultaneous or concomitant predication expresses actions or states that occur at the same time as the main event. The secondary predicate describes something that happens in parallel with the primary event.

- Example: "She entered the room singing."

In this sentence, "singing" is a concomitant predicate that describes the action occurring simultaneously with her entering the room.

Conclusion

The distinction between primary and secondary predication is crucial for understanding the complexity of sentence structure in linguistics. Primary predication is the core assertion about the subject, involving verbs or copulas that directly describe the subject's action, state, or identity. Secondary predication, on the other hand, provides supplementary information about the manner, result, cause, or simultaneous nature of the action. By recognizing these two types of predication, we gain a deeper appreciation for how language conveys nuanced meanings and relationships within sentences. The study of primary and secondary predication reveals how language structures not only the main actions and states but also the nuanced, layered information that enhances meaning. Primary predication establishes the essential relationship between the subject and predicate, forming

the foundation of any sentence. Secondary predication, however, adds depth, providing context, details about timing, cause, result, or manner, and connecting ideas that enrich the narrative or descriptive content. Understanding these distinctions allows for more precise analysis of syntax and meaning, helping us appreciate how even small grammatical structures contribute to the overall coherence and expressiveness of language. Whether in casual conversation, storytelling, or technical writing, recognizing these types of predication helps us become both clearer and more effective communicators.

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PHONEMIC REPETITION AS A STYLISTIC DEVICE IN LINGUISTIC STRUCTURES

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: To'rabekova Surayyo Davlat qizi

Annotation: This article explores the concept of *alliteration of phonemes*, focusing on its linguistic mechanics, emotional resonance, and cultural significance. Phonemes, the smallest units of sound in a language, form the foundation of alliteration, which involves the repetition of these sounds to create rhythm, emphasis, and memorability. The discussion highlights the diverse applications of alliteration, from its historical use in oral traditions like Anglo-Saxon and Norse poetry to its modern-day prevalence in branding, advertising, and popular media. The article also delves into the psychology of alliteration, emphasizing how repetition aids cognitive processing and enhances recall. By categorizing alliteration into consonantal and vocalic forms, and examining its connection to phonetic features like articulation and emotional impact, the piece provides a detailed framework for understanding and employing this technique effectively. Ultimately, the article positions alliteration as both an artistic and functional tool in language, underscoring its timeless relevance and versatility. It invites readers to appreciate the beauty of repeated sounds and consider their power in shaping communication and thought.

Key words: Alliteration, phonemes, repetition, linguistics, cognitive processing, consonantal alliteration, vocalic alliteration, rhythm, branding, poetry, oral tradition, memory, sound patterns, advertising, emotional resonance, articulation, language artistry.

Alliteration, the repetition of initial sounds in closely placed words, is a cornerstone of language play in poetry, prose, and advertising. At its core lies the alliteration of phonemes—specific sounds that form the foundation of spoken language. This linguistic technique adds rhythm, resonance, and a memorable quality to communication.

What Are Phonemes?

Phonemes are the smallest units of sound in a language that distinguish words. For instance, in English, the words *bat* and *pat* differ in their initial phonemes /b/ and /p/. Alliteration leverages these building blocks to create patterns that appeal to the ear, often invoking emotions or emphasizing ideas.

The Mechanics of Alliteration

Alliteration focuses on repeating the same phoneme, usually at the beginning of stressed syllables. For example:

"Peter Piper picked a peck of pickled peppers" Here, the /p/ sound is consistently repeated, creating a rhythmic effect that is both engaging and memorable.

Types of Alliteration by Phonemes

Alliteration can be categorized based on the phoneme type:

Consonantal Alliteration: The repetition of consonant sounds, as in "slippery slope."

Vocalic Alliteration: The repetition of vowel sounds, such as "always an apple a day."

The Role of Place and Manner of Articulation

Phonemes are produced through various places (e.g., lips, teeth, palate) and manners (e.g., plosive, fricative, nasal) of articulation. Alliteration exploits these features to create effects:

Plosive Sounds (/b/, /p/, /t/, /k/): These create a sharp, explosive quality. Example: "Big brown bear."

Fricative Sounds (/f/, /s/, /v/): These are softer and more flowing. Example: "Silver seas shimmer softly."

Nasal Sounds (/m/, /n/): These bring a humming quality, adding warmth. Example: "Many merry moments."

Why Alliteration Works

Cognitive Impact: Repetition of phonemes aids in memorability. This is why slogans like "Think Big" or "Dunkin' Donuts" stick in our minds.

Emotional Resonance: Alliterative sounds can evoke emotions—soft sounds might feel soothing, while harsher sounds can create tension.

Aesthetic Appeal: Alliteration adds musicality to language, making it pleasant to read or hear.

Uses in Literature and Beyond

In literature, alliteration is a stylistic tool:

Poetry: Poets often use alliteration to craft imagery and rhythm. For example, in Coleridge's *Rime of the Ancient Mariner*: "The fair breeze blew, the white foam flew."

Prose: Authors employ it to emphasize points or add texture to their narratives.

Marketing and Branding: Brands utilize alliteration for catchy names and slogans, such as "Best Buy" or "Coca-Cola."

A Linguistic Dance

The alliteration of phonemes is more than a mere repetition of sounds—it's a deliberate, creative choice that dances between phonetic science and artistic expression. By understanding and applying alliteration thoughtfully, writers and speakers can harness its power to captivate audiences, enhance recall, and imbue their language with a rhythmic elegance.

In the symphony of language, the alliteration of phonemes stands as a brilliant composer, orchestrating sounds that resonate far beyond the page or the spoken word.

The Psychology Behind Alliteration

Alliteration appeals not only to our ears but also to our brains. Studies in psycholinguistics suggest that repetitive sounds enhance processing fluency, making messages easier to understand and remember. This phenomenon, known as the **"fluency effect,"** explains why alliterative phrases often feel more intuitive and stick in our minds longer than non-alliterative ones. For example, compare the phrases *"safe and sound"* with *"secure and quiet."* The former feels more natural and memorable, largely due to the alliteration of the /s/ sound.

Cultural and Historical Significance

Alliteration has been a prominent feature in language across cultures and throughout history. In oral traditions, it served as a mnemonic device, aiding storytellers and listeners in remembering long narratives. This is particularly evident in:

Anglo-Saxon Poetry: Old English works like *Beowulf* heavily rely on alliteration. Each line is divided into two halves, with alliteration acting as a bridge between them. For example:

"Grendel gongan, godes yrre bær" (*Grendel came, bearing God's anger*).

Norse Skaldic Verse: Similar to Anglo-Saxon poetry, Old Norse poetry used alliteration in highly structured and intricate forms, reflecting its importance in oral storytelling.

Alliteration continues to thrive in modern languages, adapting to new contexts like advertising and pop culture while retaining its roots in artistic expression.

Alliteration in Modern Media

From blockbuster movie titles to music lyrics, alliteration remains a favored stylistic device. Consider:

Film Titles: *Fantastic Four*, *Batman Begins*, *Crazy, Stupid, Love*—these alliterative titles grab attention and are easy to recall.

Music: Songs often use alliteration to create memorable lines. For instance, in The Beatles' *Let It Be*, the lyric "whisper words of wisdom" flows melodiously because of the repeating /w/ sound.

Branding: Companies like *PayPal* and *Bed Bath & Beyond* rely on alliteration to establish recognizable and appealing brand names.

Crafting Alliteration

Mastering alliteration requires an ear for rhythm and a sensitivity to context. While repetition can enhance prose, overuse may render it tedious. The key lies in balance—using alliteration to emphasize key points without overshadowing the message.

Tips for Effective Alliteration:

Focus on Meaning: Ensure that the repeated phonemes align with the tone and content. A light, playful text might benefit from soft consonants like /m/ and /l/, while serious or dramatic works could lean on stronger sounds like /k/ and /t/.

Avoid Forced Repetition: Natural-sounding alliteration is more effective than contrived phrases. Let the repetition flow organically.

Vary Placement: While initial consonants are most common, experimenting with alliteration in other parts of the word or sentence can create intriguing effects.

The Science of Sound and Emotion

Different phonemes evoke distinct emotional responses, making alliteration a powerful tool for tone-setting. Consider how the following sounds affect mood:

Harsher Sounds (e.g., /k/, /t/, /g/): Connote power, urgency, or tension.

Soft Sounds (e.g., /s/, /m/, /l/): Suggest calmness, smoothness, or intimacy.

Vowel Sounds: Their open, resonant quality can evoke emotions ranging from joy (e.g., high vowels like /i/) to melancholy (e.g., low vowels like /o/).

For instance, a phrase like *"crashing cliffs"*, with its hard /k/ sounds, evokes dramatic imagery, while *"silken shadows"* conveys a gentle, mysterious atmosphere through soft /s/ sounds.

Beyond Language: Alliteration in Thought

Interestingly, alliteration influences not just how we process language but also how we think. Cognitive studies reveal that alliterative phrases often enhance associative thinking. For example, hearing a phrase like *"daring dreamers"* might prompt listeners to consider broader ideas of courage and ambition.

In this way, alliteration transcends its linguistic function, becoming a tool for shaping perception and inspiring creativity.

Conclusion

Alliteration of phonemes is more than a linguistic flourish—it is a dynamic and versatile tool that shapes how we perceive, process, and remember language. By repeating specific sounds, it adds rhythm, resonance, and emotional depth to words, making them more impactful and memorable. From the oral traditions of ancient poets to the sleek slogans of modern marketers, alliteration continues to prove its timeless appeal. Its power lies in its simplicity: a small repetition of sound that creates profound effects on both meaning and memory. Whether used to evoke emotion, emphasize an idea, or simply delight the ear, alliteration remains a testament to the artistry and ingenuity of human language. For those who craft with words, mastering alliteration is like wielding a subtle yet potent tool—capable of transforming ordinary language into something extraordinary. The alliteration of phonemes is a testament to the beauty and versatility of language. From ancient epics to modern marketing, it bridges art and science, appealing simultaneously to our senses, emotions, and intellect. Whether you're a poet crafting verses, an advertiser shaping slogans, or simply a lover of words, alliteration offers an elegant way to enrich communication and captivate audiences. So, the next time you're crafting a sentence or enjoying a story, pay attention to the alliterative patterns. You may just discover how these recurring sounds subtly yet powerfully amplify meaning and elevate the artistry of language.

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SYNTAX AND ITS CORE CONSTITUENTS: A COMPARATIVE ANALYSIS OF TRADITIONAL AND COGNITIVE APPROACHES TO SYNTACTIC THEORY

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: Isroilova Diyora Fazil qizi

Annotation: This article explores the concept of syntax, its main units, and contrasts traditional and cognitive approaches to understanding sentence structure. It begins by defining syntax as the study of how words and phrases are arranged to convey meaning, emphasizing key syntactic units such as words, phrases, clauses, and sentences. Traditional approaches, particularly structuralism and generative grammar, are discussed for their focus on formal rules and innate grammar structures that govern sentence formation. In contrast, cognitive approaches, including cognitive linguistics, construction grammar, and usage-based theories, highlight how syntax is linked to human cognition and experience, emphasizing the role of perception, conceptual metaphors, and language use patterns. The article concludes by noting the importance of both traditional and cognitive perspectives, suggesting that an integrated approach could offer a more complete understanding of syntax, blending formal structures with cognitive processes.

Key words: syntax, main units, traditional approaches, cognitive approaches, structuralism, generative grammar, cognitive linguistics, construction grammar, usage-based theories, sentence structure, linguistic theory, parts of speech, sentence constituents, phrase structure, grammar rules, embodied cognition

Syntax and its Main Units: Traditional and Cognitive Approaches in Syntax

Syntax, the branch of linguistics that studies sentence structure, plays a critical role in understanding how humans construct meaningful expressions using words. It investigates how different parts of speech interact and combine according to specific rules to form sentences in a language. This article explores the concept of syntax, its main units, and compares traditional and cognitive approaches to syntax.

Understanding Syntax

At its core, syntax is concerned with the arrangement of words within sentences. It explores how different linguistic elements—such as nouns, verbs, adjectives, and adverbs—combine to convey meaning. Unlike morphology, which deals with the structure of words, syntax focuses on how words are put together into larger structures, like phrases and clauses.

The central question of syntax is not just about what words exist in a language, but also about how they are ordered to form grammatically correct and meaningful statements.

Main Units of Syntax

Syntax operates through various units, or constituents, that structure sentences. These units are typically organized into a hierarchy, and the most important ones include:

Words: The basic units of syntax, words are categorized into parts of speech (e.g., noun, verb, adjective, etc.). They are the smallest syntactic units and are combined into larger structures.

Phrases: A phrase is a group of words that functions as a single syntactic unit within a sentence. Phrases can be classified based on their head word, such as:

Noun phrase (NP): Contains a noun and its modifiers (e.g., "the tall man").

Verb phrase (VP): Contains a verb and its complements (e.g., "is running fast").

Adjective phrase (AdjP): Contains an adjective and its modifiers (e.g., "very happy").

Prepositional phrase (PP): Contains a preposition and its object (e.g., "under the table").

Clauses: A clause is a larger unit that can stand alone as a complete sentence (independent clause) or depend on another clause for its meaning (dependent clause). Clauses consist of at least a subject and a predicate. A sentence can be a simple clause or a combination of multiple clauses.

Sentences: A sentence is the highest unit in syntax, consisting of one or more clauses. Sentences follow specific syntactic rules to convey meaning. They can be declarative, interrogative, imperative, or exclamatory, depending on the intended function.

Traditional Approaches to Syntax

Traditional approaches to syntax, particularly those influenced by structuralism and generative grammar, emphasize a set of formal rules governing sentence structure. Two of the most influential theories in this category are:

Structuralism: Rooted in the work of Ferdinand de Saussure, structuralism views language as a system of signs where meaning arises from the relationships between elements within the structure. In syntax, structuralism emphasizes the importance of the underlying structure of a sentence, focusing on how elements like words, phrases, and clauses are organized.

Generative Grammar: Developed by Noam Chomsky in the 1950s, generative grammar is one of the most prominent traditional approaches. Chomsky proposed that humans possess an innate "universal grammar," a set of rules that underlie all languages.

According to this theory, syntax is governed by a set of principles and rules that generate all possible grammatical sentences in a language. The focus is on syntactic trees, which visually represent the hierarchical structure of sentences. Generative grammar aims to explain how humans can produce and understand an infinite number of sentences, even ones they've never heard before.

In generative grammar, the syntax of a sentence is analyzed through transformations, which involve moving elements within a sentence without changing its meaning. For example, transforming a declarative sentence ("The cat chased the dog") into a question ("Did the cat chase the dog?") involves a syntactic transformation.

Cognitive Approaches to Syntax

Cognitive approaches to syntax emerged in the late 20th century as a response to the limitations of traditional models like generative grammar. These approaches, influenced by cognitive science, focus on how syntax is connected to human cognition, perception, and experience. They argue that syntax should not be viewed as a purely formal system of rules but as something that reflects how humans think and process language.

Cognitive Linguistics: This approach, associated with scholars like George Lakoff and Ronald Langacker, posits that syntax is grounded in the way people perceive and categorize the world. Cognitive linguists argue that sentence structure reflects our mental representations of experiences, and syntax is shaped by conceptual metaphors and embodied cognition. For example, the use of spatial metaphors in sentence structure (e.g., "She walked across the room") is seen as reflecting our physical experiences in the world.

Construction Grammar: Developed by linguists such as Adele Goldberg, construction grammar argues that syntax consists of constructions, or learned pairings of form and meaning. In this view, syntax is not governed by a fixed set of rules, but by a wide range of constructions that people have learned throughout their lives. Each construction represents a pattern or structure that can be used to form sentences. For example, the construction "noun + verb + noun" (e.g., "cat chased dog") is just one of many patterns that humans can use to create sentences.

Usage-Based Approaches: These approaches emphasize that syntax is shaped by frequency of use and patterns in language use. According to scholars like Tomasello, syntactic structures emerge from the patterns of language use observed in real communication. Children acquire syntax through exposure to linguistic input, and the structure of language is learned through experience rather than being innately programmed. This view contrasts with generative grammar's emphasis on innate structures.

Embodied Cognition and Syntax: Embodied cognition theories suggest that syntax is not just a formal system of rules, but something that is influenced by our physical and sensory experiences. Research in this area examines how the brain processes syntactic structures in relation to the body's experience of space, motion, and action. For example, the way humans describe actions involving motion (e.g., "She threw the ball to him") might reflect both conceptual knowledge and sensorimotor experiences.

Conclusion

Syntax is a fundamental aspect of language that concerns how words and phrases combine to create meaningful sentences. The study of syntax includes understanding the various units that form sentences, such as words, phrases, clauses, and entire sentences. Traditional approaches to syntax, such as structuralism and generative grammar, emphasize formal rules and principles that govern sentence structure. In contrast, cognitive approaches to syntax, such as cognitive linguistics and construction grammar, focus on how syntax reflects human cognition and perception. While traditional theories view syntax as a set of universal rules, cognitive approaches argue that language structure is shaped by our experiences and cognitive processes. Both perspectives provide valuable insights into the complex and dynamic nature of language structure. In sum, the study of syntax offers profound insights into how language functions and how humans communicate meaning through structure. The traditional approaches, with their emphasis on formal rules and hierarchical structures, offer a clear and systematic framework for understanding syntax. However, cognitive approaches have expanded this understanding by incorporating the role of human cognition, experience, and context, providing a more dynamic and fluid perspective on language. Both schools of thought, though differing in their methods and assumptions, contribute significantly to our overall understanding of how sentences are constructed and interpreted. As linguistic research continues to evolve, a more integrated approach that combines both traditional and cognitive perspectives may offer the most comprehensive view of syntax, bridging the gap between the formal properties of language and the cognitive processes that shape its use.

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SYNTAX AND ITS MAIN UNITS. TRADITIONAL AND COGNITIVE APPROACHES IN SYNTAX

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: Rustamova Zohida Zafar qizi

Annotation: This article provides an in-depth examination of syntax, the branch of linguistics that studies how words combine to form phrases and sentences. It outlines the main syntactic units—words, phrases, clauses, and sentences—and explains how these elements interact to convey meaning in language. The article then contrasts traditional and cognitive approaches to syntax. Traditional syntax emphasizes rule-based structures and formal hierarchies, focusing on sentence diagrams and fixed grammatical categories. In contrast, cognitive approaches view syntax as a reflection of human cognition, influenced by experience, context, and meaning. Key concepts such as Construction Grammar and embodied cognition demonstrate how cognitive linguistics connects syntax with conceptual and cultural aspects of language use. Through comparing both approaches, the article highlights how syntax operates not only as a structural system but also as a flexible, meaningful component of human communication. This dual perspective allows for a richer understanding of syntax's role in language and links it to broader cognitive and cultural processes.

Key words: Syntax, syntactic units, traditional syntax, cognitive syntax, phrase structure, Construction Grammar, embodied cognition, sentence structure, linguistic theory, language cognition, syntax and semantics, language structure, communication.

Syntax, as a subfield of linguistics, examines how words are structured into phrases and sentences to convey meaningful expressions. Its study provides insights into sentence structure, word relationships, and how meaning emerges from syntactic organization. This article explores the primary units of syntax and contrasts traditional syntactic theories with cognitive approaches, revealing the evolution of syntactic analysis in linguistic studies.

Understanding Syntax: Definition and Main Units

At its core, syntax concerns the rules governing the arrangement of words to create grammatically correct sentences. This organization allows languages to form a potentially

infinite variety of sentences from a finite set of words. Within syntactic theory, several key units form the building blocks of sentence structure:

- Words: The fundamental units of syntax, encompassing different types such as nouns, verbs, adjectives, etc., which carry lexical meaning and grammatical properties.

- Phrases: Groups of words that function as a single unit within a sentence. Common types include noun phrases (NP), verb phrases (VP), and prepositional phrases (PP).

- Clauses: Larger syntactic units that may contain a subject and a predicate, representing a complete thought or action.

- Sentences: The highest unit of syntax, combining clauses and phrases to express a coherent idea or question.

These units build a hierarchy, where smaller units combine to form larger structures, allowing languages to express complex ideas.

Traditional Approaches to Syntax

Traditional syntax, influenced by classical grammar and descriptive approaches, focuses on formal rules and structures that define grammatical correctness. Originating from early works like those of Aristotle and Latin grammarians, traditional syntax prioritizes clear-cut categories, word functions, and sentence diagrams to represent syntactic relationships.

Key Features of Traditional Syntax:

- Descriptive Rules: Traditional approaches often provide prescriptive rules on how words and phrases should be ordered. For example, in English, the standard sentence structure is Subject-Verb-Object (SVO).

- Structural Hierarchies: Traditional syntax relies on sentence diagrams or tree structures to show how words are hierarchically organized.

- Category-Based: Words are grouped into categories such as nouns, verbs, and adjectives, with each category having specific syntactic roles.

- Phrase Structure Rules: Sentence structures are determined by rules that specify how different phrase types (NP, VP, etc.) fit together, as described in works like Noam Chomsky's early syntactic theories.

Traditional syntax effectively describes observable linguistic patterns, but its rules can appear rigid and may lack insight into how syntax operates at a cognitive or functional level. This limitation has led to the development of alternative approaches to understanding syntax.

Cognitive Approaches to Syntax

Cognitive approaches, emerging in the late 20th century, present a more dynamic and context-sensitive view of syntax. Pioneered by linguists like George Lakoff and Ronald Langacker, cognitive linguistics suggests that syntax is not solely about abstract rules but is closely connected to human thought processes, perception, and conceptualization.

Key Principles of Cognitive Syntax:

- Meaning-Based Syntax: Unlike traditional syntax, cognitive approaches emphasize that syntax is fundamentally tied to meaning. Rather than being fixed structures, syntactic patterns reflect how speakers conceptualize events and relationships.

- Construction Grammar: A prominent cognitive approach, Construction Grammar posits that syntactic structures are "constructions," pairings of form and meaning that serve communicative functions. Each construction is seen as a learned pairing of syntactic pattern and semantic meaning.

- Embodied Cognition: Syntax is shaped by human perception and interaction with the physical world. For instance, spatial prepositions (like "in," "on," "under") reflect not only spatial relations but also mental conceptualizations shaped by experience.

- Flexibility and Contextuality: Cognitive syntax recognizes that syntax adapts based on context, speaker intentions, and cultural norms, allowing for more flexibility than the rigid rules of traditional syntax. Through cognitive approaches, syntax is seen as a reflection of general cognitive abilities, such as categorization, analogy, and metaphor. Syntax in cognitive linguistics is, therefore, not just a set of structural rules but a dynamic system that evolves alongside human experience.

Comparing Traditional and Cognitive Approaches

While traditional and cognitive approaches to syntax differ, they complement each other in several ways. Traditional syntax provides precise, rule-based descriptions of sentence structure, beneficial for teaching grammar and understanding basic sentence formation. Cognitive approaches, on the other hand, offer a deeper understanding of why syntactic structures exist as they do and how they function in communication.

Major Contrasts:

Feature	Traditional Syntax	Cognitive Syntax
Focus	Rule-based sentence structure	Meaning-based, experience-driven structures
Methodology	Formal rules, sentence diagrams	Conceptual, functional analysis
Flexibility	Relatively rigid; rule-governed	Flexible; influenced by context and speaker intent
Relation to Meaning	Syntax often viewed as independent of semantics	Syntax is closely tied to semantics and conceptualization
Cultural Influence	Limited; syntax as universal rules	Strong; syntax shaped by cultural and contextual factors

The Interplay of Syntax and Semantics

Both approaches recognize that syntax is deeply linked to semantics, though they differ in how they define this relationship. Traditional syntax often treats syntax and semantics as separate, with syntax forming structures independently of meaning. Cognitive syntax, however, posits that syntax and semantics are inseparable, viewing syntactic patterns as inherently meaningful and reflective of mental processes.

Conclusion

In sum, both traditional and cognitive approaches to syntax contribute valuable perspectives to the study of language structure and meaning. Traditional syntax provides essential frameworks and analytical tools for identifying and describing grammatical patterns, forming a foundational approach for linguistic education and descriptive grammar. Cognitive approaches, meanwhile, enhance our understanding by situating syntax within the broader context of human cognition, making it possible to see syntax as an adaptive, flexible system deeply rooted in human experience, perception, and social interaction. Together, these approaches highlight that syntax is not merely a set of rigid rules but a dynamic reflection of both universal linguistic structures and individual, culturally influenced ways of thinking. By integrating insights from both approaches, linguists and language learners alike can achieve a more comprehensive view of language, recognizing syntax as a structured yet evolving component of human communication. This synthesis not only enriches our understanding of syntax but also strengthens the interdisciplinary links between linguistics, psychology, and cognitive science. The study of syntax, whether through traditional or cognitive approaches, reveals much about the human capacity for language. Traditional syntax emphasizes formal rules and structures, serving as a foundational approach for linguistic analysis. Cognitive approaches expand this understanding, connecting syntax with human cognition and culture. By examining syntax through these dual lenses, we gain a richer perspective on language, one that acknowledges both its structural complexity and its adaptive, meaningful nature in human communication.

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AN ANALYSIS OF NOUNS AND THEIR GRAMMATICAL CLASSIFICATIONS

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: To'rabekova Surayyo Davlat qizi

Annotation: This article provides an in-depth exploration of nouns and their grammatical categories, highlighting their essential role in language structure and communication. It begins by categorizing nouns into types such as proper, common, concrete, abstract, countable, uncountable, and collective, explaining their distinct functions in language. The article then delves into various grammatical categories that shape nouns, including number, gender, case, definiteness, countability, and animacy, emphasizing how these categories influence a noun's use in a sentence. Furthermore, the article discusses the syntactical roles of nouns as subjects, objects, complements, and modifiers within sentence structures. The conclusion reinforces the importance of understanding nouns in improving linguistic proficiency and appreciating linguistic diversity. This resource is valuable for language learners, linguists, and anyone interested in the intricacies of grammar and sentence formation.

Key words: Nouns, grammatical categories, proper nouns, common nouns, concrete nouns, abstract nouns, countable nouns, uncountable nouns, collective nouns, number, gender, case, definiteness, countability, animacy, subject, object, complement, modifiers, sentence structure, language, grammar, linguistics, language learning.

Alliteration, the repetition of initial sounds in closely placed words, is a cornerstone of language play in poetry, prose, and advertising. At its core lies the alliteration of phonemes—specific sounds that form the foundation of spoken language. This linguistic technique adds rhythm, resonance, and a memorable quality to communication.

What Are Phonemes?

Phonemes are the smallest units of sound in a language that distinguish words. For instance, in English, the words *bat* and *pat* differ in their initial phonemes /b/ and /p/. Alliteration leverages these building blocks to create patterns that appeal to the ear, often invoking emotions or emphasizing ideas.

The Mechanics of Alliteration

Alliteration focuses on repeating the same phoneme, usually at the beginning of stressed syllables. For example:

"Peter   Piper   picked   a   peck   of   pickled   peppers"
Here, the /p/ sound is consistently repeated, creating a rhythmic effect that is both engaging and memorable.

Types of Alliteration by Phonemes

Alliteration can be categorized based on the phoneme type:

Consonantal Alliteration: The repetition of consonant sounds, as in "slippery slope."

Vocalic Alliteration: The repetition of vowel sounds, such as "always an apple a day."

Nouns and Their Grammatical Categories

Nouns are one of the fundamental building blocks of language, serving as the cornerstone for communication and comprehension. They denote people, places, things, ideas, or events and play a vital role in constructing sentences. Beyond their basic function, nouns are categorized grammatically based on their properties and roles in a sentence. This article delves into the grammatical categories of nouns, shedding light on their versatility and complexity.

Types of Nouns

Nouns can be classified into several types based on their meaning and usage:

- **Proper Nouns:** These refer to specific names of people, places, or organizations, such as *Emily*, *Paris*, or *Google*. Proper nouns are capitalized in English.

- **Common Nouns:** These represent general items, such as *dog*, *city*, or *book*.

- **Concrete Nouns:** These refer to tangible objects that can be perceived through the senses, like *apple* or *table*.

- **Abstract Nouns:** These denote intangible concepts, such as *freedom*, *love*, or *happiness*.

- **Countable Nouns:** These can be counted, e.g., *chair* (singular) and *chairs* (plural).

- **Uncountable Nouns:** These refer to substances or concepts that cannot be counted, like *water*, *sand*, or *information*.

- **Collective Nouns:** These represent groups, such as *team*, *flock*, or *family*.

Grammatical Categories of Nouns

Nouns are defined and influenced by various grammatical categories, which determine how they function in sentences.

Number

The grammatical category of number distinguishes between singular and plural forms:

- *Singular:* Refers to one entity (e.g., *cat*).
- *Plural:* Refers to more than one entity (e.g., *cats*). In English, plurals are typically formed by adding *-s* or *-es*, though there are irregular forms (*child → children*).

Gender

While English nouns generally lack grammatical gender, many languages assign gender to nouns. For example:

- In French: *le livre* (masculine, "the book") vs. *la table* (feminine, "the table").
- In English, gender appears in specific contexts (e.g., *actor/actress*, *king/queen*), though gender-neutral forms are becoming more common (*actor*, *monarch*).

Case

Case reflects the grammatical function of a noun in a sentence, such as its role as a subject, object, or possessive:

- **Subjective Case:** The noun is the subject of the sentence (e.g., *The dog barks*).
- **Objective Case:** The noun serves as the object (e.g., *I saw the dog*).
- **Possessive Case:** Indicates ownership or relation (e.g., *the dog's collar*).

English nouns have limited case marking compared to languages like Latin or Russian, where cases heavily influence word forms.

Definiteness

Definiteness indicates whether a noun refers to a specific entity or a general one:

- **Definite Nouns:** Identified using the article *the* (e.g., *the house* refers to a specific house).
- **Indefinite Nouns:** Identified using *a* or *an* (e.g., *a house* refers to any house).
- Some languages, like Arabic, incorporate definiteness directly into the noun form.

Countability

Nouns are categorized as countable or uncountable, affecting how they pair with determiners and verbs:

- **Countable Nouns:** Use numbers and plural forms (e.g., *three apples*).
- **Uncountable Nouns:** Require quantifiers like *some*, *much*, or *a lot of* (e.g., *some water*).

Animacy

Animacy distinguishes between living and non-living entities:

- **Animate Nouns:** Refer to living beings (e.g., *cat*, *child*).
- **Inanimate Nouns:** Refer to objects or concepts (e.g., *rock*, *idea*). This category affects verb agreement and pronoun selection in some languages.

Nouns in Sentence Structure

Nouns can occupy various positions and functions in a sentence:

- **Subject:** The doer of the action (e.g., *The cat sleeps*).
- **Object:** Receives the action (e.g., *She pet the cat*).
- **Complement:** Provides additional information about the subject or object (e.g., *He is a teacher*).
- **Modifiers:** Act within phrases to describe or specify (e.g., *a beautiful house*).

Conclusion

Nouns are indispensable in communication, and their grammatical categories give them remarkable flexibility and depth. From their basic forms to their advanced functions, understanding nouns enriches one's grasp of language. Whether you're exploring noun cases in German, definiteness in Arabic, or simply identifying proper nouns in English, nouns and their grammatical categories provide a fascinating glimpse into the intricacies of human expression. Grasping the grammatical categories of nouns not only enhances linguistic understanding but also fosters clearer and more effective communication. By recognizing how nouns interact with other elements of language—through number, gender, case, and beyond—we gain deeper insights into the structure and logic of language systems worldwide. This knowledge empowers learners and speakers to appreciate linguistic diversity and navigate the nuances of both familiar and unfamiliar languages. Ultimately, the study of nouns underscores their pivotal role in connecting thoughts, ideas, and cultures, serving as a testament to the complexity and beauty of human language.

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PHONOLOGICAL STRUCTURE OF SYLLABLES IN ENGLISH LEXICAL ITEMS

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: Ahmedova Sohiba Sherali qizi

Annotation: This article explores the syllabic structure of English words, detailing how syllables are organized and how they influence pronunciation, rhythm, and spelling. It explains the basic components of syllables—onset, nucleus, and coda—and categorizes different types of syllables such as open, closed, and vowel-consonant-e syllables. The article also touches on the process of syllabification, stress patterns, and their significance in language acquisition and communication. Emphasizing the role of syllabic structure in both native and non-native language learning, it underscores how understanding syllables aids in mastering pronunciation, reading, and writing in English. The article concludes by reflecting on the importance of syllables in understanding the complexity of English, providing insights into how language learners can improve their fluency and comprehension.

Key words: syllabic structure, English words, syllables, onset, nucleus, coda, open syllables, closed syllables, vowel-consonant-e syllables, syllabification, stress patterns, language acquisition, pronunciation, reading, writing, fluency, language learning, phonology, rhythm, stress-timed language, language comprehension, linguistic analysis.

The Syllabic Structure of English Words

Syllabic structure is a fundamental aspect of phonology, which refers to how sounds are organized within a word. In English, like in many languages, syllables play a crucial role in determining the rhythm and flow of speech. Understanding the syllabic structure of English words can provide valuable insights into pronunciation, spelling, and language acquisition. This article will explore the concept of syllables, their structure, and how they function within English words.

What is a Syllable?

A syllable is a unit of sound that typically consists of a vowel sound alone or a vowel sound accompanied by consonants. In simpler terms, a syllable is a beat or a pulse in a word that can be spoken with a single breath. Every English word is made up of one or more

syllables. For example, the word *cat* has one syllable, while the word *banana* has three syllables.

Each syllable in English can be divided into different components, which include:

1.   **Onset**: The consonant sound(s) that come before the vowel in a syllable. Not all syllables have an onset.

2.   **Nucleus**: The core of the syllable, which is usually a vowel sound. The nucleus is considered the most important part of the syllable because it carries the primary stress in many words.

3.   **Coda**: The consonant sound(s) that follow the vowel in a syllable. Like the onset, not all syllables have a coda.

For example, the word *cat* can be broken down into the following syllabic structure:

- **Onset**: /k/
- **Nucleus**: /æ/
- **Coda**: /t/

So, *cat* is a single-syllable word with the syllabic structure (C-V-C).

Syllabic Types in English

In English, syllables can vary in complexity. There are several basic types of syllables, which are determined by the arrangement of the onset, nucleus, and coda:

1.   **Open Syllables**: These syllables end in a vowel sound and do not have a coda. For example, the word *go* consists of the syllable /go/, with /g/ as the onset and /o/ as the nucleus. Open syllables typically have a long vowel sound.

2.   **Closed Syllables**: These syllables end in a consonant, forming a coda. For example, the word *cat* is a closed syllable, with the structure C-V-C, where the /t/ forms the coda. Closed syllables often have short vowel sounds.

3.   **Vowel-Consonant-e Syllables**: This syllable structure consists of a vowel followed by a consonant and ending in a silent *e*. For example, *cake* has the structure C-V-C-e, where the *e* at the end is silent and the vowel sound is long.

4.   **Complex Syllables**: Some syllables are more complex, with consonant clusters in the onset and coda. For example, *strengths* has the structure CC-V-CC, with consonant clusters in both the onset and the coda.

Syllabification in English

Syllabification is the process of dividing a word into its syllables. This is often important in spelling and pronunciation. In English, syllables are typically divided between consonants, with the rule of thumb being to avoid starting a syllable with a vowel or ending one with a consonant cluster if possible.

For example:

- *Banana* is syllabified as ba-na-na.
- *Wonderful* is syllabified as won-der-ful.

However, English has a number of exceptions to these rules due to the language's historical development and borrowing from other languages. For example, words like *doubt* (with the silent *b*) or *psychology* (with the silent *p*) do not always follow the standard syllabification patterns.

Stress and Syllables

English is a stress-timed language, meaning that syllables are not all treated equally in terms of stress. Some syllables are stressed, meaning they are pronounced more forcefully, while others are unstressed and are softer or quicker. Stress plays a key role in the rhythm of speech and is often linked to the syllabic structure of words.

1. **Stressed Syllables**: These syllables are pronounced more loudly and with a greater emphasis. For instance, in the word *photograph* (pho-to-graph), the first syllable is stressed: PHO-to-graph.

2. **Unstressed Syllables**: These syllables are pronounced with less emphasis and often involve a neutral vowel sound (called a schwa, /ə/). In the word *photographer* (pho-to-gra-pher), the second and fourth syllables are unstressed: pho-TO-gra-PHER.

Stress patterns can change the meaning of words as well. For example, *record* is a noun when the stress is on the first syllable (RE-cord) but a verb when the stress is on the second syllable (re-CORD).

The Role of Syllables in Language Learning

Syllabic structure is crucial in language learning, particularly for young children and non-native speakers of English. Mastery of syllables aids in spelling, reading, and pronunciation. Phonemic awareness, or the ability to recognize and manipulate syllables, is a key aspect of early literacy development.

For non-native speakers, understanding the structure of English syllables can help with pronunciation. English pronunciation can be difficult due to the many exceptions to syllable and stress rules, especially for speakers whose native languages have different syllabic patterns. For example, languages like Japanese or Italian tend to have simpler, more regular syllabic structures, which can make English syllabification challenging.

Conclusion: The syllabic structure of English words is essential to understanding how words are formed, pronounced, and spelled. By breaking down words into their component syllables, we can better understand the rhythm and stress patterns of the language. As English continues to evolve and borrow from other languages, the complexity

and variability of syllabic structures will continue to play an important role in both language learning and linguistic analysis. Whether for native speakers or language learners, a solid grasp of syllables is vital for mastering English pronunciation and writing. The syllabic structure of English words not only influences pronunciation and rhythm but also shapes the way we process and understand language. By recognizing syllables as fundamental units of sound, we gain a deeper appreciation of how words are constructed and how stress, intonation, and spelling interact within the language. Whether for enhancing fluency in speaking, improving reading comprehension, or refining writing skills, understanding syllabic patterns is a valuable tool. For both native and non-native speakers, a clear grasp of syllabic structures contributes to clearer communication, more accurate pronunciation, and more effective language acquisition. As such, syllabic analysis remains an essential aspect of mastering English, offering insights into the complexity and beauty of this globally influential language.

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THE GRAMMATICAL CATEGORY OF NUMBER IN LINGUISTIC THEORY

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: Isroilova Diyora Fazil qizi

Annotation: This article explores the category of number in linguistics, examining how languages express quantity through grammatical distinctions. It discusses the basic singular-plural distinction common in many languages, as well as more complex systems, including dual, trial, paucal, and inclusive/exclusive forms. The article highlights the role of number in noun, pronoun, verb, and adjective agreement and explores how some languages use classifiers or measure words for uncountable nouns. The piece also touches on typological variation, showing how different languages approach the concept of number, from the simple systems in English to the more intricate ones in languages like Russian or Māori. The article concludes by emphasizing the diversity of number systems and how these reflect both cognitive and cultural factors in language structure.

Key words: number, linguistics, singular, plural, dual, trial, paucal, inclusive/exclusive, grammatical distinctions, noun, pronoun, verb agreement, adjective agreement, classifiers, typological variation, uncountable nouns, language structure, cognitive factors, cultural factors.

The Category of Numbers in Linguistics

In linguistics, the category of number refers to a grammatical distinction that expresses the quantity or amount of the referents of a noun or pronoun. Number is a core component of a language's morphology and syntax, and it plays a crucial role in how meaning is conveyed. Languages use the category of number in various ways to mark singular, plural, and sometimes dual or other categories, depending on the specific language system.

Singular and Plural

In many languages, number is expressed through grammatical markers on nouns, pronouns, adjectives, and verbs. The most common distinction is between singular and plural forms.

- **Singular** refers to one entity or individual. For example, in English, the word *cat* is singular, denoting a single cat.

- **Plural** refers to more than one entity. In English, this is typically marked by adding the suffix *-s* (e.g., *cats*) to the noun.

This distinction is seen in other languages, though the way plural is marked can vary. In French, for example, the plural form is often marked with *-s* as well, but it is not always pronounced (e.g., *chat* [cat] becomes *chats* [cats]).

Dual

Some languages, particularly those in the Semitic and Slavic families, have a **dual** number category, which specifically marks two entities or individuals. This is distinct from both singular and plural forms.

- In **Arabic**, for example, the dual is marked with specific endings. For the noun *kitāb* (book), the dual form is *kitābān* (two books).

- In **Slavic languages**, such as Slovenian, the dual is also present in both nouns and verbs, with distinct forms to indicate exactly two entities.

Though not widespread, the dual number is still an important feature in certain languages and dialects.

Inclusive vs. Exclusive

Some languages go further in marking distinctions of number based on inclusivity, particularly in the first-person plural. In these languages, there is a distinction between **inclusive** and **exclusive** forms of "we."

- **Inclusive** refers to the speaker and the addressees, as in "we (and you)."

- **Exclusive** refers to the speaker and others, excluding the addressees, as in "we (but not you)."

Languages such as **Quechua** and **Tagalog** use this distinction, adding complexity to the category of number in the first person plural.

Grammatical Number in Verbs and Adjectives

In addition to nouns and pronouns, the category of number also extends to other parts of speech, such as verbs and adjectives. The number of a noun often influences the form of related verbs and adjectives in languages with agreement.

- In languages like **Spanish** and **French**, adjectives and verbs agree in number with the subject of the sentence. For example, in Spanish, *el gato está feliz* (the cat is happy) becomes *los gatos están felices* (the cats are happy), where both the verb *está* (is) and the adjective *feliz* (happy) agree in number with the subject *gato* (cat) and *gatos* (cats), respectively.

Other Types of Number Distinctions

In addition to the basic distinctions of singular, plural, and dual, some languages make more nuanced distinctions in the category of number.

- **Trial and Paucal**: Some languages, such as **Māori** and **Fijian**, have trial (for three) or paucal (for a small, but indefinite number) distinctions, which are used for referring to specific small quantities that do not fit into singular or plural categories.

- **Multiplicative**: In languages like **Swahili**, a multiplicative number system can be used to express multiple instances or repetitions of an entity, often using affixes or specific constructions to indicate the number of times something occurs.

Number in Non-Countrable Nouns

In some languages, there are nouns that do not have a clear distinction between singular and plural forms. These are often mass nouns (uncountable nouns), such as "water," "furniture," or "advice" in English, where the number category does not apply in the same way as with countable nouns.

However, many languages do still find ways to express quantity through classifiers or measure words, often depending on the nature of the noun (e.g., using a classifier like *liter* in English or *tazza* in Italian for a "cup" of something).

Typological Variation

The category of number varies widely across languages in terms of both the distinctions made and the ways in which number is marked. While languages like English have a relatively simple system based on singular and plural, others have much more elaborate systems. For instance:

- **Mandarin Chinese** does not mark nouns for number in the same way that English or Spanish does, but it uses classifiers to specify quantities (e.g., *yī běn shū* meaning "one book," where *běn* is the classifier for books).

- **Russian**, as a highly inflected language, has a more complex system that includes singular, plural, and specific forms for numbers like 2, 3, and 4, which are treated differently from higher numbers.

Conclusion

The category of number is a vital grammatical feature in most languages, but its forms and usage can differ dramatically. From the basic distinctions between singular and plural to the more complex systems involving dual, trial, and inclusive/exclusive distinctions, number influences how speakers convey meaning about quantity, identity, and relationship in a sentence. Understanding these variations offers insights into the cognitive processes behind language structure and the ways in which different cultures organize and conceptualize the world around them. In conclusion, the category of number in linguistics highlights the intricate ways in which languages structure the concept of quantity. While many languages make distinctions based on singular and plural forms, others expand this category to include dual, trial, paucal, and inclusive/exclusive forms, demonstrating the diversity in how different cultures approach counting and categorization. The flexibility of number marking—whether through affixes, agreement, classifiers, or measure words—reflects the complexity and creativity of human language. Understanding these variations not only enriches our knowledge of linguistic typology but also deepens our appreciation for the cognitive and cultural factors that shape how languages evolve to meet the communicative needs of their speakers.

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METHODS OF WORD COMBINATION IN SENTENCE CONSTRUCTION

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:
Teshaboyeva Nafisa Zubaydulla qizi
Student of group 301-21:   **Abduraimova Mushtariy To'lqin qizi**

Annotation: This article explores various methods of combining words in a sentence, focusing on strategies that enhance clarity, meaning, and style. It covers techniques such as coordination, subordination, apposition, parenthesis, ellipsis, conjunctions of comparison, and correlative conjunctions, offering readers practical insights into how sentence structure influences communication. The article explains each technique with clear examples, demonstrating how they can be used to connect words, phrases, and clauses effectively. Additionally, it highlights more advanced strategies like inversion, serial commas, and juxtaposition, which add emphasis, clarity, and contrast to sentences. Through this exploration, the article aims to help writers and speakers refine their sentence construction, leading to more effective and compelling communication.

Key words: coordination, subordination, apposition, parenthesis, ellipsis, conjunctions of comparison, correlative conjunctions, inversion, serial comma, juxtaposition, sentence structure, clarity, communication, style, emphasis, contrast, language techniques, writing, grammar.

Language is a dynamic and intricate system that allows individuals to express their thoughts, ideas, and emotions. One of the fundamental aspects of sentence construction is how words are combined to convey clear and coherent meaning. In this article, we explore various methods of combining words in a sentence, which help ensure both clarity and precision in communication.

Coordination

Coordination involves joining words, phrases, or clauses of equal importance using coordinating conjunctions such as *and*, *but*, *or*, *nor*, *for*, *so*, and *yet*. Coordinating helps to link related ideas in a sentence.

For example:
- "I enjoy reading **and** writing."
- "She wanted to go to the beach, **but** it started raining."

In both examples, the conjunctions "and" and "but" serve to combine words or phrases that are parallel in structure and meaning.

Subordination

Subordination is the opposite of coordination. It involves joining clauses of unequal importance, where one clause (the dependent clause) is linked to the main clause using subordinating conjunctions like *because*, *although*, *if*, *while*, *since*, and *when*. The dependent clause cannot stand alone as a complete sentence.

For example:

- "She went to bed **because** she was tired."
- "**Although** he tried hard, he couldn't finish the project on time."

Here, the subordinating conjunctions *because* and *although* introduce clauses that provide additional details but cannot function independently as complete sentences.

Apposition

Apposition involves placing two noun phrases side by side, where one noun phrase explains or modifies the other. This method helps to provide clarification or further detail about a subject.

For example:

- "My brother, **a talented musician**, plays the guitar."
- "The Eiffel Tower, **a symbol of Paris**, is visited by millions of tourists each year."

In both sentences, the second noun phrase in the apposition (e.g., *a talented musician* or *a symbol of Paris*) offers more specific information about the first noun phrase.

Parenthesis

Parenthesis uses additional information, usually enclosed in parentheses, commas, or dashes, to add further details to a sentence. This information is non-essential to the main point of the sentence but offers extra context or clarification.

For example:

- "The meeting (which was originally scheduled for Thursday) has been postponed."
- "The cake—though delicious—was a little too sweet for my taste."

Parentheses and dashes allow writers to insert these additional details without disrupting the flow of the main sentence.

Ellipsis

Ellipsis involves omitting words that are understood from context. This technique streamlines sentences by removing unnecessary repetition, making them more concise while still retaining clarity.

For example:

- "She wanted to go to the park, and I, too, wanted to go."
- "He took the bus, and she, the train."

In the second sentence, the ellipsis omits the repeated words "took" and "bus," allowing for a smoother and more efficient sentence structure.

Conjunctions of Comparison

When comparing two or more things, words can be combined using conjunctions such as *as*, *than*, or *like*. These help link ideas and show the relationship between them, whether in equality or contrast.

For example:

- "She is **as** tall **as** her brother."
- "This book is **better than** the previous one."

The conjunctions *as* and *than* are used to highlight similarities and differences between the subjects being compared.

Correlative Conjunctions

Correlative conjunctions are paired words or phrases that work together to connect words or phrases of equal grammatical value. Common correlative conjunctions include *either...or*, *neither...nor*, *both...and*, *not only...but also*.

For example:

- "You can **either** stay here **or** come with us."
- "**Both** the professor **and** the students were excited about the event."

In both examples, correlative conjunctions emphasize two options or two linked elements.

Inversion

Inversion occurs when the usual order of words in a sentence is reversed, typically for emphasis or stylistic reasons. This technique can be used in questions, conditional clauses, or when the speaker wishes to highlight a particular idea.

For example:

- "**Never** have I seen such a beautiful sunset."
- "Had I known about the party, I would have attended."

In these sentences, the inversion draws attention to the time or condition and creates a more dramatic tone.

Serial (Oxford) Comma

The serial comma, also known as the Oxford comma, is used when listing multiple items in a sentence. It ensures clarity by separating each item with a comma, including before the conjunction in a list of three or more items.

For example:

- "I bought apples, bananas, **and** oranges."
- "She invited Tom, John, **and** Sarah to the party."

The use of the serial comma can help avoid ambiguity, particularly when the listed items themselves contain conjunctions or additional elements.

Juxtaposition

Juxtaposition refers to placing two contrasting words or ideas next to each other to highlight differences or create a dramatic effect. This combination is often used in literary writing, rhetoric, and poetry to create tension or reveal an underlying meaning.

For example:

- "It was the best of times, it was the worst of times."
- "She is rich in spirit but poor in fortune."

By placing opposing ideas in close proximity, juxtaposition draws attention to the contrast between them.

Conclusion

The way words are combined in a sentence shapes the meaning, tone, and clarity of the message being conveyed. Whether through coordination, subordination, or more creative techniques like juxtaposition and inversion, understanding how to effectively combine words allows speakers and writers to express themselves in varied and engaging ways. Mastery of these methods not only enhances sentence structure but also elevates communication, making it both functional and aesthetically compelling. The ability to combine words in various ways is essential to effective communication, as it allows for flexibility and nuance in expression. By employing techniques such as coordination, subordination, apposition, and others, speakers and writers can craft sentences that are clear, concise, and engaging. Each method serves a distinct purpose, whether it's to clarify relationships between ideas, add emphasis, or create stylistic flair. Mastering these combinations empowers individuals to adapt their language to different contexts, whether they are writing academic essays, crafting persuasive arguments, or telling compelling stories. Ultimately, understanding and utilizing these strategies enriches language and enhances the overall effectiveness of communication.

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SYNTAX AND ITS CORE ELEMENTS: TRADITIONAL AND COGNITIVE PERSPECTIVES ON SYNTAX

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: **Teshaboyeva Nafisa Zubaydulla qizi**
Student of group 301-21**: Abduraimova Mushtariy To'lqin qizi**

Annotation: This article explores the concept of syntax and its central role in the structure of sentences. It provides a detailed analysis of the main units of syntax—words, phrases, clauses, and sentences—and their interrelationship in forming grammatically correct structures. The piece contrasts two major approaches to syntax: traditional, rule-based approaches, such as generative grammar, and cognitive approaches, which focus on the relationship between language and human cognition. The article delves into how traditional theories, particularly those developed by Noam Chomsky, rely on formal rules and hierarchical structures to explain sentence formation. It also examines cognitive approaches like cognitive grammar and construction grammar, which view syntax as a product of mental representations and conceptual structures. The comparison highlights the differences between formal, abstract rule-based models and those that emphasize meaning and human cognition in syntactic analysis. The article concludes by acknowledging the value of both perspectives in advancing our understanding of syntax, suggesting that a synthesis of the two can provide a more comprehensive view of how language functions.

Key words: syntax, words, phrases, clauses, sentences, traditional approaches, generative grammar, cognitive approaches, cognitive grammar, construction grammar, sentence structure, linguistic theory, hierarchical structure, rule-based systems, mental representations, conceptual structures, language and cognition, syntactic analysis, Noam Chomsky, universal grammar, phrase structure grammar, transformational rules.

Understanding Syntax: Its Core Components and Approaches from Traditional to Cognitive Perspectives

Syntax is a fundamental branch of linguistics that deals with the structure of sentences. It focuses on how words, phrases, and clauses are arranged to form meaningful and grammatically correct sentences. The rules governing sentence formation help explain how languages organize words and ideas, making syntax crucial to understanding the

complexity of language. Over the years, two major schools of thought have emerged in syntactic theory: traditional approaches, such as generative grammar, and cognitive approaches, which emphasize the connection between syntax and human cognition. This article explores the key components of syntax and compares the insights offered by these two distinct perspectives.

Core Components of Syntax

To understand how syntax works, it's important to break down its core components, which include words, phrases, clauses, and sentence structures. These elements are the building blocks that linguists use to analyze and describe sentence formation.

- **Words**: Words are the smallest meaningful units of a sentence. Each word belongs to a particular grammatical category, or part of speech. These categories include nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections. Words serve as the foundation for constructing more complex syntactic units.

- **Phrases**: A phrase is a group of words that function together as a single unit within a sentence. Common types of phrases include:

  o **Noun Phrases (NP)**: Groups of words centered around a noun, such as *the tall man* or *a green apple*.

  o **Verb Phrases (VP)**: Groups of words that include a main verb along with its objects, complements, or modifiers, like *has been running* or *will eat dinner*.

  o **Adjective Phrases (AP)**: Phrases that include an adjective, often with modifiers, such as *incredibly bright*.

  o **Prepositional Phrases (PP)**: Phrases that begin with a preposition and include its object, like *under the table* or *after the meeting*.

- **Clauses**: A clause is a larger syntactic unit that consists of a subject and a predicate (a verb or verb phrase). There are two main types of clauses:

  o **Independent Clauses**: These can stand alone as complete sentences, for example, *She reads books*.

  o **Dependent Clauses**: These cannot stand alone and need an independent clause to complete their meaning, such as *Because she reads books*.

- **Sentences**: Sentences are formed by combining phrases and clauses, and they are the final units of syntax. A sentence typically consists of a subject, a verb, and sometimes an object or complement. The arrangement of words and phrases within the sentence determines its meaning and grammaticality.

Traditional Approaches to Syntax

The traditional approach to syntax, particularly through generative grammar, was largely shaped by Noam Chomsky's groundbreaking work in the 1950s. This framework emphasizes the idea that syntax is governed by formal, universal rules that can be applied to any language.

- **Generative Grammar**: Generative grammar posits that all languages are governed by a set of implicit rules that speakers use to generate sentences. These rules are part of a "universal grammar" shared by all humans. The goal of generative grammar is to describe the deep structure of language, which underlies all sentences, regardless of surface variations like word order or syntax.

- **Syntactic Trees**: Traditional syntactic theories frequently use tree diagrams to visually represent sentence structure. These trees illustrate how words and phrases combine in hierarchical relationships. The root node typically represents the sentence, while branches represent individual words or phrases. Each level of the tree reflects a different level of syntactic analysis.

- **Phrase Structure Grammar**: This theory breaks down sentences into constituent parts, or phrases, and uses formal rules to define how these parts can be combined. In phrase structure grammar, sentences are analyzed as hierarchical structures, with a clear distinction between different levels of constituents, such as noun phrases, verb phrases, and more.

- **Transformational Rules**: Transformational grammar refers to the set of rules that allow speakers to manipulate sentence structures. For example, a statement like *John is reading a book* can be transformed into a question (*Is John reading a book?*) through a series of transformations governed by rules of syntax.

Cognitive Approaches to Syntax

Cognitive approaches to syntax, in contrast to traditional rule-based systems, emphasize the relationship between syntax and human cognitive processes. These approaches argue that the structure of sentences reflects the ways humans think, perceive, and categorize the world.

- **Cognitive Grammar**: Cognitive grammar, developed by Ronald Langacker, views syntax as a product of our cognitive abilities. According to this theory, the structure of sentences reflects the conceptual structures and mental models that speakers use to make sense of the world. Syntax is seen not as a set of arbitrary rules but as a tool for expressing our thoughts and experiences.

- **Construction Grammar**: This theory proposes that knowledge of language consists of a collection of "constructions," which are form-meaning pairings. These constructions vary in complexity, from simple word forms to complex sentence patterns. According to construction grammar, speakers rely on a mental database of constructions to interpret and produce sentences.

- **Conceptualization and Syntax**: Cognitive linguistics emphasizes that sentence structure is closely tied to conceptualization—the mental process by which we interpret and categorize our experiences. Syntax, in this view, is shaped by how we mentally represent reality. For example, the syntax of sentences like *She gave him a book* reflects how we understand actions and relationships between objects and agents.

Comparing Traditional and Cognitive Approaches

While both traditional and cognitive approaches aim to explain how language works, they differ significantly in their focus and methodologies.

- **Formal vs. Meaning-based**: Traditional approaches, like generative grammar, prioritize formal rules and syntactic structures. The focus is on identifying universal principles of grammar. Cognitive approaches, by contrast, focus on the meaning behind language and how syntactic structures reflect human cognitive processes. Syntax, in this view, is not just about rules but about the expression of thought.

- **Universality vs. Variation**: Generative grammar suggests that all languages share a universal grammar, a set of principles underlying all human languages. Cognitive approaches, however, emphasize the diversity of languages and how different linguistic structures arise from the unique ways speakers categorize experiences.

- **Abstract Rules vs. Cognitive Representation**: Traditional syntax tends to treat linguistic structures as abstract entities that can be represented by formal rules. Cognitive syntax, on the other hand, views structures as grounded in human experience, shaped by the ways individuals mentally represent and interact with the world.

Conclusion

Syntax is essential to understanding how language functions, providing a framework for how words and phrases combine to form sentences. While traditional approaches emphasize formal rules and abstract structures, cognitive approaches highlight the connection between syntax and cognitive processes, focusing on how language reflects human thought and experience. Both perspectives offer valuable insights into the workings of language, and together they contribute to a more comprehensive understanding of the complexities of sentence formation. By integrating the best of both approaches, linguists can continue to explore how syntax functions not only as a structural system but also as a

reflection of human cognition and perception. In conclusion, the study of syntax remains a central component of linguistic theory, offering crucial insights into how languages organize and convey meaning. While traditional approaches, particularly generative grammar, focus on formal, rule-based systems that highlight universal structures across languages, cognitive approaches broaden the scope by integrating how language relates to human cognition and perception. The tension between these approaches underscores the complexity of syntax as not only a set of structural rules but as a dynamic process rooted in mental representations and conceptualization. Both traditions contribute significantly to our understanding of language, and the ongoing exploration of these different perspectives can lead to a more holistic view of how humans use syntax to communicate, think, and interact with the world. Ultimately, the synthesis of traditional and cognitive insights promises to advance our knowledge of syntax and its role in shaping human language and thought.

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PARALIMPIADA SPORT O'YINLARI TASNIFI VA SPORTCHILARNI TANLAB OLISH USULLARI.

Urganch davlat Universiteti, Sport faoliyati, pedagogika va psixologiya kafedrasi katta o'qituvchisi, pedagogika fanlari bo'yicha falsafa doktori (PhD)
Rajapov Shavkat Zaripboevich.

ANNOTASIYA

Ushbu maqola jismoniy imkoniyatlari cheklangan o'quvchilarni Paralimpiada sport o'yinlariga tayyorlash jarayoniga bag'ishlangan. Unda tayyorgarlikning asosiy bosqichlari, ya'ni o'quvchining jismoniy holatini baholash, mashqlar va uskunalarni to'g'ri tanlash, psixologik va taktik tayyorgarlik hamda musobaqalarda ishtirok etishning ahamiyati ko'rib chiqilgan. Har bir sportchining individual ehtiyojlarini hisobga olish, jismoniy va ruhiy jihatdan tayyorgarlikni yaxshilash hamda maxsus texnologiyalardan foydalanish jarayonning asosiy qismlarini tashkil etadi. Maqolada mazkur jarayonda murabbiylar, psixologlar va fizioterapevtlar bilan samarali hamkorlik qilishning muhimligi ham ta'kidlangan.

Kalit so'zlar: *Paralimpiyachi, imkoniyati cheklangan, sport ko'rsatkichlari, funktsional qobiliyatlar, yugurish, Parakanoe, Badminton, Parasport otish.*

Kirish. O'quvchilarni Paralimpiada sport o'yinlariga tayyorlash — bu o'ziga xos mas'uliyatli va murakkab jarayon bo'lib, jismoniy imkoniyati cheklangan yosh sportchilar uchun maxsus ishlab chiqilgan dastur va usullarni talab qiladi. Bu jarayon faqatgina jismoniy tayyorgarlik bilan cheklanmaydi, balki yosh sportchilarning psixologik, texnik va taktik jihatlarini ham qamrab oladi.

Paralimpiya tasnifi tizimi barcha sportchilar o'rtasida halol raqobatni ta'minlash uchun mo'ljallangan. Paralimpiya musobaqalarida ishtirok etishdan oldin sportchilar tasniflash jarayonidan o'tadilar, unda ularning sog'lig'i baholanadi va ularga buzilish darajasi va tabiatiga qarab sport klassi tayinlanadi. Tasniflash tibbiy va texnik ekspertlar guruhi tomonidan amalga oshiriladi, ular buzilish(lar)ning sport turi va sportchining sport ko'rsatkichlari uchun asosiy bo'lgan muayyan vazifalar va faoliyatlarga ta'sirini baholaydilar. Tarixi va xususiyatlariga ko'ra barcha sport turlari uchun yagona tasniflash tizimi mavjud emas, shuning uchun har bir tur o'z tizimiga ega.

ASOSIY NATIJALAR

Paralimpiya tasnifi - bu bir xil toifadagi barcha sportchilar harakat, muvofiqlashtirish va muvozanat nuqtai nazaridan bir xil funktsional qobiliyatlarga ega bo'lishi kerak bo'lgan funktsional tasniflash tizimi. Shuning uchun turli xil nogiron sportchilar bir xil sport sinfiga biriktirilishi va bir-biri bilan raqobatlashishi mumkin.

Quyidagi tasniflar harf, odatda sport nomining bosh harfi yoki harflari (masalan, suzish uchun S) va raqam bilan belgilanadi. Raqam qanchalik past bo'lsa, buzilish shunchalik kuchli bo'ladi, garchi bu har doim ham shunday emas.

Ko'zi ojizlar uchun futbol: Maydondagi o'yinchilar B1 toifasiga ega bo'lishlari kerak (juda past ko'rish keskinligi va/yoki yorug'likni sezmaslik). Biroq, halol o'yinni ta'minlash uchun maydondagi barcha o'yinchilarning ko'zi bog'langan bo'lishi kerak. Darvozabon to'liq ko'rishi yoki qisman ko'rishi mumkin (B2 yoki B3). "B" "Ko'r" degan ma'noni anglatadi.

Bossia: Bossia to'rt sinfga bo'lingan. BC1 va BC3 sportchilari yordamga ega bo'lishi mumkin (BC1 odatda quvvatli nogironlar aravachasiga bog'liq, BC3 rampadan foydalanishi mumkin), BC2 va BC4 sportchilari mustaqil ravishda raqobatlashadi. BC3 o'yinchilari uchun sport yordamchilari barcha inninglar davomida o'yinga orqalarini ushlab turishadi. Ular faqat o'yinchining buyruqlarini bajarish uchun mavjud; ularga o'yinni tomosha qilish uchun orqaga burilishga ruxsat berilmaydi, shuningdek, o'yinchiga maslahat berishga ham ruxsat berilmaydi. Shuning uchun o'yin davomida o'yinchi va uning yordamchisi o'rtasida kuchli aloqa mavjud. BC1 o'yinchisining yordamchilari maydonni ko'rishlari mumkin, chunki ular o'yin maydonining orqasida joylashgan va o'yinchilarning iltimosiga binoan aralashadi. Bossia o'yinchilari to'rtta sinfga bo'lingan. BC1 va BC3 sportchilari nogironlar aravachasidan foydalanishlari mumkin (BC1 odatda elektr nogironlar aravachasidan foydalanadi, BC3 rampadan foydalanishi mumkin), BC2 va BC4 sportchilar esa nogironlar aravachasidan mustaqil ravishda foydalanishlari mumkin. BC3 O'yinchi Atletik Assistantlari o'yin davomida orqalarini maydonga qaratib turishadi. Ular faqat o'yinchining buyruqlarini bajarish uchun hozir bo'ladilar, o'yinni tomosha qilish uchun orqaga qaytishlari va o'yinchiga maslahat berishlari mumkin emas. O'yin davomida o'yinchi va uning yordamchisi o'rtasida yaqin aloqa mavjud. BC1 o'yinchi yordamchilari maydonni ko'rishlari mumkin, chunki ular o'yin maydoni orqasida joylashgan va o'yinchilarning iltimosiga binoan aralashadi. "BC" "Bocca" degan ma'noni anglatadi.

Gol to'pi: Musobaqada qatnashish uchun sportchining ko'rish keskinligi 10 foizdan kam bo'lishi kerak. Sportchilar uch toifaga bo'lingan ("B" = "ko'r"):

B1: yorug'likni sezmaslik yoki shaklni tan olmaslik.

B2: tuzatishdan keyin ko'rish keskinligi 1/30 dan oshmaydi yoki ko'rish maydoni 5 ° dan oshmaydi.

B3: tuzatishdan keyin ko'rish keskinligi 1/10 dan oshmaydi yoki ko'rish maydoni 20 ° dan oshmaydi.

Har bir o'yinchi adolatli raqobatni ta'minlash uchun shaffof bo'lmagan niqob va ko'r-ko'rona kiyishi kerak.

Paralimpiya kamonidan otish: Ochiq (Ochiq sinf, rekurve kamon): Kamonchilar 10 konsentrik aylanadan tashkil topgan 122 sm nishonga 70 m masofada turgan joydan oʻq otadi va markazdan tashqariga qarab urgan joyiga qarab 10 balldan 1 ballgacha oladi. Ochiq (Ochiq sinf, qoʻl kuchi kam kamonchilar uchun qoʻshma kamon): Kamonchilar oʻtirgan holatdan 50 m masofada 80 sm uzunlikdagi nishonga beshta halqa bilan oʻq otadi va oʻqning joylashishiga qarab 10 balldan 6 ballgacha oladi. markazdan tashqariga zarba. W1 (og'irligi 45 funtdan oshmaydigan va kattalashtiruvchi ko'rinishlarsiz aralash kamon): Pastki oyoq-qo'llari, tanasi va bir qo'lida nuqsoni bo'lgan kamonchilar 50 metr masofadan 10 masofadan 80 santimetrlik nishonga otishadi.

Paralimpiya atletikasi: Sportchilarning tasnifi harf va raqam bilan belgilanadi: "T" - yugurish va sakrash fanlari uchun, "F" - texnik fanlar uchun. Raqamlar quyidagi qoidabuzarliklarni ko'rsatadi: 11-13: loyqa ko'rish, 20: aqliy zaiflik, 31-38: muvofiqlashtirish muammolari, 40-47: kalta, yuqori oyoq protezi yoki unga tenglashtirilgan, pastki oyoq protezi yoki ekvivalenti, T51-54: Nogironlar aravachasi musobaqasi, F51-58: o'tirib uloqtirish, 61-64: pastki oyoq protezi

Badminton:WH1 : Oyoq va magistral funktsiyasi jiddiy buzilgan nogironlar aravachasidan foydalanadigan sportchilar. WH2 : Oyoq va magistral funktsiyasining ozgina buzilishi bo'lgan nogironlar aravachasidagi sportchilar. "WH1" va "WH2" "nogironlar aravachasi" degan ma'noni anglatadi, SL3 : Pastki ekstremal nuqsonlari va yurish yoki yugurishda muvozanat muammolari bo'lgan tik turgan sportchilar. SL4 : SL3 ga qaraganda kamroq jiddiy nuqsonlari bo'lgan tik turgan sportchilar. Sportchilarda pastki oyoq-qo'llarning disfunktsiyasi va yurish yoki yugurish paytida muvozanat bilan bog'liq kichik muammolar mavjud. "SL3" va "SL4" "tik turgan protrusion/pastki ekstremal buzilish" degan ma'noni anglatadi. SU5 : Bu toifadagi sportchilarda yuqori ekstremal nuqsonlar mavjud. Sportchi raketka yoki boshqa qo'lni ushlab turgan qo'lning disfunktsiyasi.

"SU5" "tik turgan o'simta/yuqori oyoq-qo'l funktsiyasi buzilgan" degan ma'noni anglatadi. SH6 : bo'yi past. "SH6" "baland / kalta" degan ma'noni anglatadi.

Parakanoe: KL1-VL1 : magistral funktsiyasi yo'q yoki juda cheklangan va oyoq funktsiyasi bo'lmagan sportchilar. KL2-VL2 : Qayiqda tik o'tirishga qodir bo'lgan, ammo orqa o'rindiqni talab qilishi mumkin bo'lgan qisman oyoqlari va magistrallari bo'lgan

sportchilar. KL3-VL3 : To'liq magistral va qisman oyoq funktsiyasi bo'lgan sportchilar, qayiqda tanasi oldinga egilgan holda o'tirishi va kamida bitta oyog'idan foydalanishi mumkin. "KL" baydarka va ikki uchli belkurakni, "VL" esa va'a va bir uchli qayiqni anglatadi.

Paratsikling: Yakkaxon: C1 dan C5 gacha bo'lgan besh toifa, unda protezlangan yoki yuqori yoki pastki ekstremitalarning cheklangan harakati bo'lgan sportchilar raqobatlashadi. Qo'l velosipedi: H1 dan H5 gacha bo'lgan beshta toifa, ularda orqa miya jarohati yoki bir yoki ikkala pastki ekstremitalarda protezlangan sportchilar raqobatlashadi. Tricycle: T1 va T2, tayanch-harakat tizimi kasalliklari va muvozanat muammolari bo'lgan sportchilar uchun (masalan, miya yarim palsi yoki hemipleji). Tandem: VI, ko'r yoki zaif ko'ruvchi uchuvchi bilan bog'langan sportchilar uchun. "C" "velosiped", "H" "qo'l velosiped", "T" "uch g'ildirakli velosiped" va "B" "ko'r" (tandemlar uchun) degan ma'noni anglatadi.

Para-ot sporti: I toifa: Sportchilarda barcha ekstremitalar va magistrallarga ta'sir qiluvchi jiddiy buzilishlar mavjud.II toifa: sportchilarning tanasida jiddiy buzilishlar va qo'llarda minimal buzilishlar yoki magistral, qo'llar va oyoqlarda o'rtacha darajadagi buzilishlar mavjud. III toifa: sportchilarning ikkala oyog'ida jiddiy buzilishlar mavjud bo'lib, ular magistralda minimal yoki umuman yo'q yoki qo'llar, oyoqlar va magistrallarda o'rtacha darajada buzilishlar mavjud. IV toifa: Sportchilarning ikkala qo'lining jiddiy buzilishi yoki yo'qligi, barcha to'rt oyoq-qo'llarining o'rtacha darajada buzilishi yoki bo'yi past. V toifa: Sportchilarda ko'rish qobiliyati, to'liq ko'rlik, engil harakatlanish diapazoni yoki mushaklarning kuchi, bir a'zosi yoki ikki a'zosining bir qismi yo'qolgan.

Paradzyudo O'yinlarda ko'rishda nuqsoni bo'lgan sportchilar qatnashadilar. Sportchilar quyidagi toifalarga bo'lingan: B1: to'liq ko'rlik, B2-B3 : ko'rishning buzilishi, shundan so'ng dzyudochilar vazn toifalariga bo'linadi.

Parapauerlifting Og'ir atletikani tik turgan holda bajarishga xalaqit beradigan pastki oyoq-qo'llari yoki sonlari cheklangan barcha sportchilar turli vazn toifalarida birgalikda raqobatlashadilar. Ushbu xususiyat cheklovlariga quyidagilar kiradi: Ortopedik kasalliklar, Miya falaj, Nevrologik nogironlik, Paraplegiya va tetraplegiya, Nevrologiyada rivojlanish nogironligi, Musobaqalar 20 toifa bo'yicha o'tkaziladi: erkaklar 10 ta vazn toifasida, ayollar esa 10 toifada bahs olib boradi.

Para eshkak eshish Sportchilar uch toifaga bo'lingan ("PR" - para eshkak eshishning qisqartmasi):PR1 : yakkalik (erkaklar va ayollar uchun individual qayiqlar): magistral yoki oyoq funktsiyasi bo'lmagan va ikkita eshkakli eshkak eshish uchun mo'ljallangan, PR2 : qo'sh (aralash) - jamoa ikkita eshkak eshuvchidan (erkaklar va ayollar) iborat bo'lib, ularning har birida ikkita eshkak bor. Eshkak eshish uchun faqat yuqori tanasini ishlata

oladigan eshkak eshuvchilar uchun mo'ljallangan va ularning o'rindig'i oyoqlari tekis turishi uchun mustahkamlangan, PR3 : Coxed Quad (Aralash) - Jamoa to'rtta eshkak eshuvchi (ikki ayol va ikki erkak) va bir koksvandan iborat bo'lib, har bir eshkak eshkakchisi bitta eshkakdan foydalanadi. Qo'llarini, tanasini va oyoqlarini ishlata oladigan eshkak eshuvchilar uchun mo'ljallangan, qayiqda ko'pi bilan ikki nafar ko'zi ojiz odamga ruxsat beriladi.

Parasuzish S1-S10 / SB1-SB9 / SM1-SM10: jismoniy buzilish. Bu raqam qanchalik ko'p bo'lsa, sportchining cheklovi (lar) shunchalik jiddiy bo'lmaydi.Turli xil nuqsonlari bo'lgan sportchilar bir-birlari bilan raqobatlasha oladilar, chunki sport sinflari buzilishning o'zi emas, balki suzishga ta'siri asosida ajratiladi. S/SB/SM11-13: ko'rishning buzilishi.

11 : ko'rish keskinligi juda past bo'lgan va/yoki yorug'likni idrok eta olmaydigan sportchilar. Suzuvchilar poyga paytida adolatli raqobatni ta'minlash uchun rangli ko'zoynak taqishlari kerak.

12 : S/SB11 sport toifasida qatnashadigan va/yoki ko'rish maydoni 10 darajadan past bo'lgan sportchilarga qaraganda ko'rish keskinligi yuqori bo'lgan sportchilar.

13 : Paralimpiya o'yinlarida qatnashish huquqiga ega bo'lgan eng kam ko'rish qobiliyatiga ega bo'lgan sportchilar. Ularda eng yuqori ko'rish keskinligi va / yoki ko'rish maydoni 40 darajadan past. S/SB/SM14: intellektual buzilish

Aqliy nuqsonlari bo'lgan suzuvchilar, bu odatda sportchilarning naqshlarni aniqlash, ketma-ketlik va xotirada qiyinchiliklarga duch kelishi yoki sekin reaktsiya vaqtlariga olib keladi, bu umumiy sport ko'rsatkichlariga ta'sir qiladi.

Harflar suzish uslubiga mos keladi:

'S' (suzish): kapalak, chalqancha suzish, emaklash

'SB' (Braaststroke): brass usulida suzish

'SM (Ko'p uslubli suzish): aralash suzish

Stol tennisi uchun: Hammasi bo'lib 11 ta sinf mavjud (o'tirgan o'yinchilar uchun beshta, tik turgan o'yinchilar uchun): TT1-5 - nogironlar aravachasidagi sportchilar uchun, TT6-10 - tik turgan sportchilar uchun va TT11 - aqli zaif sportchilar uchun. Raketani ushlashda qiynalayotgan stol tennisi o'yinchilari raketani qo'llariga mahkamlash uchun ortezlardan yoki raketka tutqichini ushlab turish uchun kamarlardan foydalanishlari mumkin.

Parataekvondo: Sportchilar ikki toifaga bo'lingan ("K" - Kyorugi , koreyscha "sparring"): K43 tirsagi ostidagi ikkala qo'li amputatsiyalangan yoki ikkala yuqori ekstremita funktsiyasini yo'qotgan sportchilarni o'z ichiga oladi, K44 bitta qo'l amputatsiyasi (yoki qo'l funktsiyasining yo'qolishi) yoki oyoq barmoqlari bo'lmagan

sportchilarni o'z ichiga oladi, bu esa tovonni to'g'ri ko'tarish qobiliyatiga ta'sir qiladi, Para-sportchilar turli vazn toifalarida birgalikda bellashadilar.

Paratriatlon: Paratriatlonda to'qqizta sinf mavjud, PTWC 1-2: Pastki va yuqori oyoq-qo'llari cheklangan sportchilar velosiped segmenti uchun qo'l velosipedidan va yugurish segmenti uchun nogironlar aravachasidan foydalanadilar. PTWC1 va PTWC2 umumiy musobaqada raqobatlashadi, ular teng o'yin maydonini ta'minlash uchun har bir sport sinfida bosqichma-bosqich boshlanadi.

PTS 2-5: Pastki va/yoki yuqori ekstremal cheklovlarga ega bo'lgan sportchilar, velosiped segmenti uchun qo'l velosipedi yoki yugurish segmenti uchun nogironlar aravachasi talab qilinmaydi. Protez oyoqlar va/yoki velosiped modifikatsiyalari kabi yordamchi qurilmalardan foydalanish mumkin.

PTVI 1-3 : ko'rish qobiliyati buzilgan sportchilar. Intervalli startlar gid bilan raqobatlashayotgan ko'zi ojiz triatlonchilar va ko'r triatlonchilar uchun teng sharoit yaratadi.

Tasniflash "paratriatlon" degan ma'noni anglatuvchi "PT" harflari va nogironlik toifasiga asoslanadi:

"WC" - nogironlar aravachasidagi paratriatlon degan ma'noni anglatadi

"S" - "Tim turgan paratriatlon" degan ma'noni anglatadi

"VI" ko'rish qobiliyati zaif paratriatlon degan ma'noni anglatadi

Parasport otish SH1 : To'pponchani qulay ushlab turadigan va tik turgan yoki o'tirgan holatda (nogironlar aravachasida yoki stulda) o'q otadigan sportchilar. SH1 sportchilari to'pponcha yoki miltiqdan foydalanishlari mumkin.

SH2 : Miltiqni o'zi ushlab turolmaydigan sportchilar, shuning uchun stenddan foydalaning, lekin otish paytida miltiqni mustaqil ravishda nishonga olishi va boshqarishi mumkin. Ba'zi sportchilarga qurolni qayta yuklash uchun yordamchi kerak bo'lishi mumkin.

"SH" "otish" degan ma'noni anglatadi

O'tirgan holda voleybol: O'tirgan holda voleybol ikkita sinfga ega: VS1 va VS2 (kamroq nuqsonli sportchilar). O'tirgan holda voleybolchilar bir yoki bir nechta yuqori yoki pastki oyoq-qo'llarida jismoniy zaiflikni namoyish etadilar. Sportchilar o'tirgan holatda osongina va xavfsiz harakatlana olishlari kerak. Jamoa ro'yxatida faqat ikkita VS2 sportchisi bo'lishi mumkin, O'tirgan voleybolda ikkita toifa mavjud: VS1 va VS2 (kamroq nuqsonli sportchilar). O'tirgan voleybolda sportchilar bir yoki ikkala yuqori yoki pastki ekstremitalarning funktsiyasini buzadilar. Sportchilar o'tirgan holatda osongina va xavfsiz harakatlana olishlari kerak. Jamoada faqat ikkita VS2 sportchisi bo'lishi mumkin.

Nogironlar aravachasi basketboli Nogironlar aravachasidagi basketbolchilarning sog'lig'ining buzilish (lar) darajasiga qarab ball tizimiga ko'ra tasnifi mavjud. Ballar soni 1 dan 4,5 gacha o'zgarib turadi, 1 ball eng jiddiy buzilishga to'g'ri keladi. Paralimpiya o'yinlarida har bir jamoadagi beshta o'yinchining kortdagi tasnif ochkolari yig'indisi 14 dan oshmasligi kerak.

Nogironlar aravachasi to'siqlari: Nogironlar aravachasida qilichbozlik bo'yicha sportchilar ikkita Paralimpiya toifasiga bo'lingan: A toifasi : Ushbu toifadagi qilichbozlarning kamida bitta pastki ekstremite funktsiyasi buzilgan, B toifasi : ushbu toifadagi qilichbozlarda tananing erkin harakatlanishiga xalaqit beradigan buzilish mavjud.

Nogironlar aravachasi regbi: Har bir o'yinchiga funktsional qobiliyatidan kelib chiqqan holda tasniflash ballari beriladi, ular eng kam jismoniy qobiliyatiga ega bo'lgan o'yinchi uchun 0,5 dan eng jismoniy qobiliyatiga ega bo'lgan o'yinchi uchun 3,5 ballni tashkil qiladi. To'rt kishidan iborat har bir jamoa uchun kortdagi umumiy ball sakkizdan oshmasligi kerak. Eng cheklangan harakatchanligi (0,5 dan 1,5 ballgacha) bo'lgan o'yinchilar (kvadriplegiya yoki ekvivalenti) o'yinda asosan himoya pozitsiyasini egallaydilar.

Nogironlar aravachasi tennis: Sportchilar ikki toifaga bo'lingan: "Ochiq": : pastki oyoq-qo'llari nuqsoni bo'lgan sportchilar, "To'rtlik":: yuqori va pastki ekstremitalarda nuqsoni bo'lgan sportchilar,

Yuqorida Paralimpiada sport turlari keltirilganligini inobatga olsak biz aynan shu tasniflarga ko'ra sportchilarni saralashimiz hamda tayyorgarlik ko'rishimiz lozim.

Bunda yosh sportchilarni turli mashqlar orqali tayyorlash muhimdir. Bu mashqlar ularning jismoniy qobiliyatlarini yaxshilash, o'ziga ishonchini oshirish va murakkab holatlarda to'g'ri qaror qabul qilish qobiliyatini rivojlantiradi. Masalan: Quvvat va chidamlilikni oshirish uchun maxsus mashqlar, Harakatlarni muvozanatlash va muvofiqlashtirish uchun treninglar, Jarohatlarning oldini olish va reabilitasiya mashqlari.

Paralimpiada sport o'yinlari uchun maxsus moslashtirilgan uskunalar va texnologiyalardan foydalaniladi. Masalan, nogironlik aravachasida o'yinlar o'tkaziladigan sport turlarida maxsus aravachalar, protezlar, ko'rishga yordam beradigan uskunalar zarur bo'lishi mumkin. Ushbu uskunalarni ishlatishni o'rgatish tayyorgarlik jarayonining bir qismi bo'lishi kerak.

Paralimpiya sport o'yinlari o'quvchilar uchun katta emosional bosim va mas'uliyat keltirib chiqaradi. Shuning uchun psixologik tayyorgarlik muhim ahamiyatga ega. Sportchilarni ruhiy jihatdan tayyorlash uchun maxsus mashg'ulotlar va treninglar

o'tkaziladi, ularda stressni boshqarish, o'z-o'ziga ishonchni oshirish va raqobatga tayyor bo'lish mashqlari o'rgatiladi.

Sportchilarga alohida sport turlari bo'yicha maxsus texnik va taktik mashg'ulotlar beriladi. Bunda jamoaviy ishlash, raqiblar bilan to'g'ri bellashish strategiyasi, har bir holatda to'g'ri qaror qabul qilish va musobaqalarda g'alaba qozonish uchun zarur bo'lgan taktikalar o'rgatiladi.

Tayyorgarlik jarayonida yosh paralimpiyachilar uchun turli musobaqalarga qatnashish muhim ahamiyat kasb etadi. Bunda ularning tajribasi orttiriladi va turli bosqichlarda o'zlarini sinab ko'rish imkoniyati paydo bo'ladi. Shu bilan birga, murabbiylar musobaqalardan olingan natijalar asosida ularning salohiyatini baholab, zarur bo'lsa, tayyorgarlik rejasini o'zgartiradilar.

Paralimpiada o'yinlariga sportchilarni saralashning asosiy maqsadi adolatli musobaqa muhitini yaratish va har bir sportchining imkoniyatlarini hisobga olishdir. Sportchilarni tanlab olishda quyidagi jarayonlar amalga oshiriladi:

1. **Klassifikasiya**: Sportchilar turli jismoniy cheklovlarga ega bo'lgani sababli, ular jismoniy holatiga qarab turli toifalarga ajratiladi. Bu toifalar sportchining qobiliyatlarini va cheklovlarini hisobga olib, adolatli raqobat muhitini yaratadi.

2. **Maxsus saralash musobaqalari**: Paralimpiadaga yo'l olish uchun sportchilar qator milliy va xalqaro musobaqalarda ishtirok etishi kerak. Har bir sport turi uchun belgilangan standartlarga muvofiq sportchilar saralanadi.

3. **Shifokor ko'rigi**: Sportchilar tibbiy ko'rikdan o'tkaziladi, bu ularning jismoniy holatini baholash va ularni tegishli toifaga ajratishda muhim ahamiyatga ega.

4. **Xalqaro va milliy reytinglar**: Sportchilarning xalqaro reytinglari, musobaqalardagi natijalari va shaxsiy rekordlari ularni tanlab olishda asosiy omillardan biri bo'ladi.

Paralimpiada o'yinlari nafaqat sportchilarga o'z qobiliyatlarini namoyon etish imkonini beradi, balki jamiyatda jismoniy imkoniyati cheklangan kishilarning huquq va imkoniyatlarini tan olishda katta rol o'ynaydi.

XULOSA

Paralimpiada sport o'yinlari jismoniy imkoniyati cheklangan sportchilar uchun xalqaro miqyosda o'tkaziladigan eng yirik sport musobaqalaridan biri hisoblanadi. Sport turlari turli jismoniy cheklovlar va imkoniyatlarga moslashtirilgan holda o'tkazilib, yopiq sport turlaridan tortib, suv sporti, jangovar sportlar va jamoaviy o'yinlar kabi keng qamrovli bo'ladi.

Sportchilarni tanlab olish jarayoni klassifikasiya, maxsus saralash musobaqalari, tibbiy ko'rik va reytinglar asosida amalga oshiriladi. Bu jarayonlar adolatli va sog'lom raqobat muhitini yaratish hamda har bir sportchining qobiliyatiga mos musobaqada qatnashishini ta'minlashga qaratilgan. Paralimpiada o'yinlari jismoniy imkoniyati cheklangan kishilarning jamiyatdagi o'rni va huquqlarini tan olishga, ularning sportdagi yutuqlarini qadrlashga yordam beradi.

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ONG TARAQQIYOTI VA ONGSIZLIK

Xushvaqtov Abdulla

Denov Tadbirkorlik va pedagogika instituti Aniq va tabiiy fanlar fakulteti Fizika yo'nalish talabasi **E-mail:** *biysunkofirun@gmail.com*

ANNOTATSIYA

Ushbu maqolada psixologiya va pedagogikada ilk ong tushunchasini keng tadqiq qilgan holda, bu tushuncha bilim, ko'nikmaga ega bo'lish olrqali ijodiy fikrlash doirasini kengaytirish, ilmiy bilishni rivojlantirish va kerakli xulosalar chiqarish haqida so'z yuritilgan

Kalit so'zlar: Ijtimoiy mahsul, ongsizlik, patologik hodisalar, gallyusinatsiya, til amaliy-haqiqiy ongdir.

ABSTRACT

This article explores the concept of first consciousness in psychology and pedagogy, expanding the scope of creative thinking through the acquisition of knowledge and skills, developing scientific knowledge and drawing the necessary conclusions.

Keywords: Social product, unconsciousness, pathological phenomena, hallucinations, language is practical-real consciousness.

KIRISH

Psixika voqelikning kishi miyasida aksi sifatida har xil darajalar bilan farqlanadi. Psixikaning odamga xos bo'lgan oliy darajasi ongni tashkil etadi. Ong psixikaning uni yaxlit bir holga keltiruvchi shakli bo'lib kishining mehnat faoliyatida, boshqalar bilan til yordamida muloqot qilish jarayonida shakllanishini ijtimoiy tarixiy shart-sharoitlari natijasi hisoblanadi. SHu ma'noda ong marksizm klassiklarining ta'kidlashicha ijtimoiy mahsul bo'lib anglagan borliqdan buyuk boshqa narsa emasdir. Ongning strukturasi tuzilishi, uning muhim psixologik ta'rifi qanday. Uning birinchi ta'rifi-nomining o'zidayoq berilgan bo'lib, ong deganidir.

ADABIYOTLAR TAHLILI VA METODOLOGIYA

Kishining ongi bizning tevarak atrofimizni qurshab turgan olam haqidagi bilimlar majmuasidan tarkib topdi. K.Marks. «Ongning yashash usuli va ong uchun nimaningdir borligi bilimdir». deb yozgan edi. Ongning strukturasiga muhim bilish jarayonlari kiradi. Ular yordamida odam o'z bilimlarini doimo boyitib boradi. Bu jarayonlar qatoriga sezgilar va idrokni, xotirani, xayol va tafakkurni qo'shish mumkin. Sezgilar va idrok

yordamida miyaga ta'sir etuvchi kuzatuvchilarning bevosita aks etishi natijasida ongda borliqning o'sha momentda kishi tasavvurida hosil bo'lgan hissiy manzarasi gavdalanadi. Xotira ongda o'tmish obrazlarini qaytadan gavdalantiradi. Xayol ehtiyoj ob'ekti bo'lgan ammo hozirgi paytda yo'q narsning obrazli modelini hosil qiladi. Tafakkur umumlashgan bilimlardan fodalangan yo'li bilan masalaning hal etilishini ta'minlaydi. Aytib o'tilgan psixik bilish jarayonidan istalgan birining batamom barbod bo'lishiga olib keladi.

Ongning ikkinchi ta'rifi unda sub'ekt bilan ob'ekt o'rtasida aniq farqlanishni o'ziga ifodasini topishi, ya'ni odam «men» degan tushunchaga nima tegishli ekanini aniqbiladi. Tirik organizmlar duyosi tarixida birinchi bo'lib unda ajralib chiqqan va o'zini atrof-muhitiga qarama-qarshi qo'ygan inson o'z ongida ushbu arama-qarshilik va tafovutni saqlab kelmoqda.

Jonli mavjudotlar ichida uning o'zigina o'zini bilishga ya'ni psixik faoliyatini o'zini tadqiq etishga yo'naltirishga qodirdir.Odam o'z hatti-harakatlarini va umuman o'zini-o'zi ongli ravishda baholaydi. «Men»ning «men emas» degan ajratish har bir kishi kishi bolaligida boshdan kechiradigan yo'l bo'lib, uni o'zidan o'zi anglashi jarayonida yuz beradi.

Ongning uchinchi ta'rifi-odamning maqsadini ko'zlovchi faoliyatini ta'minlashdir. Faoliyatning maqsadlarini yaratish ongning funktsiyasiga kiradi. Bunda faoliyat motivlari yuzaga keladi va chamalab chiqiladi. Irodaviy qarorlar qabul qilinadi. Harakatlarni bajarishning qanday borishi hisobga olinadi. Unga tegishli tuzatishlar kiritiladi va hakazo.

MUHOKAMA VA NATIJALAR

K.Marks «kishi tomonidan berilgan narsaning formasini o'zgartirish bilangina cheklanmaydi, tabiat tomonidan berilgan narsalar bilan birga o'zining ongli maqsadini ham amalga oshiradi. Bu maqsad qonun sifatida kishining ish usulini va bu ishning harakterini belgilab beradi va kishi o'z irodasini ana hu maqsadga bo'ysundirish lozim» deb ta'kidlagan edi.

Maqsadni ko'zlovchi faoliyatni amalga oshirishda va yo'nalishida kasallik oqibatida yoki biron-bir boshqa sabablarga ko'ra har qanday buzilishning yuz berishini ongning buzilgani deb qaramoq kerak.

Ongning to'rtinchi ta'rifi-uning tarkibiga muayyan munosabatning kirganligidir.

«Mening o'z muhitimga bo'lgan munosabatim meninng ongimdir» deb yozgan K.Marks.

Ong — psixik faoliyatning oliy shakli. U fakat insonga xos fenomendir. Ong, uning mohiyati masalasi eng qad. muammolardan biri. Ongni dastlab diniy va mifologik karashlar doirasida tushuntirishga uringanlar. Ongni liniy tushuntirish uni iloxiy hodisa, xudo yaratgan mo'jiza tarzida talkin qilishga asoslanadi. Ko'pgina dinlarda inson Ongi buyuk

ilohiy aqlning namoyon bo'lish shakli tarzida tavsiflanadi. Bunday qarashlarning ildizi juda qad. bo'lsada, ular hamon o'zining ko'plab tarafdorlariga ega. Kimki olam va odam yaratilganligini tan olar ekan, Ong ham yaratganning qudrati deb hisoblaydi.

Ongsizlik (psixologiyada) — ong ishtirokisiz sodir bo'ladigan ruhiy jarayon va holatlar. Ong, ko'pincha, badan harakatida, xotira, xayolda na-moyon bo'ladi. Real mavjud, lekin sezilmaydigan qo'zg'atgichlar vujudga keltiradigan javob ta'sirotlarida, asli ongli paydo bo'lib, takrorlanishi natijasida avtomatlashib ketgan harakatlarda va boshqa holatlarda ro'y beradi. Mac, odam o'z o'yxayollariga cho'mgan holda uyiga qaytadi va har holda yo'ldan adashmasdan keladi. Agar u biror xavfni sezib qolsa, bu xavfning sababi va qandayligini hali anglamasdan turib ham, himoya harakatini qiladi. Bemor psixikasida vujudga keladigan alahlash, gallyusinatsiya kabi patologik hodisalar, uxlash, gipnoz vaqtida, lunatizm va shahrik. chog'ida yuz beradigan psixik faoliyat ham Ong holatiga kiradi. Freyd Ongni sof irratsionalis-tik tarzda talqin etadi. Uning fikricha, ong bilan Ong o'rtasida murosasiz qarama-qarshilik bor. Insonning bu- tun xattiharakati ana shu qarama-qarshilik bilan belgilanadi. Ongni odam anglashga va payqashga jur'at etolmaydi, u insondagi azaliy mayllar maskanidir.

Ongsizlik sohasiga: biologik ehtiyojlar (jinsiy mayllar, tabiiy ehtiyojlar, ozuqaga bo'lgan ehtiyoj va boshqalar); tilaklarni siqib chiqarish (kimningdir muhabbatini qozonishga behuda urinish, amalga oshmagan orzular, yashirin hafagarchilik); tushda sodir bo'ladigan psixik hodisalar (tush ko'rish); sezilmaydigan, lekin real ta'sir ko'rsatadigan seskantiruvchilarga nisbatan javob reaktsiyalari («subsensor» ta'sirlanishlar); avval anglangan, lekin takrorlanishlar tufayli avtomatlashgan va shuning uchun anglanmaydigan bo'lib qolgan harakatlar; maqsadi anglanmagan faoliyatga nisbatan ayrim mayllar va boshqalar kiradi. Anglanmagan hodisalarga bemor odam psixikasida yuzaga keladigan alahlash, gallyutsinatsiyalar kabi ayrim patologik hodisalar ham kiradi.

XULOSA

Ongsizlik-kishini o'zini tuta olmaydigan qilib qo'yadigan taaassurotlar bilan bog'liq psixik jarayonlar harakatlar va holatlar yig'indisidir. Psixik holat sifatida ongsizlik voqelikni aks ettirishning shunday bir shakli hisoblanadiki ,bunda harakat o'rni va vaqtini mo'ljal qilish, yaxlitligi yo'qoladi, hatti-harakatining nutq yordamida boshqarilshi buziladi. Ongsizlikka quyidagi psixik holatlarni kiritish mumkin: Uyqu paytida yuz beradigan psixik hodisalar (tush ko'rish) sezilmaydigan lekin haqiqatda ham ta'sir ko'rsatadigan kuzatuvchilarga javob reaktsiyalari: oldinlari ong harakat bo'lib, lekin takrorlanaverib avtomatlashib ketgan va shunga ko'ra endilikda anglanmaydigan bo'lib qolgan harakatlar faoliyatiga undovchi ammo maqsad hissidan anglanmaydigan ayrim moyillar, ongsizlik

hodisalariga bemor kishining psixikasida ro'y beradigan ba'zi bir protologik hodisalarni-alahlash, ko'ziga yo'q narsalarning ko'rinishi kabilarni ham ko'rish mumkin. shularga, asoslanib ongsizlikning ongga qarama-qarshi deb hisoblash, uni hayvonlar psixikasiga tenglashtirish noto'g'ri bo'lar edi.

Ongsizlik-bu kishining xuddi ong kabi o'ziga xos psixik qiyofasidirki, u kishi miyasida borliqning etarli darajada bir xil bo'lmagan qismiga aksi tarzida inson hayotining ijtimoiy shart-sharoitlari bilan bog'liq holda bo'lgandir.

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TA'LIM TARBIYA JARAYONIGA PSIXOLOGIK MUHIT TA'SIRI

Almordonova Farangiz

Denov Tadbirkorlik va pedagogika instituti Aniq va tabiiy fanlar fakulteti Fizika yo'nalish talabasi

E-mail: *farangizalmordonova2211@gmail.com*

ANNOTATSIYA

Ushbu maqolada butun respublikamizda ta'lim sifatini oshirish, uni jahon miqyosida oldingi o'rinlarga olib chiqish uchun kelajak avlodni yetishtirib beruvchi kuch – pedagoglar jamoasini mukammal darajaga yetkazish masalasiga alohida e'tibor qaratilgan. Buning uchun bo'lajak pedagoglarni, ya'ni talabalarni yuqori ta'lim texnologiyalari bilan ta'minlash, ularda ruhiy va ilmiy potensialini oshirish masalalari muhokama qilingan.

Kalit so'zlar: Pedagog, o'quvchi, shaxs kamoloti, ta'lim-tarbiya, ta'lim psixologiyasi, tarbiya psixologiyasi, pedagogik faoliyat.

ABSTRACT

This article pays special attention to the issue of improving the quality of education in the whole country, bringing it to the forefront of the world, bringing the next generation to a perfect level - the teaching staff. To this end, the issues of providing future educators, is students, with high educational technologies, increasing their mental and scientific potential were discussed.

Keywords: Educator, student, personal development, education, educational psychology, educational psychology, pedagogical activity.

KIRISH

Pedagogik faoliyatning tuzilishi o'qituvchining o'z iga xosligi faqatgina uning har tomonlama pedagogik faoliyatidagi fazilatlari bilan bog'liqdir. O'qituvchi faoliyati o'z aro komponentlardan iborat. Pedagogik faoliyatning 3 komponenti farqlanadi: konstruktiv, kommunikativ va tashqilotchilik. Konstruktiv komponenti. O'qituvchining ishida konstruktiv dars katta o'rin egallaydi, ya'ni sinfdan tashqari

ishlar maktab dasturlari bilan bog'liq o'quv materiallarni ta'lim oluvchilar uchun turli metodik ishlanmasi va uni ta'lim oluvchilarga ifodasini qamrab olgan. Ushbu barcha ishlar dars konspekti tarkibida o'z ifodasini topadi, ya'ni: o'z faoliyatining tartibi va tizimi ta'lim oluvchilarning faoliyat tartibi va tizimi (yaxlit sinfni va alohida o'quvchilarni). Ayni vaqtda

pedagogik faoliyatning ushbu komponenti maktab oldida turgan asosiy vazifasi o'sib kelayotgan avlodning faol fuqarolik holatida tarbiyalash o'qituvchi shaxsiga ma'lum bir talablarni qo'yadi. O'qituvchi o'quvchilarning bilimlarini chuqurlashtirishga intilishi kerak, buning uchun esa u eng qiyin nazariy savollarni oson o'zlashtirilishi uchun o'quv materialni tanlash va qayta ishlashi lozim. Birinchi navbatda ta'lim oluvchilarning faoliyati faol bo'lmasa, chuqur bilim va o'zlashtirish jarayoni amalga oshirilmaydi.

ADABIYOTLAR TAHLILI VA METODOLOGIYA

Muhit, ta`lim-tarbiya va tegishli mashq, miya tuzilishining organik jihatdan yetilishiga yordam beradi. Bu jarayonda ta'lim qanday mavqega ega? Ta`lim rivojlanishga nisbatan yetakchi vazifani bajaradimi yoki aksincha? Bu muammoning hal qillnishi ta'lim jarayonining mazmuni va metodikasini, o'quv darajalari va darsliklarning mazmunini belgilab beradi. Bu borada nemis psixologi V.SHtern: ta'lim psixik rivojlanishning orqasidan boradi va unga moslashadi, degan fikrni olg'a surgan edi. Bu fikrga qarama-qarshi rus psixologi L.S.Vigotskiy bolaning psixik rivojlanishida ta'lim va tarbiyaning yetakchilik roli bor, degan qoidani birinchi bo'lib ilgari surdi va uni: ta'lim rivojlanishdan oldinda boradi va uni o'z orqasidan ergashtirib olib boradi, deb aniq ifodalab, beradi. Yuqorida bayon qilingan birinchi fikrga muvofiq ta`lim faqat rivojlanish tomonidan erishilgan narsalardan foydalanadi. Shuning uchun aqliy jihatdan yetilish jarayoniga aralashmaslik, unga, xalaqit bermaslik, balki ta`lim uchun imkoniyat yetilguncha chidam bilan passiv kutib turish kerak. Shveytsariyalik psixolog J.Piajening nazariyasi ham ayni shu g'oyalar bilan yug'rilgandir. J.Piajening fikricha, bolaning aqliy o'sishi o'zining ichki qonunlari asosida rivojlana borib, sifat jihatdan o'ziga xos bir qator genetik bosqichlarni bosib o'tadi.

NATIJALAR

Ta`lim - bu aqliy yetilish jarayonini faqat bir qadar tezlatishga yoki sekinlashtirishga qobildir, lekin u aqliy jihatdan yetilish jarayoniga hech qanday jiddiy ta`sir ko'rsata olmaydi. Demak, ta`lim rivojlanish qonunlariga bo'ysunishi kerak. Masalan, bolada mantiqiy tafakkur yetilmay turib, uni mantiqiy fikr yuritishga o'rgatish foydasizdir. Ta`limning turli bosqichlari bolaning tegishli psixologik imkoniyatlari pishib yetiladigan muayyan yoshidan qat`iy nazar bogliqligi ana shundan kelib chiqadi. Ta`kidlash joizki, ta`lim yetakchi rolni bajaradi, ta`lim va rivojlanish esa o'zaro bir-biriga bog'liqdir; ular alohida sodir bo'ladigan ikki jarayon bo'lmay, balki bir butun jarayondir. Ta`limsiz to'la aqliy rivojlanish bo'lishi mumkin emas. Ta`lim rivojlanishga turtki bo'ladi, rivojlanishni o'z ortidan ergashtirib Boradi. Zarur sharoit tug'ilganda ta`lim mantiqiy fikrlash malakasini tarkib toptiradi va tegishli aqliy rivojlanish uchun zamin bo'ladi. Lekin, ta`lim rivojlanishga turtki bo'lish bilan

bir vaqtda o'z i rivojlanishga tayanadi, erishilgan rivojlanish darajasining xisusiyatlarini, rivojlanishning ichki qoidalarini, albatta, inobatga oladi. Ta`limning imkoniyatlari juda keng bo'lsada, biroq cheksiz emas. Yirik rus psixologi L.S.Vigotskiy ta`lim va taraqqiyot muammosiga ijtimoiy-tarixiy jarayon nuqtai-nazaridan yondashib, bilimlarni o'zlashtirish insoniyatning tarixiy taraqqiyotida yaratilgan madaniyatda ishtirok etish jarayonidir, deb ta`kidlaydi. U olga surgan psixik funktsiyalar taraqqiyotining madaniy-tarixiy nazariyasiga ko'ra, psixik faoliyat taraqqiyoti uning «tabiiy» shaklini bevosita qayta qurgan holda, turli alomatlar bilan avval tashqi, so'ng ichki ifodalanishni nazarda tutib, «madaniy» shaklini egallash tushuniladi.

E.Torndayk va J.Piajening ta`lim bilan taraqqiyotni ayni bir narsa deb tushuntirishiga qaramay L.S.Vigotskiy: «Bola taraqqiyotini hech mahal maktab ta`limidan tashqaridagi soya deb hisoblash mumkin emas», - deb ta`kidlaydi. Bundan tashqari, ta`lim va taraqqiyot bir-biriga tobe bo'lmagan jarayonlardir, degan yunalishdagi psixologlarni ham u qattiq tanqid qiladi. P.P.Blonskiy ta`limning bola taraqqiyotidagi o'rniga alohida ahamiyat beradi. Shuning uchun o'quvchilarning aqliy rivojlanishi to'g'ridan-to'g'ri maktab dasturi mazmuniga bog'liq ekanligini ta`kidlaydi.

MUHOKAMA

Yosh va individual o'zgaruvchanlik insoniyatning ijtimoiy-tarixiy taraqqiyoti ta`siri ostida har xil ko'rinishda namoyon bo'ladi. Individning dinamik xususiyatlariga shaxsning ijtimoiy sifatlari ta`sir etib, uning individual o'zgaruvchanligi omilini kuchaytiradi. Insonning shaxs sifatida tavsiflashning muhim lahzasi, uning dinamik xususiyatlari hisoblanib, jamiyatdagi statusi (iqtisodiy, siyosiy, huquqiy, mafkuraviy, ya`ni uning jamiyatda egallagan o'rni) orqali ifodalanadi. Status negizida doimiy o'zaro aloqalar tizimi yotadi. Rolning ijtimoiy funktsiyasi muayyan maqsadlarga va qadriyatlarga yo'nalganlik shaxsni faollashtiradi. Status,rol, qadriyatga yo'nalganlik shaxs xususiyatlarining birlamchilarini tashkil etadi va uning tuzilishida asos bo'lib xizmat qiladi. Shaxsning ta`rifi xulq motivatsiyasi xususiyati va ijtimoiy fe`l-atvor tuzilishini belgilab, uning tarkibidan ikkilamchi alomatlar sifatida joy egallaydi. Shaxsning birlamchi va ikkilamchi sifatlarining o'zaro ta`sirini birlashtiruvchi yuksak samara tarzida inson xarakteri va mayllari yuzaga keladi. Insonning shaxs xislatlarini rivojlantiruvchi asosiy shakl- uning jamiyatdagi hayot yo'li va ijtimoiy tarjimai holi hisoblanadi. Individ, shaxs va sub`ekt taraqqiyotining tadqiqotida quyidagi holatlarga e`tibor qilishi zarur: - inson rivojining asosi hisoblangan omillar va shart-sharoitlar (ijtimoiy, iqtisodiy, siyosiy, huquqiy, mafkuraviy, pedagogik va yashash muhiti omillari); -insoning o`ziga taalluqli, asosiy tavsiflar, uning ichki qonuniyatlari, mexanizmlari, evolyutsiya bosqichi,

barqarorlashuvi va involyutsiya; -inson yaxlit tuzilishning asosiy tarkiblari, ularning o'zaro aloqalari, shaxsning tashqi ta`sirlarga javobi va munosabati, taraqqiyot jarayonida ularning takomillashuvi kabilar, Uch xil xususiyatli tadqiqot dasturining tarkibiy qismlari insonning amaliy va nazariy faoliyatining mezonlari hisoblanadi. Chunki, faoliyatda yashash muhiti tarixiy tajribani egallash interiorizatsiya va eksteriorizatsiya amalga oshadi. Odamning maqsadga qaratilgan ijtimoiy foydali faoliyati protsessida hayotiy deb ataladigan mexanizmlari va ongli faoliyatining funktsional sistemasi protsesslari yuzaga keladi. Ana shular tufayli odam bilimlarni, ko'nikma va malakalarni, kishining sotsial tajribalarini o'zlashtiribgina qolmay balki o'zining idroki, tafakkuri, xayoli, hissiyotlari va irodasini bir so'z bilan aytganda, voqelikka bo'lgan ongli munosabatini hamda o'z harakatlari va xulq-atvorining motivlarini tarkib toptiradi. Shaxsning barcha xususiyatlari, munosabatlari va xatti- harakatlari shaxsning hayoti faoliyatida ma`lum rolni bajaruvchi va har biri murakkab qurilmadan iborat bo`lgan hamda shartli ravishda to'rtta o'zaro mustahkam bog`langan funksional bosqichlarga birlashtiriladi:

Birinchisi - boshqaruv tizimi; Ikkinchisi - stimullashtirish tizimi; Uchinchisi - stabilizasiyalash tizimi; To'rtinchisi - indikatsiyalash tizimi.

Shaxsning ana shu sotsial ahamiyatga ega bo`lgan barcha sifatlari ijtimoiy taraqqiyotning yuksak ongli faoliyatchisi sifatidagi Birinchi tizimi hosil bilishida analizatorlar shaxsning hulq-atvori va xattiharakatlarini belgilaydi. O'rtasidagi doimiy tabiiy aloqani aks ettiruvchi filogenetik mexanizmlar katta rol o'ynaydi. Biroq, bu ilgari yuqorida ta`kidlab, o'tganimizdek ontogenez protsessida filogenetik analizatorlar o'rtasidagi aloqa vaqtli aloqalar bilan organik jihatdan qishilib keladilar. Bunda mazkur tizimning ichida pertseptiv tizimiga o'tib ketadigan yuksak darajada integratsiyalangan ma`lum ichki sensor komplekslarni hosil qiladi. Bunday komplekslar qatoriga nutq, eshitish, ko'rish hamda sensomotor komplekslarni kiritish mumkin. Mana shu komplekslarning hammasi odamning hayot-faoliyati jarayonida o'zaro bir-biri bilan doimiy aloqaga kirishib, sensorpertseptiv uyushishning yagona funksional dinamik tizimini yaratadi. Insonning sensor-pertseitiv jihatlari doimo takomillashib boshlagan ilmlarining dastlabki yillaridayoq shakllana boshlaydi. Temperament, intellekt, bilim va munosabat ana shunday xususiyatlar jumlasiga kiradi.

XULOSA

Bolalar ta'lim-tarbiyasida bo'ladigan kamchiliklarning asosiy sabablaridan biri o'qituvchining psixologiyasiga bog'liq. Lekin bunga ko'pincha e'tibor berilmaydi. Shuning uchun o'qituvchilar jamoasini psixologik nuqtai nazardan o'rganish, uni muvaffaqiyatli

boshqarishning psixologik yoʻllarini ishlab chiqish dolzarb ahamiyatga egadir. Pedagogik jamoani muvaffaqiyatli boshqarish uchun jamoa tarkibini oʻrganish, kamchiliklarini korreksiyalash va haqiqiy pedagogik jamoa sifatida shakllantirish lozim. Jamoada ishlash koʻnikmalarining rivojlangan darajasi ham muvaffaqiyatli jamoa uchun asosiy omillardan biridir. Jamoada ishlash muloqot vositasida amalga oshadi. Pedagogik jamoaning rivojlanishida shaxslararo muloqot muhim ahamiyatga ega.

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DUNYO SIYOSIY XARITASIDAGI BAHSLI HUDUDLAR VA GEOSIYOSIY VAZIYATLAR

Alijonova Yodgoroy Toirjon qizi
Andijon davlat pedagogika instituti talabasi

Annotatsiya. Ushbu maqolada dunyoning siyosiy jihatdan bahsli bo 'lgan hududlari haqida fikr yuritilgan bo 'lib, o 'z navbatida ularning kelib chiqish sabablari hamda bartaraf qilish yechimlari haqida o'ziga xos mulohazalar berilgan. Mazkur muammolarni o'rganishda siyosiy geografik tahlil, kartografik va qiyosiy baholash usullari, hamda tarixiylik va hududiylik tamoyillaridan foydalanildi. Mavzu doirasida taklif va tavsiyalar berildi.

Kalit so'zlar: Tog' ustidagi Qorabog' va Ravonli Qorabog',bahsli hudud, bahsli orollar, bahsli tumanlar, davlat suvereniteti, demilitrizatsiya, demarkatsiya.

Kirish. Dunyodagi yuzlab katta-kichik hududlar turli mamlakatlar o'rtasidagi bahslidir. "Bahsli hudud"-deganda kamida bitta yohud bir nechta davlat tomonidan qayerga tegishligi bahsli bo'lgan hudud tushuniladi. "Bahsli hududlar" doimiy ravishda paydo bo'ladi, chunki dunyo manzarasi o'zgarib bormoqda va davlat chegaralari shunga mos ravishda o'zagarib boraveradi. Darhaqiqat bunday o'zgarishlarnihozirgi zamon siyosiy ayvonida ham ko'rishimiz mumkin. Xususan, Rossiya-Ukraina, Isroil-Falastin, Xitoy-Tayvan munosabatlarida.

"Bahsli hududlar" turli xil obyektlarni ifodalashi mumkin, jumladan:

- tan olingan, qisman tan olingan yoki tan olinmagan davlatlar

(Gibraltar, Kosovo, Abxaziya, Dnestrbo'yi Respublikasi);

- bahsli - orollar (Folklend orollari - Argentina va Buyuk Britaniya, Hans orollari - Kanada va Daniya, Kurill orollari - Rossiya Federatsiyasi va Yaponiya, Spratly orollari - Xitoy, Vetnam, Tayvan, Fillipin, Malayziya va Bruney davlatlari o'rtasida);

- bahsli munitsipalitetlar - (Olivensa, Ispaniya va Portugaliya o'rtasidagi bahsli munitsipalitet);

- bahsli tumanlar - (Pytalovskiy tumani (Rossiya Federatsiyasi va Estoniya o'rtasidagi) va Tavang tumani, (Xitoy va Hindiston o'rtasidagi) bahsli tumanlari);

- bahsli qishloqlar - (Aibga, Rossiya federatsiyasi va tan olinmagan Abxaziya Respublikasi o'rtasidagi nizoli qishloq) va boshqalar

Bugungi kunning eng muhim voqeasi - Tog'li Qorabog' atrofidagi Ozarbayjon-Armaniston to'qnashuvlari hisoblanadi. Keling, avval, Tog'li Qorabog'ning tarixiga biroz nazar tashlasak. XVI - XVII asr o'rtasida "beglarbek"xonlik (tumani) Sefevid

imperiyasining tarkibiga kirgan edi. Bu davrda ravonliklar hamda to'g etaklari - musulmon xonliklarga qaragan bo'lsada, tog'lar ustidagi hududlar arman "melikstva"lar tarkibiga kirar edi. XVIII asr o'rtasi - XIX asr boshlarida shu yerlarda Qorabog' xonlik bo'lgan bo'lsa, 1805-yildan boshlab u Rossiya imperiyasi tarkibida, Sovet davrda esa Ozarbayjon Respublika tarkibida bo'lgan. Hozirgi kunlarda ham, bu hudud rasmiy Ozarbayjon tarkibiga kiradi, ammo 1990 yillardan buyon hududning ko'p qismi To'g ustidagi - Qorabog' Respublikasining nazoratida.

Kashmir - Hindiston yarim orolining shimoli-g'arbiy qismidagi bahsli mintaqa. Hindiston va Pokiston o'rtasidagi hududiy nizoning asosiy sababchisi Kashmir ko'plab mintaqalardan iborat, ammo Jammu va Kashmir, bu shtatdagi eng gavjum ikkita mintaqasidir, bahsli hududning boshqa mintaqalar Ladax, Gilgit, Baltistan va Skardu ham bor.

Jammu - Kashmirning atrofidagi ziddiyat 1947 yilda Britaniya Hindistoni bo'linganidan keyin paydo bo'lgan. Bo'linish diniy tamoyillar asosida bo'lib o'tdi: aholisi asosan hindular bo'lgan viloyatlar Hindistonga, asosan musulmonlar yashaydigan viloyatlar Pokistonga bo'lindi. Biroq, aksariyat musulmonlardan iborat knyazlik Jammu va Kashmir shtati Hindiston suvereniteti ostiga o'tdi. Natijada bu holat Pokistonga ma'qul bo'lmadi va ikki davlat o'rtasida 1947-1966 yillar oralig'da uchta urush kelib chiqdi, hamda Kashmir hududi uch davlatg a quyidagicha bo'lindi: Hindistonga- 60%, Pokistonga 30%, Xitoyga 10%.

Shu kungacha Pokiston va Hindiston muntazam ravishda bir-birini sulhni buzishda ayblab keladi. Ikkala tomon ham Kashmirning butun hududiga bo'lgan da'volaridan voz kechmoqchi emas. Har ikki davlat ham yadro quroliga ega ekanligi alohida tashvish uyg'otadi. Xatto kam hududlarga davo bilan chiqayotgan Xitoy ham bunday qurolga ega.

Hindiston va Pokiston, shuningdek, Hind daryosi (Wular Barrage) ustidan suv almashish muammolariga ega.

Sudan va Janubiy Sudan chegarasi - 2011 yilda Janubiy Sudan mustaqilligi e'lon qilinganidan keyin u bilan bir vaqtlar birlashgan mamlakatning shimoliy qismi o'rtasidagi yakuniy chegara masalasi haligacha hal etilmagan. Bu ko'p jihatdan ikkala tomonning shafqatsiz qarama-qarshiligi bilan izohlanadi, ammo neft konlari ham muhim rol o'ynaydi, ularning janubdagi kontsentratsiyasi bir vaqtlar sobiq Britaniya mustamlakasi qulashi uchun tetiklardan biriga aylandi.

Hozirgi vaqtda Sudanning ikki qismi o'rtasidagi chegarada joylashgan bir qator viloyatlar va shaharlarga egalik qilish masalasi hal etilmagan - xususan, bular Abyei,

Kafia Kingi, Xeglig va Jau shaharlari, Megenis tog'lari va Al Arab daryosining janubiy qirg'og'i. De-fakto, ular Sudan tomonidan boshqariladi, ammo uning qonuniyligi Janubiy Sudan tomonidan 1956 yilda Britaniyadan mustaqillikka erishgan paytda ushbu hududlar janubning ma'muriy chegaralariga kiritilganligi sababli bahsli.

Har ikki tomon ham kuchli dalil sifatida harbiylashtirilgan tuzilmalardan foydalanishdan tortinmayapti, biroq ayni damda Shimol bu borada ancha muvaffaqiyat qozondi - u qo'llab-quvvatlayotgan "militsiya" janubliklarni amalda quvib chiqardi.

Xulosa. Yaqin kunlarda ma'lum bir kelishmovchiliklar tufayli yuzaga kelgan urush hammaning e'tiborini birdek tortdi va bu ko'p ko'ngilsizliklarga sabab bo'ldi.

Bu urushdan xulosa qiladigan bo'lsak, bir vaqtlar qarindosh urug'chilik qilib kelgan bu ikki mamlakat arzimagan narsa sababli bu urush ko'p davlatlar e'tiborini tortdi. Qolaversa, o'sib kelayotgan yosh avlod ma'naviyatiga salbiy ta'sir ko'rsatdi. Bir so'z bilan aytganda, kecha bir-birlariga kulib qarayotgan bu ikki davlat kelishmovchiligidan albatta, biz, to'g'ri xulosa chiqarmog'imiz va ular qilgan xatoni kelajakda takrorklamasligimiz darkor.

Bugungi kunda qaysidir ma'noda bu urush yakunlangan bo'lsada, ammo ichki g'arazliklar hali ham so'ngani yo'q.

Bahsli hududlar muammosi doimiy ravishda o'zgaruvchan, qisqa yoki uzoq yillar davomida hal qilinadigan, yohud o'z yechimiga ega yoki ega bo'lmaydigan ko 'rinishlarda bo'ladi.

Masalan, qisqa davrda hal qilinadigan bahsli hududlar muammolari bir qaraganda o'z yechimini topganday tuyulishi mumkin, ammo yillar o'tib bu muammolar qayta alangalanishi, hamda yangidan-yangi kelishmovchiliklarni keltirib chiqarishi mumkin.

Maqolani tayyorlash davomida xulosa sifatida shunday takliflarni bildirib o'tmoqchimiz:

- BMTning har tomonlama nufuzini oshirish hamda o'zaro urushlarda zudlik bilan o't ochishni to'xtatish (bunga erish orqali begunoh insonlar o'limini oldi olinadi);

- xususan, birinchidan Isroilni G'azo sektoriga va Janubiy Livan hududlariga harbiy yurushlarini oldini olish, hamda Falastin aholisiga gumanitar yordam berishni tez fursatlarda amalga oshirish;

- ikkinchidan Rossiya-Ukraina urushiga barham berish, bu jahon iqtisodiy yohud siyosiy inqiroziga olib kelishi mumkin. Bu yerda Ukrainaning hududiy suvereniteti va Rossiyani NATOning sharqqa kengayishini oldini olish borasidagi fikrlarni ko'rib chiqish;

- bahsli hudud masalalarini xalqaro arbitaj sudi orqali tinch yo'l bilan hal qilish;

Insoniyat ayni damda o'zaro hududiy nizolarga emas, ko'proq global iqlim isishiga e'tibor qartmog'i lozim deya fikrimizni yakunlaymiz.

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4.   Central Asian Research Journal For Interdisciplinary Studies (CARJIS) ISSN (online): 2181-2454 Volume 2 | Issue 4 | April, 2022 | SJIF: 5,965 | UIF: 7,6 | ISRA: JIF 1.947 | Google Scholar |

THE PHONOLOGICAL STRUCTURE AND DIVISON OF SYLLABLES: FORMATION AND SEPARATION

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: Mardiqulova Yulduz Abdujalil qizi

Annotation: This article provides a comprehensive exploration of syllables, focusing on their structure, formation, and practical application in language. It begins with a clear definition, identifying the key components of a syllable—onset, nucleus, and coda—and how these elements come together to form the building blocks of spoken language. The piece delves into the various types of syllables, including closed, open, silent "e," r-controlled, and vowel team syllables, illustrating their significance in pronunciation and spelling. A notable strength of the article is its discussion on the role of syllables in language acquisition, particularly for children. It highlights how syllables aid in reading, writing, and early speech development. Additionally, it addresses the advanced aspects of syllabification, such as stress patterns, consonant clusters, and syllable separation in different languages, offering a broader linguistic perspective. Practical tips for teaching syllable separation, like clapping along with syllables or using visual aids, provide actionable insights for educators and learners alike. The article emphasizes the importance of syllables not only in mastering English but also in understanding the phonetic structures of other languages like Spanish and Japanese. Overall, this piece serves as an informative resource for anyone interested in phonetics, language learning, or teaching, presenting syllables as a foundational element of effective communication and linguistic understanding.

Key words: syllable, syllable formation, syllable separation, onset, nucleus, coda, closed syllables, open syllables, silent "e" syllables, r-controlled syllables, vowel teams, diphthongs, stress patterns, language acquisition, pronunciation, reading skills, spelling, phonetics, consonant clusters, syllabification, language teaching, syllable awareness, phonetic structure.

A syllable is a fundamental unit of spoken language. It serves as one of the building blocks of words, contributing significantly to the rhythm and flow of speech. Understanding

its formation and how to separate syllables is essential for mastering pronunciation, spelling, and reading skills.

What is a Syllable?

A syllable is a group of sounds that form the smallest unit of speech. It typically consists of a vowel sound (which can sometimes be a single letter like "a" or "i") and the consonant sounds that may come before or after it. The vowel serves as the nucleus or core of the syllable, around which the other sounds revolve.

For example, the word *"cat"* consists of a single syllable with the consonant sounds "c" and "t" surrounding the vowel sound "a." Meanwhile, the word *"banana"* has three syllables: ba-na-na, where the vowel "a" is at the core of each syllable, separated by consonants.

Formation of Syllables

A syllable typically has three parts:

Onset: The consonant or consonants that appear before the vowel.

Nucleus: The vowel or vowel sound, which is the most important part of the syllable.

Coda: The consonants that follow the vowel, which may or may not be present in every syllable.

For instance:

In *"dog"*: "d" is the onset, "o" is the nucleus, and "g" is the coda.

In *"sleep"*: "sl" is the onset, "ee" is the nucleus, and "p" is the coda.

Syllables can vary greatly depending on the language, but in English, many syllables follow the common CV (Consonant-Vowel) pattern. However, syllables can become more complex with additional consonants, both at the beginning and end.

How to Separate Syllables

Separating syllables correctly is crucial for both pronunciation and spelling. The general rules for syllable division can help in breaking down words into manageable parts.

By vowels: Each syllable contains at least one vowel sound. When dividing a word, find the vowels and group them together with the consonants surrounding them.

Example: *"family"* → fa-mi-ly

Between two consonants: When two consonants are between vowels, they often split the syllables.

Example: *"basket"* → bas-ket

Double consonants: When there is a double consonant (like "ss" or "tt"), you generally don't split the pair but keep it in the same syllable.

Example: *"happen"* → hap-pen

Consonant clusters: A group of consonants that occur together in a word can often be separated. However, certain clusters, like "str" or "pl," are usually not divided.

Example: *"spring"* → spring (one syllable, no split)

Exceptions to Common Rules

Despite these basic guidelines, English can be unpredictable, and there are some exceptions when it comes to syllable separation:

When a syllable ends with a consonant cluster that cannot begin another syllable, it stays intact. For example, *"drift"* remains a single syllable, even though it contains a consonant cluster.

In compound words, syllable separation often happens between the words. For example, *"football"* becomes foot-ball.

Syllable Division in Poetry and Music

Syllable division becomes particularly important in the realms of poetry and music, where the rhythm and meter of the verse depend on the proper placement of stressed and unstressed syllables. Poets and lyricists often rely on the structure of syllables to create patterns like iambic pentameter, where each line follows a specific syllabic structure. Certainly! Here's a continuation of the article, diving deeper into syllables, their role in language acquisition, and more advanced aspects of syllable formation and separation:

The Role of Syllables in Language Acquisition

Syllables play a vital role in early language development. For children learning to speak and read, syllables are often the first unit of sound they become familiar with. Understanding

syllables helps children break down words into more manageable parts, making them easier to pronounce, spell, and remember.

When children begin to read, they start by identifying syllables and blending them together to form words. For example, a child learning to read the word *"cat"* will first identify the sounds: /k/ (onset), /æ/ (nucleus), and /t/ (coda). This process of segmenting and blending sounds is fundamental in early literacy skills.

Syllable awareness also helps with more complex language skills such as rhyming, poetry, and word games. Since many languages, especially English, rely on syllabic patterns for rhythm, rhyme, and meter, mastering syllables can contribute to a deeper understanding of language.

Types of Syllables

Syllables can be classified into different types depending on the structure of the sounds they contain. Here are the most common syllable types in English:

Closed Syllables: A syllable that ends with a consonant. The vowel sound in a closed syllable is typically short. Example: *cat*, *dog*, *book*

Open Syllables: A syllable that ends with a vowel, making the vowel sound long. **Silent "e" Syllables**: A syllable ending with a silent "e" that often makes the preceding vowel long.

Example: *make*, *bike*, *cake*

Vowel-Consonant-e (VCe): These syllables have a vowel, followed by a consonant, and then a silent "e" that influences the vowel's pronunciation. Example: *cape*, *tube*

R-controlled Syllables: When a vowel is followed by the letter "r," it creates a unique sound, and the syllable is often neither long nor short. Example: *car*, *bird*, *fern*

Vowel Teams or Diphthongs: Syllables that contain two vowels together, which create a single sound.

Example: *team*, *coin*, *cloud*

Each of these syllable types affects how words are pronounced, making them an essential part of both spoken and written language.

Advanced Concepts in Syllable Formation

Syllables are not just about the basic structures of consonant and vowel sounds. More advanced concepts of syllable formation also include **stress patterns** and **intonation**. In many languages, especially English, syllables are either stressed or unstressed, and this can change the meaning of a word or the structure of a sentence.

Stress Patterns: In English, syllables are typically stressed or unstressed. Stressed syllables are emphasized more in terms of loudness, duration, or pitch, while unstressed syllables are weaker. For instance, the word *"record"* has different meanings depending on which syllable is stressed:

RE-cord (noun, as in a vinyl record or an audio recording)

re-CORD (verb, as in to document or log something)

Stress patterns affect the pronunciation of words and also influence the rhythm of sentences. Understanding where the stress falls in multi-syllable words is crucial for speaking clearly and naturally.

Syllabification in Other Languages: While English syllable rules are relatively flexible, other languages have stricter rules for syllable formation. For example, languages like Spanish, Italian, and Japanese have a more regular pattern of syllables, making syllabification easier. These languages also often have a more predictable rhythm due to syllabic stress and vowel-consonant combinations.

In Spanish, syllables are mostly formed by simple consonant-vowel combinations. For example, *"casa"* (house) is divided as "ca-sa." Meanwhile, in Japanese, the syllabary system (hiragana and katakana) is based on syllables, with each character representing a single syllable, such as "ka" (か), "shi" (し), and "mu" (む). This makes it easier to understand syllable formation and separation in those languages.

Complex Syllables and Consonant Clusters: Some English words contain complex syllables with multiple consonants, known as consonant clusters. For instance, words like *"strengths"* or *"twelfths"* have clusters of consonants at the beginning or end of the syllables. While syllable separation in these words may seem challenging, the basic rules still apply— clusters that can form the beginning or ending of a syllable are typically grouped together.

However, not all consonant clusters can be separated easily. For instance, in the word *"plan"*, the "pl" cluster is not split, and the word is considered a single syllable.

Understanding these exceptions helps learners navigate more complex words and improves their phonetic awareness.

Practical Tips for Teaching Syllable Separation

For educators, teaching syllable separation is an important part of helping students build reading and writing skills. Here are some practical tips:

Clapping or Tapping: One common way to teach syllable separation is by clapping or tapping along with the syllables in a word. For instance, the word *"banana"* would be clapped three times (ba-na-na). This activity is especially helpful for young learners.

Visual Aids: Using visual representations like syllable charts or color coding can help learners identify syllables more easily. You can also break words into syllables and underline each one, which makes it easier to see where the syllable boundaries lie.

Word Games: Engage students in word games that involve segmenting and blending syllables. Activities like word sorting, syllable puzzles, or rhyming games can reinforce syllabic patterns in a fun and interactive way.

Use of Technology: There are several educational apps and online resources designed to help students practice syllable separation. These tools often include audio pronunciation, interactive syllabic division exercises, and quizzes.

Conclusion

Syllables are the heartbeat of spoken language, organizing sound into manageable and meaningful units. From early childhood language acquisition to advanced linguistic studies, understanding syllable formation and separation is key to mastering reading, writing, pronunciation, and communication. Whether it's breaking down a simple word or tackling a more complex, multisyllabic term, knowledge of syllables enhances our ability to decode, construct, and articulate language effectively. By embracing syllable rules, including their formation, types, and exceptions, learners can strengthen their grasp on language, improving everything from fluency to literacy. Mastering syllables is an essential step toward becoming a confident speaker, reader, and writer in any language. A syllable is more than just a group of sounds; it is a vital component that shapes the structure of words and plays a crucial role in pronunciation, spelling, and rhythm. Understanding how syllables form and how to separate them properly helps learners at all levels of language acquisition improve their linguistic skills, from reading and writing to speaking clearly. Whether it's the one-syllable

word "dog" or the three-syllable word "banana," mastering syllable formation and separation opens the door to deeper comprehension and more effective communication.

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2-TOM, 11-SON

THE PHONETIC CLASSIFICATION OF CONSONANTAL SOUNDS IN THE ENGLISH LANGUAGE

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: Mardiqulova Yulduz Abdujalil qizi

Annotation: This article provides an in-depth exploration of the classification of English consonants, focusing on their articulation and acoustic properties. It categorizes consonants by **place of articulation** (e.g., bilabial, alveolar), **manner of articulation** (e.g., plosives, fricatives), and **voicing** (voiced or voiceless sounds). Practical applications of this classification are highlighted in areas such as language teaching, speech therapy, and linguistic research. The article also addresses common challenges in consonant production for non-native speakers and contextualizes English consonants within the broader spectrum of global phonetic systems. This comprehensive overview emphasizes the importance of understanding consonant systems in language learning and scientific inquiry, offering insights into the mechanics of speech and the universal principles of phonetics. It concludes by underscoring the role of consonant classification in fostering effective communication, bridging linguistic diversity, and advancing language-related studies.

Key words: English consonants, consonant classification, place of articulation, manner of articulation, voicing, phonetics, language learning, speech therapy, linguistics, articulation disorders, pronunciation, voiced consonants, voiceless consonants, consonant clusters, phonological awareness, dialect research, language teaching, speech production.

The Classification of English Consonants: A Comprehensive Guide

Consonants form the backbone of spoken English, providing the structure and rhythm to words and sentences. Understanding how English consonants are classified helps linguists, language learners, and educators delve deeper into the mechanics of speech. This article explores the classification of English consonants based on three primary criteria: place of articulation, manner of articulation, and voicing.

1. Place of Articulation

The place of articulation refers to the location in the vocal tract where the airflow is obstructed to produce a consonant. English consonants are categorized into the following groups based on this feature:

Bilabial: Both lips come together. Examples: /p/, /b/, /m/, /w/.

Labiodental: The lower lip contacts the upper teeth. Examples: /f/, /v/.

Dental: The tongue touches the upper teeth. Examples: /θ/ (as in *think*), /ð/ (as in *this*).

Alveolar: The tongue tip touches or approaches the alveolar ridge (just behind the upper front teeth). Examples: /t/, /d/, /s/, /z/, /n/, /l/.

Post-alveolar: The tongue contacts the area just behind the alveolar ridge. Examples: /ʃ/ (as in *shy*), /ʒ/ (as in *measure*).

Palatal: The tongue touches the hard palate. Example: /j/ (as in *yes*).

Velar: The back of the tongue touches the soft palate (velum). Examples: /k/, /g/, /ŋ/ (as in *sing*).

Glottal: The sound is produced at the glottis (the space between the vocal cords). Example: /h/.

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2. Manner of Articulation

This criterion focuses on how the airflow is manipulated as it moves through the vocal tract. Key categories include:

Plosives (Stops): Complete blockage of airflow, followed by a release. Examples: /p/, /b/, /t/, /d/, /k/, /g/.

Fricatives: Partial blockage, causing turbulent airflow. Examples: /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/.

Affricates: A combination of a plosive followed by a fricative. Examples: /tʃ/ (as in *church*), /dʒ/ (as in *judge*).

Nasals: Air escapes through the nose due to a complete blockage in the oral cavity. Examples: /m/, /n/, /ŋ/.

Approximants: The articulators approach each other but do not create significant friction. Examples: /w/, /j/, /r/.

Lateral Approximants: Air flows along the sides of the tongue. Example: /l/.

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3. Voicing

Voicing refers to whether the vocal cords vibrate during the production of a consonant.

Voiced Consonants: The vocal cords vibrate. Examples: /b/, /d/, /g/, /v/, /ð/, /z/, /ʒ/, /dʒ/, /m/, /n/, /ŋ/, /l/, /r/, /w/, /j/.

Voiceless Consonants: The vocal cords do not vibrate. Examples: /p/, /t/, /k/, /f/, /θ/, /s/, /ʃ/, /tʃ/, /h/.

Summary Table of English Consonants

Below is a simplified chart summarizing the classification of English consonants:

Place of Articulation	Manner of Articulation	Voiceless	Voiced
Bilabial	Plosive	/p/	/b/
Labiodental	Fricative	/f/	/v/
Dental	Fricative	/θ/	/ð/
Alveolar	Plosive	/t/	/d/
	Fricative	/s/	/z/
	Nasal		/n/
	Lateral Approximant		/l/
Post-alveolar	Fricative	/ʃ/	/ʒ/
	Affricate	/tʃ/	/dʒ/
Palatal	Approximant		/j/
Velar	Plosive	/k/	/g/
	Nasal		/ŋ/
Glottal	Fricative	/h/	

Applications of Consonant Classification

The classification of English consonants isn't just a theoretical exercise—it has practical applications across various fields, from language education to speech therapy and linguistics research. Here's how this knowledge is applied:

1. Language Learning and Teaching

Pronunciation Instruction: For English learners, understanding how sounds are produced helps improve pronunciation. Teachers often use the classification system to explain differences between native and target language sounds, such as distinguishing /θ/ (as in *think*) from /t/ or /f/.

Listening Comprehension: Learning about voiced and voiceless pairs, like /s/ and /z/, aids in recognizing subtle differences in spoken English.

Error Correction: By pinpointing where and how a sound is produced, educators can help learners correct specific pronunciation errors, such as substituting /w/ for /v/ in words like *wine* and *vine*.

2. Speech Therapy

Articulation Disorders: Speech therapists use the classification system to diagnose and treat speech disorders. For example, a child who substitutes /t/ for /k/ (*tite* instead of *kite*) may need exercises focused on velar plosive articulation.

Accent Modification: Individuals looking to reduce their accent often work on specific consonants to align with standard English pronunciation, focusing on sounds unique to English, such as /ʒ/ or /ð/.

Phonological Awareness: Building awareness of how and where sounds are formed can help individuals with language-based learning disabilities, such as dyslexia.

3. Linguistics and Phonetics

Language Comparison: Linguists use consonant classification to compare phonetic inventories across languages, studying why certain sounds (like /ʒ/) are rarer in English dialects.

Dialect Research: Regional accents and dialects often involve variations in consonant production. For instance, the /t/ sound in American English can become a glottal stop or a flap (as in *butter*).

Phonological Theory: Understanding consonant patterns contributes to theories about language universals, phoneme systems, and historical sound changes.

Common Challenges in Consonant Production

While English consonants may seem straightforward to native speakers, they pose challenges for learners and speakers of other languages:

Non-Existent Sounds: Some consonants, like /θ/ and /ð/, don't exist in many languages, making them difficult to produce for speakers of languages like Japanese or Spanish.

Clusters: Consonant clusters (e.g., /str/ in *street*) can be tricky for speakers of languages with simpler syllable structures.

Allophones: Variations of consonants, such as the aspirated /p/ in *pin* versus the unaspirated /p/ in *spin*, can cause confusion.

Exploring Beyond English

While this article focuses on English consonants, the principles of consonant classification apply universally. Many languages feature sounds not found in English, such as the uvular trill in French or the clicks in Zulu and Xhosa. Exploring these differences enriches our understanding of the diversity and complexity of human language.

Conclusion

The classification of English consonants is a gateway to understanding how we produce, perceive, and interact with language. Whether you're learning English, teaching it, or studying the science of linguistics, a firm grasp of consonant classification provides invaluable insight into the mechanics of communication. As English continues to evolve and adapt to global influences, the study of its consonant system remains a cornerstone of linguistic exploration. The classification of English consonants provides insight into the complex system of sounds that form the foundation of spoken English. By analyzing consonants through their place of articulation, manner of articulation, and voicing, learners and linguists can better understand pronunciation patterns, dialectal differences, and the mechanics of speech production. In summary, the classification of English consonants offers a structured approach to understanding the intricate mechanisms of speech. By examining the place and manner of articulation, as well as voicing, we gain a deeper appreciation of how these sounds form the foundation of effective communication. This knowledge not only enhances language teaching and learning but also supports advancements in fields like phonetics, artificial intelligence, and speech therapy. As we explore the consonant systems of English and other languages, we uncover the shared threads that connect human speech across cultures, as well as the unique features that define individual languages. Understanding these elements empowers us to bridge

linguistic gaps, celebrate diversity, and refine the tools we use to communicate in an ever-globalized world. Whether through academic study, practical application, or personal curiosity, diving into the world of consonants reveals the profound complexity and beauty of language.

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MODIFICATIONS OF VOWELS IN THE CONNECTED SPEECH

Jizzakh branch of the National University of Uzbekistan

named after Mirzo Ulugbek

The faculty of Psychology, department of Foreign languagesPhylology and **foreign languages Teshaboyeva Nafisa Zubaydulla qizi**

Student of group 302-21: Begaliyeva Shaxnoza Shavkat qizi

Annotation: This article examines the various modifications of vowels that occur in connected speech, highlighting how vowels in natural conversation often deviate from their isolated or dictionary pronunciations. The main types of vowel modifications discussed include reduction, elision, assimilation, diphthongization, and linking. Each modification serves to streamline speech, making communication more efficient and fluid by adjusting vowel sounds in unstressed syllables, blending adjacent sounds, or introducing transitional glides. The article emphasizes the importance of these modifications for language learners aiming for fluency, as well as for linguists studying phonetic patterns and dialectal variations. By understanding these adjustments, readers gain insight into the dynamic nature of spoken language and the role that vowel modifications play in enhancing the flow and comprehension of everyday speech.

Key words: Vowel modification, connected speech, vowel reduction, vowel elision, vowel assimilation, diphthongization, linking, phonetics, pronunciation, language fluency, speech rhythm, phonological processes, dialect variation, language learners, spoken language dynamics.

In spoken language, sounds are rarely produced in isolation. Instead, they occur in a stream of connected speech where words blend seamlessly. As a result, the way vowels are pronounced in connected speech often differs significantly from their isolated or dictionary forms. Understanding vowel modifications in connected speech is essential

for both language learners and linguists, as it affects comprehension, pronunciation, and communication fluidity. This article explores the primary modifications of vowels in connected speech, including reduction, elision, assimilation, and diphthongization.

Vowel Reduction

Definition: Vowel reduction is the process by which vowels become shorter, less distinct, or centralized in unstressed syllables within connected speech. It is one of the most common modifications in many languages, especially English.

Mechanism: In connected speech, the full vowels (like /æ/, /e/, /ɪ/) often shift toward a more centralized and less distinct schwa sound /ə/ in unstressed syllables. For example, in the word "photograph" pronounced in isolation, we hear a distinct /oʊ/ in the second syllable. However, in rapid connected speech, it may sound closer to the reduced /ə/, especially in derivative forms like "photographic."

Examples:

- "Perfect" [ˈpɜːfɪkt] can become [ˈpəfɪkt] in certain contexts.

- "The" /ðiː/ often becomes /ðə/ before consonants.

- "About" /əˈbaʊt/ might sound closer to /əˈbət/ in fast, casual speech.

Purpose: Vowel reduction aids in the economy of speech by shortening less important syllables, allowing the speaker to emphasize stressed, meaningful sounds.

Vowel Elision

Definition: Vowel elision is the complete omission of a vowel sound in connected speech, usually in unstressed syllables. Elision is closely related to reduction, but while reduction modifies the vowel, elision removes it altogether.

Mechanism: In rapid or informal speech, certain vowels are dropped to maintain the flow and rhythm of speech. This phenomenon often occurs in multi-syllabic words where adjacent vowels in unstressed syllables are not articulated.

Examples:

- "Family" can be pronounced as /ˈfæmli/ instead of /ˈfæmɪli/.

- "Every" might sound like /ˈɛvri/ instead of /ˈɛvəri/.

- "Interesting" is commonly heard as /ˈɪntrəstɪŋ/ instead of /ˈɪntərɛstɪŋ/.

Purpose: Elision simplifies pronunciation and reduces the time and energy required for articulation, making speech quicker and more efficient.

Vowel Assimilation

Definition: Vowel assimilation refers to a change in vowel quality due to the influence of nearby sounds. While more common in consonants, assimilation can also occur with vowels, especially in the context of dialects and accents.

Mechanism: In assimilation, the vowel sound becomes more similar to a neighboring sound, usually to ease the transition between phonemes. This typically occurs when a vowel in an unstressed syllable aligns with the quality of a neighboring stressed vowel.

Examples:

- In some dialects of English, the word "man" /mæn/ followed by "in" /ɪn/ may cause the vowels to blend, sounding more like /mɛnɪn/.

- In connected phrases like "go on," the /ʊ/ in "go" may shift toward the /ɒ/ of "on," resulting in a smoother, intermediate sound.

Purpose: Assimilation creates a smoother and more fluent speech pattern, making it easier for speakers to produce sequences of sounds without interrupting the flow of conversation.

Diphthongization

Definition: Diphthongization is the process where a single vowel sound shifts to a glide between two vowel positions, essentially creating a diphthong.

Mechanism: In connected speech, some vowels may acquire an additional, brief glide that wasn't present in the isolated form, particularly in certain accents. This glide often occurs between high and low vowels or when transitioning between syllables with contrasting vowel sounds.

Examples:

- The word "no" /noʊ/ can acquire a diphthongal glide, sounding more like /nəʊ/ in casual or connected contexts.

- In American English, "see you" might sound like "see ya," where the /i/ of "see" glides smoothly into /j/ in "you."

Purpose: Diphthongization aids the natural cadence of speech, allowing vowels to bridge syllables and words smoothly, particularly in expressions or idiomatic phrases.

Liaison and Linking

Definition: Liaison, or linking, involves connecting the final vowel of one word with the initial vowel of the following word in a way that creates a transitional or intermediary sound.

Mechanism: When two vowel sounds occur together in connected speech, speakers often insert a glide (like /j/ or /w/) or modify one of the vowels slightly to prevent a

disjointed break. This is especially common in languages like French, but English also demonstrates this phenomenon, particularly in casual or regional dialects.

Examples:

- "Go away" can become /ɡoʊ wəˈweɪ/, adding a /w/ glide to smooth the transition.

- "See it" can be pronounced as /si jɪt/ with a /j/ glide to connect the two vowels.

Purpose: Linking helps maintain a continuous flow, creating smoother, more coherent speech that is easier for listeners to process and interpret.

Implications of Vowel Modifications in Connected Speech

The modifications of vowels in connected speech serve several functions, from enhancing rhythm and fluency to economizing on effort and aiding comprehension. These modifications are integral to spoken language, particularly in informal contexts, and they impact how people perceive accents, comprehend rapid speech, and interpret nuances in pronunciation.

For language learners, understanding these modifications can improve both listening and speaking skills, allowing for more natural and fluid communication. Recognizing vowel reduction, elision, assimilation, and other processes in connected speech provides insight into native-like pronunciation patterns and helps learners adjust their speech to sound more fluent. For linguists, studying vowel modifications offers valuable data on language evolution, phonological processes, and dialectical variation across communities.

Conclusion

Vowel modifications in connected speech, including reduction, elision, assimilation, diphthongization, and linking, reflect the dynamic nature of spoken language. These modifications underscore the importance of speech rhythm and fluency, making

communication more efficient while preserving intelligibility. By examining and understanding these modifications, both learners and professionals can gain a deeper appreciation of the intricacies of language and the ways that speech adapts to the demands of everyday interaction. In summary, the modifications of vowels in connected speech illustrate how language is constantly adapted for ease and efficiency. These changes help speakers navigate complex interactions, allowing sounds to blend naturally and creating smoother transitions between words and syllables. Vowel reduction, elision, assimilation, diphthongization, and linking all contribute to the fluidity of speech, facilitating both comprehension and expression. For language learners, mastering these nuances can significantly enhance listening and speaking abilities, providing a more authentic, native-like command of the language. Additionally, these vowel changes provide linguists with key insights into phonetic patterns, regional accents, and the social aspects of language variation. Ultimately, vowel modifications in connected speech remind us of language's adaptability, reflecting the balance between communication efficiency and clarity that is essential in human interaction.

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MODIFICATIONS OF PHONEMES. COMPERATIVE PHONETICS. COMPERATIVE PHONOLOGY

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: Begaliyeva Shaxnoza Shavkat qizi

Annotation: This article provides an in-depth examination of phonetic and phonological modifications of phonemes, focusing on how these sounds adapt within and across languages. The text explores different types of phoneme modifications, such as assimilation, dissimilation, elision, insertion, and metathesis, illustrating how phonemes change depending on linguistic context and ease of articulation. It then delves into comparative phonetics and comparative phonology, outlining how linguists study and compare sound systems between languages to uncover both universal patterns and language-specific characteristics. The article highlights key components of comparative phonetics—articulatory, acoustic, and perceptual aspects—and discusses comparative phonology's focus on phonemic inventories, phonotactics, allophonic variations, and suprasegmental features like stress, tone, and intonation. By examining phonetic and phonological differences between languages, the article emphasizes the practical applications of these studies in language teaching, speech technology, historical linguistics, and cultural preservation. This comparative approach provides essential insights into the systemic and functional aspects of sounds, supporting language learners, preserving endangered languages, and enriching our understanding of linguistic diversity and evolution.

Key words: phoneme modifications, assimilation, dissimilation, elision, insertion, metathesis, comparative phonetics, comparative phonology, articulatory phonetics, acoustic phonetics, perceptual phonetics, phonemic inventories, phonotactics, allophonic variation, suprasegmentals, stress, tone, intonation, language teaching, speech recognition, historical linguistics, linguistic diversity, language preservation.

Phonetics and phonology are central to linguistic studies, focusing on how speech sounds are produced, perceived, and organized within a language. While phonetics deals with the physical properties of sounds, phonology explores the functional aspects and systemic patterns of these sounds in languages. A significant aspect of phonetics and phonology is understanding the variations and modifications of phonemes—the smallest

units of sound that differentiate meaning. Comparative phonetics and comparative phonology play essential roles in analyzing these modifications across different languages, providing insights into linguistic evolution and inter-language relations.

Phonemes are the fundamental sounds of a language, forming the basis for distinguishing one word from another. Phonemic modifications refer to the changes these sounds undergo based on their phonetic environment or linguistic context. These modifications are crucial for understanding the dynamics of spoken language and are often classified into several types:

Assimilation: This occurs when a phoneme changes to resemble a neighboring sound more closely. For example, in English, "input" can become [ˈɪmpʊt], with the /n/ sound changing to a bilabial nasal [m] before the bilabial /p/.

Dissimilation: This is the opposite of assimilation. A phoneme changes to become less similar to an adjacent sound, which often aids in the ease of pronunciation. For instance, in some dialects, "fifths" is pronounced as [fɪfθs] rather than [fɪfts].

Elision: A phoneme may be omitted altogether, especially in rapid speech or casual contexts. For example, in English, "comfortable" is often pronounced as [ˈkʌmftəbl], where the vowel sound between /m/ and /f/ is elided.

Insertion (Epenthesis): Sometimes a sound is inserted into a word to make it easier to pronounce. In the pronunciation of words like "athlete" as [ˈæθəliːt], a schwa sound is inserted.

Metathesis: This involves the rearrangement of sounds within a word. An example is the historical change in English from Old English "brid" to the modern "bird."

These modifications may be contextually or linguistically driven, highlighting the dynamic nature of phonemic structures within and across languages.

Comparative Phonetics

Comparative phonetics involves the study of phonetic similarities and differences between languages. By comparing the articulatory and acoustic properties of sounds across languages, linguists gain a deeper understanding of universal and language-specific phonetic features. Some key areas of focus within comparative phonetics include:

Articulatory Phonetics Comparison: By examining how different languages use the vocal apparatus to produce sounds, researchers can uncover common patterns and unique

articulatory techniques. For instance, the pronunciation of the "r" sound varies widely between languages. In French, it is often a uvular fricative, while in American English, it is an alveolar approximant.

Acoustic Phonetics Comparison: Comparative studies in acoustic phonetics analyze the sound wave properties, such as frequency, intensity, and duration, across languages. This approach helps in distinguishing phonemic qualities that may sound similar but have distinct acoustic characteristics. For example, vowel lengths may vary considerably in languages like Japanese, where vowel length is phonemic.

Perceptual Phonetics Comparison: This area explores how speakers of different languages perceive sounds, especially phonemic contrasts that may exist in one language but not in another. Studies show, for example, that Japanese speakers often struggle to distinguish between the English /r/ and /l/ sounds, as their native language lacks this contrast.

Comparative phonetics is particularly valuable in second language acquisition, where understanding phonetic differences helps learners master new sounds. It also provides valuable information for the fields of linguistic anthropology and historical linguistics, contributing to the reconstruction of proto-languages and the tracing of language family relationships.

Comparative Phonology

Comparative phonology, like comparative phonetics, examines languages in relation to one another but focuses on the systemic and functional aspects of sounds. Phonology deals with how sounds operate within specific language systems, their rules, and structures. Comparative phonology, therefore, investigates how these phonemic systems compare across languages. Key areas include:

Phonemic Inventories: Each language has a unique set of phonemes. Comparative phonology studies these inventories to understand shared phonemic patterns and unique phonological systems. For example, English has approximately 44 phonemes, whereas Hawaiian has only 13, reflecting differing levels of phonological complexity.

Phonotactics: Phonotactics refers to the permissible combinations of phonemes in a language. In English, certain clusters like /str/ are allowed (as in "street"), but in Japanese, such clusters are typically broken up by vowels. Comparative phonology examines how languages handle such constraints differently.

Allophonic Variations: In many languages, certain phonemes have allophones, or variant sounds, that appear in specific contexts. Comparative phonology analyzes these variations to understand how languages might share similar phonological processes. For instance, both Spanish and Korean exhibit allophonic variation for certain consonants, although the specific conditions for these variations may differ.

Suprasegmentals (Stress, Tone, and Intonation): Comparative phonology also examines the suprasegmental features of languages. Stress patterns, tonal distinctions, and intonation are all critical to understanding how meaning and emphasis are conveyed. While English relies heavily on intonation and stress for meaning, Mandarin Chinese uses tones to distinguish words.

The comparative study of phonetics and phonology offers several important applications:

Language Teaching and Acquisition: Knowledge of phonetic and phonological differences aids language instructors and learners by highlighting specific areas of difficulty. For example, understanding that Russian lacks the English $/\theta/$ sound helps educators develop targeted exercises for Russian speakers learning English.

Speech Recognition and Synthesis: Comparative phonetic and phonological insights are essential for improving speech recognition software and voice synthesis applications, which must accurately capture phonemic distinctions and accommodate various linguistic backgrounds.

Linguistic Reconstruction and Historical Linguistics: By examining phonetic and phonological correspondences across languages, historical linguists can reconstruct features of ancient languages and establish connections between language families.

Cultural and Linguistic Preservation: Comparative studies allow researchers to document and preserve the phonetic and phonological properties of endangered languages, capturing unique linguistic features that might otherwise be lost.

Conclusion

Modifications of phonemes, along with comparative phonetics and phonology, provide a rich area of study within linguistics. These disciplines reveal the intricate ways that languages encode sounds and how these sounds are adapted, modified, and systematized across linguistic contexts. By exploring these modifications and comparing phonetic and

phonological systems across languages, linguists gain invaluable insights into language structure, evolution, and the cognitive processes underlying language perception and production. Through ongoing research in these areas, we can better understand the diversity and complexity of human language, fostering appreciation and preservation of linguistic variety around the globe. Comparative phonology helps us understand language universals and typologies—patterns that are shared across languages or that typify certain language families. It also allows for the reconstruction of historical sound changes and the development of languages over time. In essence, while comparative phonetics focuses on the physical aspects of sound production and perception across languages, comparative phonology delves deeper into how those sounds are structured and patterned within specific linguistic systems.

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THE ADVERBS AND THE THEORY OF ITS GRAMMATICAL CATEGORIES

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: Begaliyeva Shaxnoza Shavkat qizi

Annotation: This article explores the role of adverbs in language, emphasizing their importance and versatility in modifying verbs, adjectives, other adverbs, or entire sentences. It categorizes adverbs based on their form, meaning, syntactic role, and degrees of comparison, providing a comprehensive analysis of their grammatical functions. The article also delves into theoretical discussions within linguistic frameworks, highlighting how adverbs contribute to sentence structure, meaning, and discourse. By examining these grammatical categories, the article underscores the significance of adverbs in enhancing clarity, nuance, and expressiveness in communication. This detailed examination of adverbs highlights their multifaceted nature within language, focusing on their formation, semantic classifications, syntactic roles, and comparative functions. The article integrates linguistic theory, discussing how adverbs challenge and enrich frameworks like generative grammar and semantic analysis. It also emphasizes the adverb's pragmatic role in conveying speaker attitudes and contextual meaning. The discussion serves as a resource for linguists, educators, and language enthusiasts, illustrating the critical role of adverbs in constructing precise, dynamic, and contextually rich communication.

Key words: Adverbs, grammatical categories, syntax, semantics, morphology, linguistic theory, sentence structure, adverbial modification, degrees of comparison, communication, language analysis, generative grammar, pragmatics, discourse analysis.

The Adverbs and the Theory of Its Grammatical Categories

Adverbs are among the most versatile parts of speech in language, providing essential details about actions, states, or qualities. They modify verbs, adjectives, other adverbs, or even entire sentences, thereby enriching communication with nuances of time, manner, place, degree, and frequency. Understanding adverbs through the lens of their grammatical categories allows for a deeper appreciation of their role and structure in language.

Definition and Function of Adverbs

Adverbs are words that answer questions such as *how?*, *when?*, *where?*, *to what extent?*, or *under what conditions?*. For example:

- *He speaks **softly**. (how?)*
- *They arrived **yesterday**. (when?)*
- *She looked **everywhere**. (where?)*
- *The cake is **almost** ready. (to what extent?)*

Adverbs can appear in various positions within a sentence, adding flexibility and dynamism to sentence structure.

Grammatical Categories of Adverbs

To understand adverbs fully, it is essential to examine their grammatical categories, which include **form**, **semantic classification**, **syntactic role**, and **degree of modification**.

1. Form and Morphology

Adverbs can be classified based on their formation:

- **Simple adverbs**: Basic forms without prefixes or suffixes (e.g., *soon, here, often*).
- **Derived adverbs**: Created by adding suffixes, such as *-ly* (e.g., *quickly, happily*).
- **Compound adverbs**: Formed by combining two words (e.g., *somewhere, nevertheless*).
- **Phrasal adverbs**: Multi-word units functioning as a single adverb (e.g., *in fact, at once*).

2. Semantic Classification

Adverbs are often categorized by meaning into the following types:

- **Adverbs of manner**: Describe how an action occurs (e.g., *slowly, carefully*).
- **Adverbs of time**: Indicate when an action occurs (e.g., *yesterday, now*).
- **Adverbs of place**: Specify the location of an action (e.g., *here, there*).
- **Adverbs of frequency**: Express how often an action occurs (e.g., *always, sometimes*).
- **Adverbs of degree**: Quantify or modify intensity (e.g., *very, quite*).

3. Syntactic Role

Adverbs play critical roles in sentence structure. They modify:

- **Verbs**: *She runs **quickly**.*
- **Adjectives**: *The soup is **extremely** hot.*
- **Other adverbs**: *He works **very** efficiently.*
- **Entire sentences**: *Fortunately, we arrived on time.*

The placement of an adverb often influences its emphasis or meaning. For instance, moving the adverb *only* changes the focus of the sentence:

- *Only she finished the task.* (No one else did.)
- *She only finished the task.* (She did nothing else.)

4. Degree and Comparison

Some adverbs can express degrees of intensity or comparison, similar to adjectives:

- **Positive degree**: *He sings **beautifully**.*
- **Comparative degree**: *She sings **more beautifully** than him.*
- **Superlative degree**: *She sings the **most beautifully** in the choir.*

Not all adverbs are gradable, as semantic restrictions may apply. For instance, adverbs like *here* or *now* do not lend themselves to comparison.

Adverbs in Linguistic Theory

From a theoretical perspective, adverbs have posed challenges to linguistic frameworks due to their varied functions and fluid positions. Some key discussions include:

- **Generative Grammar**: Noam Chomsky and others have debated the syntactic placement of adverbs within sentence trees, often analyzing their hierarchical relationships with verbs and other modifiers.
- **Semantic Theories**: Adverbs are central to discussions on scope, especially when they modify sentences or phrases. For instance, an adverb like *probably* may alter the meaning of an entire proposition.
- **Pragmatic Aspects**: Adverbs like *actually* or *frankly* often convey speaker attitudes or intentions, linking them to discourse analysis.

Conclusion

Adverbs are indispensable in language, offering layers of detail and flexibility to communication. Their grammatical categories—ranging from form and meaning to syntactic function—highlight their complexity and adaptability. A deeper understanding of adverbs not only enriches linguistic knowledge but also enhances clarity and precision in

expression. By studying adverbs systematically, one gains insight into how language operates to convey meaning in nuanced and dynamic ways. The study of adverbs and their grammatical categories reveals the intricate interplay between form, meaning, and function in language. As a bridge between different elements of a sentence, adverbs play a critical role in refining meaning and shaping interpretation. Their flexibility in position and usage underscores the adaptability of language, allowing speakers and writers to convey subtle distinctions and complex ideas. By mastering the use of adverbs, one can achieve greater precision and expressiveness in communication, demonstrating the power of small words to have a significant impact on how we share and understand information.

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CLASSIFYING SENTENCES BY THEIR PURPOSE IN COMMUNICATION

Jizzakh branch of the National University of Uzbekistan named afterMirzoUlugbek

The faculty of Psychology, department of Foreign languages

Phylology and foreign languages

Teshaboyeva Nafisa Zubaydulla qizi

Student of group 302-21: Begaliyeva Shaxnoza Shavkat qizi

Annotation: This article explores the four primary sentence types—declarative, interrogative, imperative, and exclamatory—based on their purpose of expression. It explains the function of each sentence type in communication, highlighting how declarative sentences inform, interrogative sentences seek information, imperative sentences issue commands or requests, and exclamatory sentences express strong emotions. The article also provides practical examples for each type, emphasizing the importance of understanding and using sentence forms effectively for clearer and more dynamic communication. The conclusion reinforces how mastering these sentence types enhances interpersonal interactions and ensures more effective expression of ideas and emotions. This article provides a detailed examination of sentence types categorized by their intended purpose: declarative, interrogative, imperative, and exclamatory. Each type is explained in terms of its function—conveying information, asking questions, giving commands, or expressing emotions—along with examples that illustrate their practical use. By breaking down the key differences and applications of these sentence types, the article emphasizes how their strategic use can improve communication. Additionally, it underscores the significance of understanding the nuances of sentence forms to adapt language effectively to different contexts, fostering clearer, more impactful conversations. The article offers a foundation for both beginners and advanced learners looking to refine their communication skills in both written and spoken forms.

Key words: sentence types, declarative sentences, interrogative sentences, imperative sentences, exclamatory sentences, communication, purpose of expression, language, information, questions, commands, emotions, clarity, communication skills, examples, practical applications.

Sentence Types According to the Purpose of Expression

Language is a powerful tool for communication, and sentences are its building blocks. Depending on their purpose, sentences can be classified into four main types: declarative, interrogative, imperative, and exclamatory. Each type serves a unique function in conveying thoughts, asking questions, giving commands, or expressing emotions. Understanding these sentence types enhances our ability to communicate effectively and interpret others' intentions accurately.

1. Declarative Sentences: Sharing Information

Declarative sentences are the most common type of sentences. Their primary purpose is to convey information, facts, opinions, or ideas. They end with a period and can be either positive or negative.

- **Examples**:
  - Positive: *The sun rises in the east.*
  - Negative: *The book is not on the table.*

Declarative sentences are straightforward and serve as the foundation for most written and spoken communication.

2. Interrogative Sentences: Asking Questions

Interrogative sentences are used to request information or seek clarification. They are easily recognized by their question format and always end with a question mark.

- **Types of Interrogative Sentences**:
  - **Yes/No Questions**: Can be answered with a simple "yes" or "no."
    - *Do you like coffee?*
  - **Wh- Questions**: Begin with words like *what, where, when, why, who,* or *how* to ask for specific details.
    - *Where are you going?*
  - **Tag Questions**: Add a short question to the end of a statement for confirmation.
    - *It's a beautiful day, isn't it?*

Interrogative sentences foster dialogue and encourage interaction.

3. Imperative Sentences: Giving Commands or Requests

Imperative sentences are used to issue commands, make requests, or offer advice. They often begin with a verb and can end with either a period or an exclamation mark, depending on the tone.

- **Examples**:
  o Command: *Close the door.*
  o Request: *Please pass the salt.*
  o Advice: *Stay hydrated.*

While these sentences may seem abrupt, politeness can be added through words like *please* or a gentle tone.

4. Exclamatory Sentences: Expressing Strong Emotions

Exclamatory sentences convey heightened emotions such as excitement, surprise, anger, or joy. They end with an exclamation mark and are typically more informal.

- **Examples**:
  o *What a beautiful sunset!*
  o *I can't believe we won the game!*

These sentences add dramatic flair and intensity to communication but should be used sparingly in formal contexts.

Practical Applications of Sentence Types

Recognizing and utilizing sentence types effectively can enhance both written and spoken communication. Here are some tips:

- Use declarative sentences for clarity and precision in relaying information.
- Employ interrogative sentences to engage others in dialogue or clarify uncertainties.
- Choose imperative sentences to instruct or motivate action.
- Integrate exclamatory sentences to emphasize feelings and create impact.

Conclusion: Mastering sentence types according to the purpose of expression is essential for effective communication. Each type plays a vital role in expressing ideas, sharing knowledge, interacting with others, and showcasing emotions. By understanding and practicing these sentence forms, we can communicate more dynamically and authentically, fostering better connections in personal and professional settings. In conclusion, the four main sentence types—declarative, interrogative, imperative, and exclamatory—serve distinct functions that shape the way we communicate. Whether we're informing, questioning, commanding, or expressing emotions, each sentence type offers a unique way to connect with others and convey our thoughts clearly. By mastering these different forms, we not only improve the effectiveness of our communication but also enhance our ability to adapt to different situations and audiences. Ultimately, the thoughtful use of sentence types helps create richer, more meaningful interactions, allowing us to express ourselves with precision, clarity, and emotional depth.

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SYNTAX: EXPLORING MINOR AND MAJOR CATEGORIES WITH A FOCUS ON PHRASES AND SENTENCE

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: Bekmurzayeva Xamida Farhodovna

Annotation: This article explores the fundamental aspects of syntax in language, dividing it into two main categories: minor syntax and major syntax, and focusing on their respective roles and features. Minor syntax includes short, context-dependent expressions like greetings and exclamations, which are often informal yet essential for communication. Major syntax, in contrast, deals with the construction of fully developed sentences and clauses, facilitating the expression of complex ideas. The article further examines the two core components of syntax: phrases and sentences. Phrases function as building blocks within sentences, while sentences themselves represent complete thoughts. By distinguishing these elements, the discussion highlights how syntax organizes language into meaningful structures. The conclusions emphasize the interplay between minor and major syntax, as well as the practical significance of understanding these systems. This dual approach—balancing simplicity and complexity—enhances both our theoretical grasp of language and its practical use in communication. The article underscores syntax as a vital component of linguistic expression, combining clarity with the flexibility necessary for human interaction.

Key words: Syntax, minor syntax, major syntax, phrases, sentences, linguistic structure, communication, grammar, sentence construction, language organization, syntax categories, clauses, noun phrase, verb phrase, syntax rules, syntax analysis, syntax importance, linguistic expression, sentence types, language components.Minor and Major Syntax: Understanding the Building Blocks of Language

Language is a system of rules that enables us to express thoughts, convey meaning, and communicate effectively. One crucial component of this system is syntax, which governs the arrangement of words and phrases to create well-formed sentences. Syntax can be categorized into minor syntax and major syntax, as well as divided into its two main

domains: phrases and sentences. Understanding these categories provides insight into how language operates at both simple and complex levels.

Minor Syntax

Minor syntax refers to the structural patterns found in short, often elliptical or incomplete, linguistic forms. These include expressions that don't necessarily conform to full sentence rules but are still meaningful within specific contexts. Examples of minor syntax include:

- Greetings: "Hello!" or "Good morning."
- Commands: "Stop!" or "Run!"
- Exclamations: "Wow!" or "Oh no!"
- Interjections: "Uh-huh," "Hmm," or "Aha."

These forms are typically context-dependent and rely heavily on shared understanding between speakers. While they lack the complex structure of major syntax, they play a crucial role in conversational language and informal communication.Major Syntax

Major syntax deals with the more comprehensive construction of language, focusing on fully developed structures such as sentences and clauses. It involves the rules and principles that organize words into grammatically correct and meaningful sentences. For instance:

- Declarative Sentence: "The cat is sleeping on the couch."
- Interrogative Sentence: "Where is the cat?"
- Complex Structures: "Although it was raining, she went for a walk."

Major syntax provides the framework for expressing nuanced ideas, combining multiple concepts, and organizing information logically.

Main Categories of Syntax: Phrases and Sentences

The foundation of syntax lies in two key categories: phrases and sentences. These elements form the building blocks of linguistic expression.

Phrases

A phrase is a group of words that work together as a unit within a sentence. Unlike sentences, phrases do not contain both a subject and a predicate, meaning they cannot stand alone as a complete thought. Types of phrases include:

- Noun Phrase (NP): Functions as a subject, object, or complement.
  o Example: *"The small dog" barked loudly.*
- Verb Phrase (VP): Contains a verb and sometimes complements or modifiers.
  o Example: The dog *"is barking loudly."*
- Adjective Phrase (AdjP): Modifies a noun or pronoun.
  o Example: The dog is *"very friendly."*
- Adverb Phrase (AdvP): Modifies verbs, adjectives, or other adverbs.
  o Example: She speaks *"quite softly."*
- Prepositional Phrase (PP): Begins with a preposition and includes an object.
  o Example: The cat is sleeping *"on the couch."*

Phrases are essential in constructing sentences, providing specificity and detail while adhering to syntactic rules.

Sentences

Sentences are complete thoughts made up of one or more clauses. A clause contains a subject and a predicate. Sentences are categorized based on their complexity and purpose:

- Simple Sentence: Contains one independent clause.
  o Example: *"The dog barks."*
- Compound Sentence: Combines two or more independent clauses with a conjunction.
  o Example: *"The dog barks, and the cat hides."*
- Complex Sentence: Includes one independent clause and at least one dependent clause.
  o Example: *"Although the dog barks, the cat sleeps peacefully."*
- Compound-Complex Sentence: Combines multiple independent clauses with at least one dependent clause.
  o Example: *"The dog barks, the cat hides, and the bird chirps when the sun rises."*
  o The Interplay Between Minor and Major Syntax

Minor and major syntax are not isolated; rather, they interact dynamically in communication. For example:

- A conversation might begin with a minor syntactic structure, like *"Hi!"*, and evolve into a major syntactic expression, such as *"Hi! How are you doing today?"*
- Minor syntax often provides the emotional or social framework, while major syntax delivers detailed information.

Conclusion

Syntax is the backbone of language, shaping how we construct and interpret meaning. Minor syntax serves as the foundation for informal and context-driven interactions, while major syntax enables us to articulate complex ideas and relationships. Together, they function within the realms of phrases and sentences, forming the intricate system that allows language to flourish. Understanding these categories deepens our appreciation of linguistic structure and enhances our ability to communicate effectively. In summary, syntax, whether minor or major, is essential to the organization of language and its capacity to convey meaning. Minor syntax simplifies communication, especially in informal or spontaneous contexts, allowing for quick exchanges of emotion or intent. Major syntax, on the other hand, provides the complexity and structure necessary for detailed and precise communication, enabling us to share ideas, narrate events, and build logical arguments. By mastering the principles of phrases and sentences within syntax, we gain a better understanding of how language operates at every level—empowering us to use it with clarity, creativity, and purpose. Together, these elements showcase the incredible flexibility and richness of human language.

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SEMANTIC ROLES OF PHONEMIC ELEMENTS AND SPEECH SOUNDS IN LANGUAGE STRUCTURE

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: Asilova Yulduz Anvar qizi

Annotation: This article explores the semantic functions of speech sounds and phonemes, examining their crucial role in human language. Phonemes, the smallest units of sound, distinguish words and contribute to the formation of meaning within language. The article explains how phonemic contrasts, alternations, and morphemes shape the semantics of speech. It also highlights the importance of allophones, prosody, and phonemic changes over time in influencing meaning. By detailing the interplay between phonemes and meaning, the article underscores the fundamental role these sounds play in communication, illustrating their importance not only in language structure but in conveying nuanced, complex ideas. This discussion emphasizes the dynamic and evolving nature of language, making clear the significance of phonemes in both the development and the understanding of human communication.

Key words: phonemes, speech sounds, semantics, phonemic contrast, morphemes, allophones, prosody, phonemic changes, language structure, communication, meaning, language evolution, linguistic variation, sound and meaning.

Semantic Functions of Speech Sounds and Phonemes

Speech is a vital form of communication in human societies, and the sounds we produce carry significant meaning. These sounds, also known as speech sounds, are essential for forming words and sentences that convey information. The building blocks of spoken language are phonemes, which serve as the smallest units of sound that can distinguish words. Understanding the semantic functions of these speech sounds and phonemes helps to unravel how language functions both at the level of sound and meaning. This article explores the role of speech sounds and phonemes in conveying meaning, how they function semantically, and their importance in communication.

What Are Speech Sounds?

Speech sounds are the auditory representations of language used for communication. They can be classified into several categories, with consonants and vowels being the most common types. Speech sounds are produced when air is manipulated by various speech organs (such as the tongue, lips, and vocal cords) to create distinctive sounds. These sounds are the basic components that combine to form words, sentences, and entire languages.

The Role of Phonemes in Language

Phonemes are the smallest units of sound that distinguish one word from another in a particular language. In English, for example, the words "pat" and "bat" differ by just one phoneme, the initial consonant sound. This difference in sound leads to a completely different meaning. The function of phonemes, then, is crucial for distinguishing words and contributing to the overall meaning of a sentence or utterance.

Languages differ in their inventory of phonemes. English has around 44 distinct phonemes, including consonants like /p/, /b/, /t/, and vowels like /æ/, /ɛ/, and /ɪ/. These phonemes can combine in various ways to form morphemes (the smallest units of meaning) and words. Phonemes do not have meaning in isolation, but their combinations contribute significantly to the meaning of language.

Phonemes and Semantics: How Speech Sounds Convey Meaning

While phonemes themselves are not typically carriers of meaning in the strictest sense, they play an essential role in conveying meaning when they are arranged into larger structures. The semantics of a language—its meaning systems—are shaped by how these phonemes are organized into words and sentences.

Phonemic Contrast: The ability to distinguish different phonemes allows speakers to differentiate between words. For instance, the difference between the words "cat" and "bat" is based on the change of a single phoneme. The semantic function of phonemes in this case is to mark the contrast between meanings. Phonemes help to distinguish words that have entirely different meanings, which is a core function in the structure of language.

Phonemic Alternations and Meaning: In some languages, changes in phoneme sequences can alter a word's meaning without changing its grammatical structure. For example, in English, the alternation between /s/ and /z/ at the end of a word can signal a change in the grammatical number of a noun, as in "cats" (/s/) vs. "dogs" (/z/). These phonemic variations are semantically significant, as they indicate changes in meaning related to quantity or tense.

Morphemes and Phonemes: A morpheme is the smallest unit of meaning in a language, and phonemes play an essential role in creating morphemes. For instance, the word "books" is composed of the root morpheme /bʊk/ (meaning "book") and the plural morpheme /s/

(denoting plurality). In this case, the phoneme /s/ conveys a semantic change in number, indicating that there is more than one book.

Allophones and Meaning: In addition to the distinction between phonemes, linguists also recognize the role of allophones. Allophones are variations of a phoneme that do not change the meaning of a word. For example, the "p" sound in "pat" and "spa" are different in terms of aspiration, but they do not alter the meaning of the word. These phonetic variants maintain semantic consistency while exhibiting the fluidity of spoken language.

Prosody and Phonemic Meaning: While individual phonemes convey discrete meanings, the larger rhythm, stress, and intonation patterns of speech—known as prosody—also contribute to meaning. Prosodic features can alter the semantic interpretation of a sentence. For instance, the statement "You're going to the store?" when spoken with rising intonation at the end can turn a simple statement into a question. Phonemes work together with prosodic features to convey a broader range of meanings, including emotional tone, emphasis, and attitude.

Phonemic Changes and Their Semantic Impacts

Phonemic shifts can have a profound effect on the meaning of language over time. Language evolves, and phonemes can undergo changes that gradually shift their meanings or functions. Historical linguistics has documented many such shifts. For example, the Great Vowel Shift in English significantly altered the pronunciation of vowels, which affected the meaning of many words.

Additionally, phonemic changes can also be responsible for semantic shifts within a community or dialect. For instance, in some dialects, the vowel sound /æ/ may shift to /e/ or /ɛ/, altering the pronunciation of words and, in some cases, changing their meanings. Such shifts are often subtle and gradual but can lead to differences in vocabulary across regions or groups of speakers.

Conclusion

Phonemes and speech sounds are the foundational elements of human language. They play an essential role in constructing words, forming sentences, and communicating meaning. While phonemes themselves may not carry meaning in isolation, their distinctiveness enables us to form words that are rich in semantic content. Through phonemic contrast, alternation, and their relationship with other aspects of language, speech sounds fulfill a critical function in conveying meaning in communication. Understanding the interplay between phonemes and semantics helps us appreciate the complexity of human language and its remarkable ability to evolve and adapt over time. In addition to their role in distinguishing words and meanings, phonemes also serve as a bridge between sound and thought, allowing humans to communicate complex ideas, emotions, and intentions. The semantic functions of speech sounds extend beyond simple word differentiation to include the nuances of tone, emphasis,

and expression, all of which are essential for effective communication. By examining how phonemes operate at both the phonetic and semantic levels, we gain deeper insight into the intricate structure of language. Ultimately, phonemes are not just building blocks of speech, but vital components that enable the rich diversity of meaning we express through language, underscoring the dynamic and ever-evolving nature of human communication.

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AMERICAN - BASED PRONUNCIATION STANDARTS OF 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
Marina I. Solnyshkina Dr.Prof., Department of Theory and Practice of Foreign Language Teaching, Kazan Federal University, Russia
Student of group 302-21: Tojiboyeva Shahnoza Ikrom qizi

Annotation: This article explores the pronunciation standards of American English, focusing on the evolution and key features that distinguish it from other varieties of English, such as British English. It delves into the historical roots of American English pronunciation, highlighting the influences of European settlers and key linguistic reforms, particularly those introduced by Noah Webster. The article emphasizes the defining characteristics of American English pronunciation, such as rhoticity (the clear pronunciation of the "r" sound), vowel shifts, nasalization, and distinctive patterns of stress and intonation. It also discusses General American English as the standardized pronunciation used in formal settings, while acknowledging the rich diversity of regional accents across the U.S. In conclusion, the article underscores the importance of understanding American pronunciation standards for effective communication, while celebrating the diversity of regional speech patterns that enrich the language.

Key words: American English, pronunciation standards, General American, rhoticity, vowel shifts, nasalization, flapping, regional accents, Noah Webster, linguistic history, language diversity, American dialects, speech patterns, intonation, standard pronunciation, formal communication, language evolution.

American-Based Pronunciation Standards of English

Pronunciation plays a crucial role in how English is communicated, and in the case of American English, various standards and patterns have emerged as the norm for correct articulation. The American-based pronunciation of English is shaped by a blend of regional accents, historical linguistic influences, and educational standards that aim for clarity, consistency, and ease of understanding. This article explores the key features of American

English pronunciation standards, how they have developed, and the importance of these standards in global communication.

Historical Roots of American English Pronunciation

The evolution of American English pronunciation is deeply tied to the country's historical and cultural development. In the early years of European colonization, English settlers brought various dialects from Britain, including those from London, the West Country, and Scotland. Over time, these regional British dialects began to blend, influenced by indigenous languages, Dutch, French, and other immigrant tongues. As these influences merged, American English began to take on unique phonetic characteristics distinct from British English.

One of the most significant influences on American pronunciation came in the 19th century with the advent of Noah Webster, an American lexicographer who sought to standardize American English through his dictionary. Webster's reforms, which included changing British spellings (e.g., "colour" to "color") and encouraging certain pronunciations, helped form the foundation for a standardized American accent that diverged from British norms.

Key Features of American English Pronunciation

R-Influence (Rhoticity)

One of the most defining features of American English is its rhotic nature—meaning the "r" sound is pronounced clearly in all positions of a word. This is in contrast to many British dialects, such as Received Pronunciation (RP), where the "r" sound is often dropped at the end of syllables or words. For example, in American English, words like "car," "far," and "hard" all feature a strong, pronounced "r" sound.

Flapping and the "T" Sound

In many varieties of American English, the sound of the letter "t" (or sometimes "d") is pronounced as a quick, soft "d" in words like "butter," "better," and "water." This phenomenon is called *flapping*. Instead of a hard "t" sound, these words are often pronounced more like "budder," "bedder," and "wader," which reflects the tendency for American speakers to simplify and soften consonants for ease of speech.

Vowel Sounds

Vowel pronunciation in American English also differs significantly from other English varieties. For instance:

o   The "a" in "cat" is pronounced with a flat, nasal sound in most American dialects, compared to a shorter, clipped vowel sound in British English.

o   The "o" in "dog" is pronounced with a more rounded and open sound in American English.

o   The "a" in words like "father" and "ask" is pronounced more openly, as opposed to the more centralized vowel sounds found in many British accents.

Nasalization

American English tends to feature more nasality in speech, especially in regions like the Midwest and the South. This is particularly evident in the pronunciation of vowels before nasal consonants like "m," "n," and "ng." For example, the word "man" is often pronounced with a slight nasal resonance, which is less common in British English.

Word Stress and Intonation

The rhythm of American English is generally considered to be stress-timed, meaning that stressed syllables occur at regular intervals and are accompanied by a variation in pitch and volume. This differs from syllable-timed languages, where syllables are typically given equal time. American English also uses rising intonation patterns in questions and certain sentence constructions, giving the language a distinctive cadence compared to British English, which may use flatter intonation.

Standard American Pronunciation: General American

Within the vast array of regional accents across the United States, *General American* (GA) is considered the "standard" pronunciation for broadcasting, education, and formal contexts. General American is a neutral, non-regional accent that avoids the most extreme features of any one dialect. It is used by many newscasters, actors, and public speakers and is often considered the "ideal" pronunciation in the United States, especially in educational settings.

General American is characterized by:

- Clear pronunciation of consonants and vowels
- Rhotic "r" sounds
- Consistent vowel sounds that avoid regional variations like the New York or Southern drawl
- A relatively neutral tone, without regional intonations or speech patterns

It's important to note that there is no single "American accent" but rather a range of accents shaped by geography, culture, and individual experiences.

Importance of Pronunciation Standards

In the context of global communication, American English pronunciation standards serve an essential role in facilitating clear, understandable speech, particularly for learners of English as a second language (ESL). When people around the world aim to learn American English, they often study General American pronunciation to ensure they can communicate effectively with speakers from different parts of the United States and beyond.

Moreover, standardized pronunciation is crucial in professional settings such as international business, broadcasting, and academia, where consistency and clarity in communication are key. It helps to reduce misunderstandings that may arise from the vast array of regional accents and dialects in the English-speaking world.

Regional Accents and Diversity

While General American serves as the "standard," it's crucial to remember the rich variety of regional accents and dialects in the United States, including:

- Southern American English, with its distinct drawl and vowel shifts
- New York City English, known for its unique use of the "r" sound and other idiosyncratic features
- Midwestern American English, often cited as one of the "neutral" accents due to its relatively clear and neutral vowel sounds
- Western American English, which features a blend of influences from both the Midwest and the West Coast

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These regional accents add color and diversity to American English, and each reflects the history and culture of the areas in which they developed. While General American pronunciation may be taught as the norm, understanding and appreciating regional differences is an essential part of the broader American linguistic landscape.

Conclusion

American English pronunciation standards have evolved over centuries, shaped by historical, social, and cultural influences. While General American remains the model for formal education and media, the rich variety of regional accents highlights the diversity and dynamism of English as spoken in the United States. Understanding these pronunciation standards, and how they compare to other English dialects, is crucial for both learners and speakers of the language, as it supports clearer communication and fosters a greater appreciation for the nuances of English pronunciation. In summary, the pronunciation standards of American English, particularly through General American, serve as a unifying force that promotes clarity and consistency in communication, both within the United States and on the global stage. However, it is important to recognize that pronunciation is not a rigid system, but rather a dynamic and evolving aspect of language shaped by cultural, regional, and social factors. While General American provides a standard for formal contexts, the richness of regional accents and dialects across the U.S. adds depth and character to the language, reflecting the diversity of the country's history and people. Embracing this diversity, while understanding the role of standardized pronunciation, allows speakers of English to navigate the complexities of language with greater awareness and appreciation for its varied forms. Ultimately, the beauty of American English lies in its ability to adapt, grow, and connect people across different cultures, backgrounds, and geographical boundaries.

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COMPLEX SENTENCES WITH ADVERBIAL CLAUSES OF TIME AND PLACE, REASONS, PURPOSE CONDITION. CLEFT 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

Marina I. Solnyshkina Dr.Prof., Department of Theory and Practice of Foreign Language Teaching, Kazan Federal University, Russia

Student of group 302-21: Tojiboyeva Shahnoza Ikrom qizi

Annotation: This article provides a comprehensive exploration of complex sentences in English, specifically focusing on adverbial clauses and cleft sentences. It breaks down the various types of adverbial clauses—time, place, reason, purpose, and condition—explaining their roles in modifying the main clause to offer richer context. Additionally, the article delves into cleft sentences, which are used to emphasize specific elements within a sentence, thereby enhancing clarity and focus. The content is structured to highlight how these sentence types contribute to precise communication, demonstrating their importance in both written and spoken English. Overall, the article serves as an informative guide for learners aiming to improve sentence structure and rhetorical skills, offering practical examples for better understanding and usage.

Key words: complex sentences, adverbial clauses, time, place, reason, purpose, condition, cleft sentences, sentence structure, emphasis, communication, English grammar, subordinating conjunctions, sentence types, focus, written English, spoken English, clause modification, rhetorical skills.

Complex Sentences with Adverbial Clauses of Time, Place, Reasons, Purpose, and Condition, and Cleft Sentences

In English grammar, complex sentences are formed by combining independent and dependent clauses. The dependent clauses can serve various functions, such as providing additional information about time, place, reasons, purpose, and conditions. This article explores complex sentences with adverbial clauses of time, place, reasons, purpose, and condition, and also discusses cleft sentences, which allow for emphasis in a sentence structure.

Adverbial Clauses in Complex Sentences

Adverbial clauses modify the verb in the main clause and provide additional information about when, where, why, how, and under what conditions something happens. Let's look at different types of adverbial clauses that can appear in complex sentences.

1. Adverbial Clauses of Time

Adverbial clauses of time provide information about when an action occurs. They are introduced by subordinating conjunctions like *when, after, before, while, as soon as, until, whenever, since, and once*.

Examples:

- *We will start the meeting when the manager arrives.*
- (The time when the meeting starts is linked to the arrival of the manager.)
- *I will visit you after I finish my work.*
- (The action of visiting depends on the completion of work.)
- *Before you leave, make sure to switch off the lights.*
- (The leaving action is the reference point for switching off the lights.)

- 2. Adverbial Clauses of Place

Adverbial clauses of place indicate where an action occurs. These clauses are introduced by conjunctions such as *where, wherever,* or *anywhere*.

Examples:

- *I will follow you wherever you go.*
- (The action of following depends on the place where the other person goes.)
- *You can sit wherever you like.* (The place of sitting is open for choice.)

3. Adverbial Clauses of Reason

These clauses explain the reason why something happens. They are often introduced by conjunctions such as *because, since, as, in case*.

Examples:

- *I stayed home because it was raining.*
- (The rain is the reason for staying home.)
- *She was tired since she had worked all day.*
- (Her tiredness is explained by her long working hours.)
- *As he was late, he missed the bus.*
- (Being late is the reason he missed the bus.)
- 4. Adverbial Clauses of Purpose

Adverbial clauses of purpose explain why something is done, often introduced by subordinating conjunctions like *so that, in order that, for the purpose of*.

Examples:

- *I studied hard so that I could pass the exam.*
- (The purpose of studying hard was to pass the exam.)
- *She left early in order that she could avoid traffic.*
- (Leaving early was done with the purpose of avoiding traffic.)
- 5. Adverbial Clauses of Condition

Adverbial clauses of condition describe a situation in which the action of the main clause will happen, usually introduced by conjunctions like *if, unless, provided that, in case*.

Examples:

- *If it rains tomorrow, we will cancel the picnic.*
- (The picnic will only happen if it does not rain.)
- *Unless you study, you won't pass the test.*
- (Studying is a condition for passing the test.)
- *Provided that you finish the task on time, we will go out to celebrate.*
- (Finishing the task on time is a condition for celebrating.)
- Cleft Sentences

Cleft sentences are a type of complex sentence that is used to emphasize a particular part of the sentence. A cleft sentence divides a simple sentence into two clauses, often starting with "It is" or "What," to shift the focus.

Types of Cleft Sentences

1. **It-Cleft Sentences**: These sentences begin with "It is" or "It was," followed by the element being emphasized and the rest of the sentence.

Example:

- *It was John who broke the vase.*
- (Emphasizes that John is the one who broke the vase.)
- *It is the weather that makes the town so charming.*
- (The weather is being emphasized as the reason for the town's charm.)

2. **What-Cleft Sentences**: These sentences begin with "What" and are often used when we want to focus on something specific, such as a person or thing.

Example:

- *What I need is a good night's sleep.*
- (The focus is on what is needed.)
- *What made her upset was the criticism from her colleague.*
- (The criticism is what caused her to be upset.)
- Combining Adverbial Clauses with Cleft Sentences

Cleft sentences can also be combined with adverbial clauses to provide even more detailed emphasis on time, place, reason, or condition.

Examples:

- *It was after she left the room that I realized my mistake.*
- (Emphasizes the time when the mistake was realized.)
- *It was because he studied hard that he passed the exam.*
- (The reason for passing the exam is highlighted.)
- *What I need is somewhere quiet to study.*
- (The place to study is emphasized.)
- Conclusion
- Incorporating adverbial clauses into complex sentences enhances communication by providing more detailed information about time, place, reasons,

purpose, and conditions. Meanwhile, cleft sentences help emphasize specific elements, making them particularly useful in spoken and written communication when a particular piece of information needs to be highlighted. Both structures allow for greater clarity and variety in sentence construction, enriching the depth of expression in English. In summary, complex sentences with adverbial clauses and cleft sentences serve as powerful tools to enrich communication. Adverbial clauses allow speakers and writers to provide essential context, specifying when, where, why, and under what circumstances actions occur. This makes the language more precise and informative. On the other hand, cleft sentences offer a way to emphasize key elements of a sentence, directing the listener's or reader's attention to what matters most. Both structures contribute to the flexibility and expressiveness of English, enabling individuals to convey nuanced meanings and focus on particular details in their speech or writing. By mastering these constructions, one can craft sentences that are not only grammatically complex but also rhetorically effective.

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ANTIK YUNON FAYLASUFLARINING BARKAMOL SHAXSNI SHAKLLANTIRISHDAGI IJTIMOIY - FALSAFIY QARASHLARI

Farg'ona davlat universiteti mustaqil tadqiqiotchisi,
G'afurov Behruz Tolib o'g'li.

Annotatsiya: Ushbu maqolada antik yunon falsafasi, ayniqsa Suqrot, Platon va Arastu asarlarida barkamol shaxs tushunchasi asosiy o'rin tutadi. Platon "Ideal shaxs"ni ta'riflar ekan, adolat, aqllilik va qobiliyatlarni birlashtirish zarurligini ta'kidlaydi. Arastu esa barkamollikni "o'rtacha" sifatida ko'radi, ya'ni, fazilatlar va kamchiliklar o'rtasidagi muvozanatni saqlash. Ular shaxsni rivojlantirishni axloqiy ta'lim bilan bog'ladilar. Platon, ayniqsa, ideal davlatda barkamol shaxsni tarbiyalashga e'tibor qaratganligi haqida yoritilgan.

Kalit so'zlar: antik yunon falsafasi, ideal shaxs, axloqiy qadriyatlar, formalar nazariyasi, barkamol shaxs.

Аннотация: В данной статье понятие идеального человека занимает центральное место в древнегреческой философии, особенно в трудах Сократа, Платона и Аристотеля. Когда Платон описывает «Идеального человека», он подчеркивает необходимость сочетания справедливости, ума и способностей. Аристотель, с другой стороны, рассматривает совершенство как «среднее», то есть сохраняющее баланс между добродетелями и недостатками. Развитие личности они связывали с нравственным воспитанием. Объясняется, что Платон особенно уделял внимание воспитанию совершенного человека в идеальном государстве.

Ключевые слова: древнегреческая философия, идеальный человек, моральные ценности, теория форм, совершенный человек.

Abstract: This article focuses on the concept of the perfect person in ancient Greek philosophy, especially in the works of Socrates, Plato, and Aristotle. Plato, defining the "ideal person," emphasizes the need to combine justice, intelligence, and abilities. Aristotle, on the other hand, sees perfection as the "mean," that is, maintaining a balance between virtues and vices. They linked the development of the individual with moral education. Plato, in particular, focuses on the upbringing of the perfect person in an ideal state.

Keywords: ancient Greek philosophy, ideal person, moral values, theory of forms, perfect person.

Barkamol shaxs va uni voyaga yetkazish yo'llari haqidagi nazariy-falsafiy qarashlar tarixi davomida ko'plab o'zgarishlarga va rivojlanishlarga duch keldi. Bu jarayonlarni falsafiy, psixologik va pedagogik jihatdan keng ko'lamda tadqiq qilish maqsadga muvofiqdir. Barkamol shaxs haqidagi nazariy-falsafiy qarashlar ko'p asrlik tarixga ega bo'lib, turli madaniyatlar va falsafiy maktablar tomonidan o'ziga xos yondoshuvlar bilan rivojlangan. Bu qarashlar insonning rivojlanishi, maqsadlari va ahloqiy qiyofasi bilan bog'liqdir.

Bu qarashlar rivoji antik davr, o'rta asrlar, yangi davr, zamonaviy davr va hozirgi davr falsafasida rivojlanib bordi.

1. Antik yunon falsafasi, ayniqsa Suqrot, Platon va Arastu asarlarida barkamol shaxs tushunchasi asosiy o'rin tutadi. Platon "Ideal shaxs"ni ta'riflar ekan, adolat, aqllilik va qobiliyatlarni birlashtirish zarurligini ta'kidlaydi. Arastu esa barkamollikni "o'rtacha" sifatida ko'radi, ya'ni, fazilatlar va kamchiliklar o'rtasidagi muvozanatni saqlash. Ular shaxsni rivojlantirishni axloqiy ta'lim bilan bog'ladilar. Platon, ayniqsa, ideal davlatda barkamol shaxsni tarbiyalashga e'tibor qaratgan. Suqrot va Platon shaxsni rivojlantirishda axloqiy ta'limning muhimligini ta'kidlaganlar.

Suqrot o'z ta'lim metodida savol-javob usulini qo'llagan. Bu orqali o'quvchilarni o'z fikrlarini shakllantirishga va axloqiy qadriyatlarni anglashga undagan. U "O'zingni bil" degan shior bilan tanilgan, bu esa o'z-o'zini anglash va shaxsiy rivojlanishning asosiy nuqtasi sifatida ko'rilgan.

Suqrotning barkamol shaxsni voyaga yetkazishdagi nazariy va falsafiy qarashlari asosan quyidagi asosiy tamoyillarga tayanadi: O'z-o'zini bilish**:** Suqrotning "O'zini bilish[1]" g'oyasi insonning o'z bilimlari va cheklovlarini anglashini talab qiladi. U shaxsning ichki dunyosini o'rganish va shaxsiy rivojlanish uchun muhim ahamiyatga ega.

Dialektik usul**:** Suqrot o'z fikrlarini o'quvchilar bilan savol-javob usuli orqali muhokama qilar edi. Bu usul, shaxslarni chuqur o'ylashga va o'z qarashlarini shakllantirishga yordam beradigan metod hisoblanadi.

Axloqiy qadriyatlar**:** Suqrot uchun axloqiy rivojlanish muhimdir. U yaxshilik va yomonlik, adolat va nohaqlik haqida chuqur o'ylashni, shaxsni o'z axloqiy qarorlarini anglashga undagan.

Hayotiy tajribalar**:** Suqrot shaxsning tajribalaridan o'rganishini ta'kidlaydi. Har bir tajriba shaxsning axloqiy va intellektual jihatdan rivojlanishiga hissa qo'shadi.

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[1] *Platon. Apologiya (Sokrat dialoglari). – T.: G'afur G'ulom,1985. – 9 b.*

Barkamollik maqsadi: Suqrot barkamol shaxsni haqiqatni izlash va o'z axloqiy mas'uliyatlarini anglashga qodir inson sifatida ko'radi. U shaxsning harakatlari va qarorlarini chuqur o'ylashni muhim deb biladi.

Ma'naviy taraqqiyot: Suqrot uchun barkamollik, shaxsning ma'naviy taraqqiyoti bilan bog'liq. U insonlarni doimo o'zlarini rivojlantirishga, o'z bilim va tajribalarini oshirishga undagan.

Umuman olganda, Suqrotning nazariy va falsafiy qarashlari, barkamol shaxsni shakllantirish jarayonida bilim, axloqiy qadriyatlar, o'z-o'zini anglash va tajribadan o'rganishga katta ahamiyat beradi. U shaxsiy rivojlanishni doimiy jarayon sifatida ko'rgan. Bu esa shaxsning barkamolligini shakllantirishda muhim rol o'ynaydi.

Platon "Republika" asarida ideal davlatni tasvirlab, unda barkamol shaxsni tarbiyalashga alohida e'tibor qaratadi. U davlat rahbarlari va hukmdorlar axloqiy fazilatlar bilan jihozlangan bo'lishi kerakligini, shuning uchun ularning tarbiyasiga katta ahamiyat berilganini ta'kidlaydi. Platon, shuningdek, bilim va bilish jarayonini axloqiy ta'lim bilan bog'lab, o'z-o'zini anglash orqali shaxsning rivojlanishiga olib kelishini ta'kidlaydi. U shaxsning yuqori darajadagi bilimga ega bo'lishi, axloqiy fazilatlarni rivojlantirishga yordam beradi, deb hisoblagan. Platonning "Republika" asarida barkamol shaxsni voyaga yetkazish masalasi juda muhim o'rin egallaydi. Asarda Platonning nazariy va falsafiy qarashlari quyidagi asosiy jihatlarga asoslanadi.

Ideal davlat va barkamol shaxs: Platon barkamol shaxsni shakllantirish uchun ideal davlat tuzilishi kerak deb hisoblaydi. U davlatni uchta asosiy qatlamga ajratadi: boshqaruvchilar, harbiylar va dehqonlar. U "har bir qatlam o'z vazifasini bajarishi kerak va bular birgalikda barkamol shaxsni shakllantirishga hissa qo'shadi[2]" deydi.

Ta'lim tizimi: U barkamol shaxsni shakllantirishda ta'limni muhim rol o'ynashini ta'kidlaydi. Platon ta'lim jarayonini umr bo'yi davom etadigan bir jarayon sifatida ko'radi. O'qitish va o'z-o'zini rivojlantirish, shaxsni axloqiy va intellektual jihatdan yetuk inson bo'lishiga yordam beradi.

Axloqiy qadriyatlar: Platon barkamol shaxsni shakllantirishda axloqiy qadriyatlarni muhim deb hisoblaydi. U yaxshilik, adolat va haqiqatni izlash zarurligini ta'kidlaydi. Shaxsning axloqiy taraqqiyoti, uning haqiqiy baxt va barkamollikka erishishida asosiy omil hisoblanadi.

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[2] *Platon. Respublika. – T.: O'zbekiston,1999. –B.118-120.*

Suqrotning ta'limotlari: Platon o'z asarida Suqrotning fikrlarini davom ettiradi. U o'z-o'zini bilish va o'z ichki imkoniyatlarini anglashni barkamol shaxsning asosiy xususiyatlari sifatida ko'radi.

Ruh va tana: Platon ruhning tana bilan aloqasini muhokama qiladi. U ruhning uch qismga bo'linishini ta'kidlaydi: mantiqiy, xohish va jasoratli. Barkamol shaxs, bu qismlarning muvozanatini saqlashi kerak deb hisoblaydi.

Formalar nazariyasi: Platonning formasini ideal tushunish, barkamol shaxsni shakllantirishda muhimdir. U "ideal yoki mukammal shakllarni anglash, shaxsning rivojlanishida muhim rol o'ynaydi[3]" deya ta'kidlagan.

Platonning "Republika" asarida barkamol shaxsni shakllantirishdagi nazariy va falsafiy qarashlar, ideal davlat tuzish, ta'lim, axloqiy qadriyatlar va ruhning qism-qismlariga bo'linishiga asoslanadi. U, bu omillar birgalikda shaxsni barkamol, axloqiy jihatdan yetuk va mantiqiy fikrlovchi inson bo'lishiga yordam berishini ta'kidlaydi.

Suqrot va Platonning axloqiy ta'limga e'tibori shaxsni shakllantirish va rivojlantirishda muhim rol o'ynaydi. Ularning g'oyalari zamonaviy ta'lim va tarbiya tizimlarida ham o'z aksini topgan.

Arastu "barkamollikka o'z-o'zini rivojlantirish va fazilatlarni tarbiyalash orqali erishish mumkin[4]" deb ta'kidlagan. U axloqiy fazilatlar bilan bilim o'rtasida muvozanatni saqlash zarurligini ko'rsatgan. Uning g'oyalari ta'lim, axloq va shaxsiy rivojlanish jarayonida muhim o'rin tutadi. Arastu shaxsning o'z ichki potensialini ochishiga e'tibor qaratgan. U insonning o'z imkoniyatlarini amalga oshirish uchun doimiy ravishda o'z ustida ishlashi kerakligini ta'kidlaydi.U axloqiy va intelektual fazilatlarni ajratib ko'rsatgan. Unga ko'ra, barkamol shaxs fazilatlarni rivojlantirish orqali hayotdagi muammolarni hal qilishni o'rganadi. Arastu axloqiy fazilatlar bilan bilim o'rtasida muvozanatni saqlashning zarurligini ko'rsatadi. U, axloqiy fazilatlar bilimga asoslangan bo'lishi kerakligini ta'kidlaydi, chunki bilim insonni to'g'ri qarorlar qabul qilishga yo'naltiradi. U ta'lim jarayonida axloqiy fazilatlarni shakllantirish uchun amaliy tajribalarni va ijtimoiy aloqalarni muhim deb hisoblaydi. Arastu barkamol shaxs va uni voyaga yetkazish bo'yicha o'z nazariy va falsafiy qarashlarida bir qator muhim g'oyalarni ilgari suradi.

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[3] *Platon. Respublika. – T.: O'zbekiston,1999. –B.122-123.*
[4] *Aristotel. Nikomax axloqi. – T.: Fan,2015. – 29 b.*

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PHONETIC ANALYSIS AND ARTICULATION OF MONOPHTHONGS, DIPHTHONGS AND TRIPHTHONGS

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: Kurasheva Hafiza Bahtiyorovna

Annotation: This article explores the fundamental concepts of monophthongs, diphthongs, and triphthongs, focusing on their definitions, examples, and significance in language learning. It emphasizes their importance in achieving clear pronunciation and avoiding common miscommunication pitfalls. The piece provides practical strategies for mastering these sounds, including listening, minimal pair practice, and using phonetic transcription. Advanced techniques such as exploring dialectal variations, practicing connected speech, and leveraging shadowing exercises are also discussed. Tools and real-world applications are recommended to enhance learning, making the article a comprehensive guide for learners aiming to improve their spoken fluency and accuracy. Ultimately, the article highlights that understanding these vowel elements is crucial for natural-sounding speech, bridging the gap between theoretical knowledge and practical usage. It serves as a valuable resource for language learners and educators alike.

Key words: Monophthongs, diphthongs, triphthongs, pronunciation, vowel sounds, phonetics, minimal pairs, language learning, phonetic transcription, connected speech, dialectal variations, shadowing exercises, pronunciation tools, speech clarity, spoken fluency, articulation, accent training, tongue positioning, language practice, pronunciation mastery.

Mastering the Art of Pronunciation: Understanding Monophthongs, Diphthongs, and Triphthongs

Pronunciation is a cornerstone of language learning. Understanding how sounds work and interact can elevate your spoken skills to native-like fluency. In English and many other languages, vowel sounds play a crucial role in this process. Three key elements to explore are monophthongs, diphthongs, and triphthongs. Let's break these down to understand their differences and how to practice them effectively.

What Are Monophthongs?

Monophthongs are the simplest vowel sounds, characterized by their steady and unchanging quality throughout their pronunciation. When you produce a monophthong, your tongue and mouth maintain a single, fixed position.

Examples in English:

- /iː/ as in *see*
- /ɑː/ as in *father*
- /ɛ/ as in *bed*

Monophthongs are the building blocks of vowel pronunciation. Mastering them lays the foundation for understanding more complex sounds.

What Are Diphthongs?

Diphthongs are more dynamic. They involve a smooth transition from one vowel sound to another within the same syllable. This glide gives diphthongs their characteristic complexity and fluidity.

Examples in English:

- /aɪ/ as in *light*
- /oʊ/ as in *go*
- /eɪ/ as in *day*

Diphthongs are common in English, and their correct pronunciation is essential for clarity and natural-sounding speech.

What Are Triphthongs?

Triphthongs are the most intricate of the three. They combine three distinct vowel sounds into a single syllable, with each sound smoothly transitioning into the next.

Examples in English:

- /aɪə/ as in *fire*
- /aʊə/ as in *hour*
- /eɪə/ as in *player*

Triphthongs are challenging because they require precise control over the transitions. Mispronouncing them can affect the flow and intelligibility of your speech.

Why Are These Sounds Important?

Understanding monophthongs, diphthongs, and triphthongs is crucial for:

1. Improving Pronunciation: Precise vowel sounds enhance clarity and fluency.

2. Avoiding Miscommunication: Subtle differences in vowel sounds can change meanings. For example, *sheep* (/iː/) versus *ship* (/ɪ/).

3. Sounding Natural: Mastery of these elements helps you sound more like a native speaker.

How to Practice Monophthongs, Diphthongs, and Triphthongs

Listen and Imitate

- Use audio resources or online pronunciation tools.
- Focus on one sound at a time and mimic native speakers.

Practice with Minimal Pairs

Minimal pairs are words that differ by only one sound. For instance:

- Monophthongs: *bit* (/ɪ/) vs. *beat* (/iː/)
- Diphthongs: *boy* (/ɔɪ/) vs. *buy* (/aɪ/)

Slow Down

For diphthongs and triphthongs, practice slowly to ensure each vowel sound is distinct before speeding up.

Use Phonetic Transcription

Learn the International Phonetic Alphabet (IPA) to identify and practice specific sounds.

Record Yourself

Recording and listening to your speech can help you identify areas for improvement.

Work with a Teacher or Partner

Feedback from a language teacher or practice partner can refine your pronunciation.

Advanced Tips for Mastery

Once you've grasped the basics of monophthongs, diphthongs, and triphthongs, you can delve deeper into refining your skills. Here are some advanced strategies to take your pronunciation to the next level:

Explore Variations Across Dialects

Languages like English have numerous accents and dialects, each with unique variations in vowel pronunciation. For example:

- In British English, the diphthong /əʊ/ (as in *go*) sounds more rounded, while in American English, it's pronounced flatter as /oʊ/.

- The triphthong /aɪə/ in *fire* might reduce to a simpler /a:/ in some accents, like Australian or Cockney English.

Listening to diverse speakers can broaden your understanding and help you adapt to different accents.

Practice Connected Speech

In natural conversation, sounds often blend together. For instance, diphthongs and triphthongs can become shorter or simplified when spoken quickly. Practice phrases rather than isolated words to simulate real-life speech.

Examples:

- *How are you?* might sound like /haʊəjuː/ in casual speech.

- *I'll go there later* could blend into /aɪl gəʊ ðəː leɪtə/.

Analyze Common Pitfalls

Many learners struggle with specific sounds based on their native language. For instance:

- Spanish speakers may find it challenging to distinguish between /iː/ and /ɪ/.

- Chinese speakers might have difficulty with diphthongs like /eɪ/ or /oʊ/ because Mandarin vowels are typically more stable.

Identify the sounds you struggle with and give them extra attention in your practice routine.

Use Tongue and Mouth Positioning Exercises

Pronunciation isn't just about sound—it's also about muscle memory. Learn the tongue and mouth positions required for each vowel sound:

- Monophthongs: Keep your tongue steady in the correct position.
- Diphthongs: Practice gliding smoothly between two tongue positions.
- Triphthongs: Focus on the sequential transitions without rushing.

Using mirrors or phonetic videos can be helpful to check your technique.

Engage in Shadowing Exercises

Shadowing involves listening to a recording and immediately repeating what you hear, matching the rhythm, pitch, and intonation as closely as possible. This technique improves both pronunciation and fluency.

Leverage Technology

There are numerous apps and tools designed to aid pronunciation practice:

- For phonetics practice: Use apps like *Sounds: The Pronunciation App* or *ELSA Speak*.
- For interactive learning: Platforms like Duolingo or LingQ integrate pronunciation exercises into language practice.
- Speech analysis tools: Tools like *Speechling* or *Forvo* provide feedback on your pronunciation.

Real-Life Application

Putting your skills into real-world contexts is the ultimate test of your mastery. Here's how to integrate these sounds into daily life:

Speak with Native Speakers

Engage in conversations with native speakers through language exchange programs or online communities like Tandem or HelloTalk. They can provide valuable feedback and correct subtle pronunciation errors.

Watch and Mimic Media

Immerse yourself in media like movies, TV shows, or podcasts. Pay attention to how actors or hosts articulate words, especially complex diphthongs and triphthongs. Try repeating lines after pausing to match their pronunciation.

Read Aloud Daily

Choose a passage from a book, article, or poem and read it aloud. Focus on clarity, rhythm, and natural transitions between sounds. Record yourself and compare it to native speaker audio versions if available.

Test Yourself with Tongue Twisters

Challenge yourself with tongue twisters that emphasize vowel sounds:

- *How now brown cow?* (diphthong /aʊ/)
- *Firefly flickers in fiery flight* (triphthong /aɪə/)

Tongue twisters can improve control and agility in transitioning between sounds.

Final Thoughts

Learning monophthongs, diphthongs, and triphthongs is more than just mastering sounds—it's about unlocking the rhythm and melody of a language. With patience, dedication, and consistent practice, you'll see noticeable improvements in your pronunciation and confidence. Language is a dynamic and expressive medium, and every sound you perfect brings you closer to seamless communication. So, keep practicing, explore new challenges, and enjoy the journey of mastering pronunciation.

The rewards of clear, confident speech are well worth the effort! Mastering monophthongs, diphthongs, and triphthongs is a rewarding step toward achieving clear and natural speech. With consistent practice and attention to detail, you'll find yourself navigating these sounds with ease. Whether you're a language learner or looking to refine your skills, understanding these vowel elements is a vital part of the journey. So, get started today—practice, listen, and perfect the art of pronunciation!

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2-TOM, 11-SON
THEMATIC EXPLORATION OF PRAGMATICS, SPEECH ACT THEORY AND DISCOURSE ANALYSIS IN LINGUISTIC COMMUNICATION

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: Kurasheva Hafiza Bahtiyorovna

Annotation: This article provides an in-depth exploration of three key concepts in linguistics: pragmatics, speech act theory, and discourse analysis. It outlines the core principles and distinctions within each framework, emphasizing their relevance to understanding how language functions beyond its literal meaning. Pragmatics is presented as the study of language in context, focusing on how meaning is influenced by factors like implicature, deixis, and speaker intent. Speech act theory is examined in terms of its categorization of language into locutionary, illocutionary, and perlocutionary acts, highlighting how language is used to perform actions. Discourse analysis is explored as the study of larger communicative units, such as conversations and texts, and its role in understanding coherence, power dynamics, and social structures. The article concludes by demonstrating how these theories are interrelated and applicable across various fields, from education to artificial intelligence, showcasing the broader implications for social interaction and communication. This annotation captures the central themes and applications discussed in the article, providing a concise summary for those interested in understanding the complexities of human communication and the tools used to study it.

Key words: Pragmatics, speech act theory, discourse analysis, context, implicature, deixis, illocutionary acts, locutionary acts, perlocutionary acts, conversation analysis, coherence, cohesion, power dynamics, intertextuality, language as action, social interaction, communication, linguistics, language theory, education, artificial intelligence, sociolinguistics.

Understanding Pragmatics, Speech Act Theory, and Discourse Analysis

Language is more than a system of sounds and symbols; it is a powerful tool for communication and social interaction. To fully grasp its complexities, scholars have developed frameworks like pragmatics, speech act theory, and discourse analysis.

These concepts provide insights into how meaning is created, conveyed, and interpreted in context. Let's explore each in detail.

Pragmatics: The Study of Language in Context

Pragmatics is a branch of linguistics that focuses on how context influences the interpretation of meaning in communication. Unlike syntax (the structure of sentences) and semantics (the literal meaning of words), pragmatics delves into how language is used in real-world situations.

Key aspects of pragmatics include:

1. Context: Both the immediate physical setting and the social relationships between speakers affect meaning.

2. Implicature: Coined by philosopher H.P. Grice, this refers to what is suggested in an utterance, even if not explicitly stated. For example, saying, *"It's cold in here,"* might imply a request to close a window.

3. Deixis: Words like *here*, *there*, *this*, and *that* rely on contextual information for interpretation.

4. Speech acts: Actions performed via language, such as making a promise or issuing a command.

Pragmatics emphasizes that understanding language requires more than knowing the definitions of words; it demands recognizing the speaker's intent and the interplay of linguistic and situational factors.

Speech Act Theory: Language as Action

Developed by philosophers J.L. Austin and later expanded by John Searle, speech act theory proposes that language is not merely about describing reality but also about performing actions. Austin categorized speech acts into three levels:

1. Locutionary Act: The actual utterance and its semantic meaning (e.g., "I apologize" as a set of words).

2. Illocutionary Act: The intention behind the utterance (e.g., the act of apologizing).

3. Perlocutionary Act: The effect the utterance has on the listener (e.g., making the listener feel reassured).

Searle further refined the concept by classifying speech acts into five types:

- Assertives: Statements that describe the world (e.g., "It is raining").

- Directives: Attempts to get the listener to do something (e.g., "Please close the door").

- Commissives: Commitments to future actions (e.g., "I will call you tomorrow").

- Expressives: Expressions of the speaker's feelings (e.g., "I'm sorry for your loss").

- Declarations: Utterances that change the state of the world (e.g., "You're fired").

Speech act theory highlights the functional aspect of language, illustrating how words can shape social realities.

Discourse Analysis: Beyond the Sentence

While pragmatics often examines isolated utterances, discourse analysis looks at larger language structures, such as conversations, narratives, or written texts. It is concerned with how coherence, meaning, and power dynamics emerge in communication.

Key components of discourse analysis include:

1. Coherence and Cohesion: The ways linguistic elements connect ideas across sentences, such as through pronouns, conjunctions, and repetition.

2. Turn-Taking and Conversation Structure: The rules governing who speaks when, interruptions, and how speakers maintain or shift topics.

3. Power and Ideology: How language reflects and enforces social hierarchies and cultural norms. For instance, discourse analysis might explore how authority is asserted in a legal text or a political speech.

4. Intertextuality: How a text draws upon or references other texts to create meaning.

Discourse analysis spans various disciplines, including sociolinguistics, psychology, and critical theory, making it a versatile tool for understanding communication in diverse contexts.

Connections and Applications

Pragmatics, speech act theory, and discourse analysis are interrelated. Pragmatics provides the foundation by exploring meaning in context, speech act theory zooms in on language as action, and discourse analysis expands the focus to larger communicative units.

These frameworks are applied in various fields:

- Education: Understanding how classroom discourse affects learning.
- Law: Interpreting the intent behind legal language.
- Artificial Intelligence: Designing systems that can comprehend and generate human-like communication.
- Sociology: Analyzing how language perpetuates or challenges social structures.

Conclusion

Pragmatics, speech act theory, and discourse analysis illuminate the intricate ways language functions beyond mere words. By examining how meaning is constructed, actions are performed, and ideas are shared, these fields reveal the richness of human communication and its role in shaping our social world. As research continues to evolve, these approaches remain vital for bridging linguistic theory with real-life interactions. In essence, the study of pragmatics, speech act theory, and discourse analysis underscores the dynamic and multifaceted nature of language. These frameworks remind us that communication is not a static exchange of words but a deeply contextual, action-oriented, and socially embedded process. By understanding these dimensions, we gain valuable tools for navigating and interpreting the complexities of human interaction, fostering better understanding, collaboration, and problem-solving in both personal and professional contexts. Language, as these theories demonstrate, is not only a reflection of thought but also a transformative force that shapes relationships, communities, and societies.

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PHONOLOGICAL VARIATIONS AND MODIFICATIONS OF VOWEL SOUNDS

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: Ne'matova Maftuna Diyor qizi

Annotation: This article explores the multifaceted role of vowels in language, focusing on how they can be modified across different linguistic contexts. It covers key aspects such as vowel lengthening and shortening, diphthongs, vowel reduction, vowel harmony, and nasalization, providing insights into how these modifications impact pronunciation, meaning, and the overall phonetic structure of a language. The article highlights the dynamic nature of vowels and their importance in distinguishing dialects, accents, and regional speech patterns. Additionally, it emphasizes the centrality of vowel modifications in language evolution, offering a comprehensive understanding of the intricate relationship between sounds and their functions in communication.

Key words: vowels, vowel modifications, diphthongs, vowel lengthening, vowel shortening, vowel reduction, vowel harmony, nasalization, phonetics, pronunciation, accent, dialect, Great Vowel Shift, language evolution, speech patterns, linguistic structure, phonological features, vowel sounds, language diversity, regional speech.

Vowels are a fundamental component of human speech. They form the backbone of syllables and are crucial to the pronunciation and meaning of words. In this article, we will explore vowels in detail, focusing on their modifications and the variations they undergo in different linguistic contexts.

What Are Vowels?

Vowels are speech sounds produced without significant constriction or blockage in the vocal tract. They are typically voiced, meaning the vocal cords vibrate when producing them. The basic vowel sounds in English are represented by the letters A, E, I, O, and U (sometimes Y). Vowels are essential for the formation of syllables, which are the building blocks of words.

Vowels can be classified by several characteristics:

- Height: Refers to the position of the tongue (high, mid, low) when making the sound.

- Backness: Describes whether the tongue is placed toward the front or back of the mouth.

- Roundness: Determines whether the lips are rounded or unrounded during the production of the sound.

For example:

- The vowel sound in "beat" is a high-front unrounded vowel.

- The vowel sound in "boot" is a high-back rounded vowel.

Vowel Modifications

Vowel sounds can be modified in various ways, both within a single word and across different languages. These modifications can result in subtle or dramatic changes in pronunciation and meaning.

Vowel Lengthening and Shortening

Vowel length plays a significant role in many languages. In English, vowel length typically doesn't change the meaning of words, but in languages like Japanese, Finnish, or Arabic, vowel length can distinguish between different words.

- Short vowels: Often occur in unstressed syllables (e.g., the "a" in "banana").

- Long vowels: Found in stressed syllables or in words with double vowel letters (e.g., the "a" in "father").

In some cases, vowels can be lengthened through the process of stress or emphasis (e.g., "I can't" vs. "I caaan't" for emphasis in English).

Diphthongs

A diphthong is a complex vowel sound that begins with one vowel and glides into another within the same syllable. In English, diphthongs can be heard in words like "coin" (/ɔɪ/) and "out" (/aʊ/). These modifications result from the movement of the tongue and lips, altering the sound quality during pronunciation.

Diphthongs are significant in many languages, particularly those with highly distinct vowel systems, such as Greek, where diphthongs like "αι" and "ου" form the basis of many words.

Vowel Reduction

Vowel reduction occurs when a vowel sound becomes less distinct or central in the context of unstressed syllables. In English, unstressed vowels are often pronounced as a schwa (ə), which is a neutral, unstressed sound that can occur in various positions in a word.

For instance:

- In the word "banana," the second and third vowels are pronounced as a schwa /ə/ rather than their full vowel sounds /æ/ or /a/.

- In "sofa," the "o" becomes a schwa sound /ə/.

Vowel reduction is a crucial aspect of English pronunciation and contributes to the rhythm and flow of speech.

Vowel Harmony

Vowel harmony is a phonological phenomenon in which vowels within a word must harmonize or match in certain features, such as backness or roundedness. This feature is prominent in languages like Turkish, Finnish, and Hungarian.

For example, in Turkish, a word will contain either front vowels (e.g., "e", "i") or back vowels (e.g., "a", "o"), but not both. In the word "ev" (house), both vowels are front vowels, whereas in "kavak" (poplar tree), both vowels are back vowels.

Vowel Nasalization

In some languages, vowels can become nasalized, meaning that air escapes through the nose during the production of the sound. This happens in languages such as French and Portuguese. In French, nasal vowels like the "on" in "nom" (name) or the "an" in "sans" (without) are essential to the language's distinct sound.

In English, nasalization occurs as a result of assimilation, especially when a vowel is adjacent to a nasal consonant, like "man" or "song." Though nasalized vowels are not as central to English as in other languages, they still contribute to the overall phonetic quality of speech.

Vowel Modifications Across Languages

Vowel modifications can vary dramatically from one language to another, and sometimes the same letter can represent a wide range of sounds. For example:

- French and Spanish make extensive use of nasal vowels, which do not exist in standard English.

- In German, vowel length can change the meaning of a word, as seen in the contrast between "bitte" (please) and "bitter" (bitter), where the vowels differ in length.

- Arabic and Hebrew rely heavily on vowel modifications in their written scripts, as the script often omits vowels, and their pronunciation depends on context or diacritics.

The Role of Vowels in Accents and Dialects

Vowel modifications are a key feature in distinguishing regional accents and dialects. The Great Vowel Shift, which took place in English between the 14th and 18th centuries, is one of the most notable examples of vowel modification in language

history. This shift led to significant changes in the pronunciation of English vowels, contributing to the modern distinction between Middle English and Modern English.

Additionally, accents such as the British Received Pronunciation (RP) and American English often differ in vowel sounds. For example, the "a" in "dance" is pronounced differently in RP (/ɑː/) and in American English (/æ/).

Conclusion

Vowels are not static; they are dynamic, capable of significant modification across languages, dialects, and contexts. From vowel lengthening and reduction to diphthongs and nasalization, these modifications contribute to the rich variety of sounds and meanings in human languages. Understanding how vowels change and adapt enhances our appreciation of phonetics and the intricate ways in which speech evolves over time. Vowel modifications not only enrich the phonetic diversity of languages but also play a critical role in shaping the rhythm, melody, and expressiveness of speech. Whether through the subtle reduction of vowels in unstressed syllables, the blending of sounds in diphthongs, or the distinct features of vowel harmony, these variations demonstrate the adaptability and complexity of human communication. The study of vowel modifications offers valuable insights into how languages evolve and how pronunciation can differ across regions, communities, and cultures. As we continue to explore the intricacies of vowel systems, we gain a deeper understanding of the dynamic interplay between sounds and meanings, further emphasizing the importance of vowels in both linguistic structure and everyday communication.

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INTONATION. THE HISTORY OF INTONATION. THE CONTENT OF INTONATION

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: Valiyeva Muxlisa Ilyosboy qizi

Annotation: This article provides an in-depth exploration of intonation, its historical development, and its content. It begins with an overview of the evolution of intonation studies, from ancient Greek rhetoric to modern phonetics, highlighting key figures like Aristotle, Otto Jespersen, and Bernard Bloch. The article emphasizes the significance of intonation in distinguishing sentence types, conveying emotions, and managing discourse, showing how intonation patterns affect both meaning and social dynamics. It also discusses the role of intonation in pragmatics, emotional expression, and sentence structure. By breaking down the content of intonation into several components—such as phonemic distinctions, emotional tone, focus, and social signaling—the article illustrates how intonation enriches communication, far beyond simple pitch variation. This piece offers valuable insights into the importance of intonation in language, providing both a historical and functional perspective.

Key words: intonation, pitch, speech, linguistic theory, phonetics, emotional expression, sentence structure, discourse, pragmatics, social signaling, sentence types, rising intonation, falling intonation, historical development, communication, language, phonemic intonation, prosody, focus, emphasis, turn-taking, sarcasm, politeness, emphasis, meaning.

Intonation: A Comprehensive Overview

Introduction

Intonation refers to the rise and fall in pitch while speaking, encompassing the patterns and variations in pitch that occur during speech. It is an essential element of language and communication, influencing the meaning and emotional tone of spoken words. While intonation is often subconsciously employed by speakers, its role is far-reaching in linguistic studies, affecting everything from sentence structure to the expression of emotions and attitudes. This article explores the history of intonation and

its content, delving into its various dimensions and significance in both speech and linguistics.

The History of Intonation

The study of intonation has evolved alongside the development of linguistic theory. Early attention to speech patterns and pitch was primarily concerned with the musical aspects of language. Ancient Greek philosophers like Aristotle acknowledged the importance of pitch in rhetoric and oratory. The concept of speech melody, which is closely related to intonation, was considered crucial for persuasion, as it could influence the emotional reception of a speech.

However, it wasn't until the 19th century that a more systematic study of intonation emerged within the field of linguistics. This period saw the rise of modern phonetics, with linguists like Henry Sweet and Otto Jespersen starting to explore intonation more thoroughly. Jespersen, in particular, examined the role of pitch in distinguishing sentence types and thought of intonation as integral to meaning rather than merely a musical or ornamental feature.

The 20th century witnessed further developments with the rise of structuralism and generative grammar, which laid the groundwork for understanding intonation as a system governed by specific rules. Scholars like Bernard Bloch and George L. Trager contributed significantly to the study of prosody, including intonation, in their work on American English. Later, sociolinguistics and pragmatics further underscored the importance of intonation in signaling aspects like politeness, sarcasm, emphasis, and speaker intent.

In the latter half of the 20th century, technological advancements in acoustic analysis and phonology allowed for more precise measurement and study of intonational patterns, cementing its importance in the study of both spoken and written language.

The Content of Intonation

Intonation is not just about pitch variation; it carries various forms of content that help shape communication. The content of intonation can be broken down into several key areas:

1.   **Phonemic Intonation**: This refers to the way intonation patterns can differentiate meaning in languages. For example, a rising pitch at the end of a sentence can indicate a question in many languages (e.g., English, French, and German), while a falling pitch might indicate a statement or command. Phonemic intonation is

especially important in languages that rely heavily on tonal distinctions, like Mandarin Chinese, where the pitch contour of a syllable can alter its meaning entirely.

2. **Emotional Expression**: Intonation serves as a vehicle for conveying emotion and attitude. A speaker's emotional state can be reflected through the rise and fall of pitch. A higher pitch may convey excitement or urgency, while a lower pitch might indicate sadness, seriousness, or authority. This emotional tone is often more important than the specific words used in the sentence.

3. **Sentence Structure and Emphasis**: Intonation is crucial for signaling sentence structure and highlighting specific information. For instance, in English, stress and pitch contours help to distinguish between a statement and a question or to emphasize particular words in a sentence. For example, the sentence "You like coffee?" with a rising intonation at the end is a question, while "You like coffee!" with a falling tone could express surprise or admiration.

4. **Discourse Functions**: Intonation also plays a significant role in managing the flow of conversation. It signals turn-taking in dialogue, indicating when one speaker has finished and another can take over. Rising intonation can invite a response, while falling intonation signals the end of a speaker's turn. Intonation in this context also aids in highlighting contrast, focus, and new information.

5. **Pragmatic Meaning**: Beyond the basic emotional or structural implications, intonation can carry nuanced pragmatic meanings. For example, a rising tone on certain words can signal sarcasm, irony, or disbelief, while a falling tone can convey finality or certainty. The intonational pattern can change the listener's perception of the speaker's intent, often influencing the interpretation of the message.

6. **Social Functions**: Intonation can reflect the social dynamics between speakers, including politeness, formality, and familiarity. In many languages, rising intonation can indicate deference or politeness, while a more monotone or falling intonation can suggest authority or assertiveness. These features help speakers navigate social relationships and manage interpersonal communication.

Conclusion

Intonation is a vital aspect of human language that transcends mere pitch variation. It influences how we express meaning, convey emotions, manage conversations, and establish social dynamics. From its early study in ancient Greece to its current position as a core focus of linguistics, the understanding of intonation has evolved significantly, expanding our comprehension of language's role in communication. The content of intonation is not confined to a single dimension but includes emotional, structural, and

social components, all of which work together to enhance the richness of human interaction. Whether for distinguishing meaning or signaling intent, intonation remains one of the most fascinating and essential elements of speech. In conclusion, intonation is far more than just a mechanical rise and fall of pitch; it is a complex and multi-dimensional feature of language that enriches communication in profound ways. Its historical development reflects the growing recognition of its importance in both linguistics and human interaction. From early philosophical musings on rhetoric to the modern understanding of intonation as a key element in speech analysis, its role has only grown in significance. The content of intonation—spanning emotional expression, sentence structure, and social signaling—makes it indispensable in everyday communication. As such, intonation is not only a linguistic phenomenon but also a fundamental tool that allows individuals to navigate the intricacies of human social life, helping to convey nuance, emphasis, and meaning far beyond the literal words spoken. Understanding intonation in its full context enhances our grasp of language's power and complexity, highlighting its crucial place in both verbal and non-verbal communication.

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2-TOM, 11-SON
OILADAGI MUNOSABATLARNING FARZANDLAR TARBIYASI DA PSIXOLOGIYA VA PEDAGOGIKA O'RNI

Murotaliyeva Ro'zixol

Denov Tadbirkorlik va pedagogika instituti Aniq va tabiiy fanlar fakulteti Fizika yo'nalish talabasi

E-mail: aortiqov145@gmail.com

ANNOTATSİYA

Farzand tarbiyasi har bir ota – onaning ko'zgusi. Ota – onaning psixologik holati, uning farzandi tarbiyasida aks etadi. Farzandining kelajagi chiroyli bo'lishini istagan har bir ota – ona o'z ustida ishlab farzandiga o'rnak bo'lishi lozim.

Kalit so'zlar: Oila, farzand, tarbiya, oilaviy muhit, psixologiya, oila psixologiyasi, giper-g'amxo'rlik, manipulyatsiya.

АННОТАЦИЯ

Воспитание детей – отражение каждого родителя в зеркале. Психологическое состояние родителя отражается на воспитании его ребенка. Каждый родитель, который хочет, чтобы у его ребенка было прекрасное будущее, должен подавать пример своему ребенку в работе над собой.

Ключевые слова: Семья, ребенок, воспитание, Семейная среда, психология, семейная психология, гиперопека, манипуляция

ABSTRACT

Parenting is the reflection of every parent in the mirror. The psychological state of a parent is reflected in the upbringing of his child. Every parent who wants his child to have a wonderful future should set an example for his child in working on himself.

Keywords: Family, child, upbringing, Family environment, psychology, family psychology, overprotection, manipulation.

Daraxtdan meva olaman desang, uni nihollik davridan parvarish qil.

(O'zbek xalq maqoli)

Oila – muqaddas. Ammo, bu muqaddas oilani barpo etish,mustahkamligini taminlash va ko'p yillar davomida oilani saqlab qolish oson ish emas. O'zimizning o'zbek oilalari urf- odatlariga nazar soladigan bo'lsak, sovchilik, kattalar roziligi, kattalar kelishuvi va oxiri yoshlar tanishuvi bilan to'y o'tkazib yuborishadi. Undan

keyingi hayot kelinlik uyidagi muhit, urf – odatlar bilan davom etadi. Yosh oila, yoki ota-ona bilan, yoki alohida yashashni boshlaydi. Aksariyat hollarda, ota-ona va shu oila a'zolari bilan birgalikda murosa qilib yashashga to'g'ri keladi. Yoshlar hayotida yangi bosqich – bir biriga o'rganish, ko'nikish boshlanadi. Kattalar gapi bilan, ya'ni oilani mustahkamlash bahonasida tezroq farzand ko'rish mavzusi muhokamada bo'ladi. Eng katta ma'suliyat mana shu davrdan boshlanadi.

Biz ―farzand‖ degan tushunchani yaxshi tushunib olishimiz shart. Chunki bu – alohida katta bir tubi cheksiz bo'lgan mavzu. Farzand bu – o'yinchoq emaski, xohish istaklarni qondirish uchun xoxlagan paytda dunyoga keltirsa. **U bir individ, shaxs.** Farzandni dunyoga keltirish va uni shaxs sifatida har tomonlama yetuk inson qilib tarbiyalash, imkoniyatlar yaratib berish biz ota onalarning eng katta masuliyatimiz ekanligini tushinib olishimiz lozim.

Eng avvalo, oiladagi muhit va urf – odatlarimizni to'g'ri yo'lga qo'yib olishimiz zarur. Ota – ona birinchi o'rinda, farzand tarbiyasini nazorat qilishi uchun, o'zidagi nuqsonlarini tarbiyalashi, kamchiliklarini bartaraf qilishi va ular ustida ishlashi maqsadga muvofiq bo'ladi.

Bolalarning rivojlanishiga oila hal qiluvchi ta'sir ko'rsatadi. Xo'sh, farzand tarbiyasi qaysi paytdan boshlanadi? Farzand tarbiyasi ona qornidan, embrionlik davridan boshlanadi. Ona farzand kutayotganini bilgandan so'ng, onalik instinkti uyg'onib, o'zi va bolasini ehtiyot qila boshlaydi. Bolaning yaxshi rivojlanishi uchun toza havoda sayr, o'z vaqtida to'g'ri ovqatlanishga e'tibor qaratadi. Bu jarayon farzand tug'ilganidan keyin ikki hissaga oshadi. Bola ona qornida rivojlanib borar ekan, o'zining xarakterini ko'rsatib, ona bilan muloqotga kirishadi. Farzandning mehr muhabbatga hissi uyg'onadi. Oiladagi bo'lib o'tadigan har bir muhit o'z ta'sirini ko'rsatadi.

Farzand dunyoga kelgach, biz uning sog'lom bo'lishini va aqliy jihatdan yaxshi rivojlanishini xoxlaymiz, uning qanday inson bo'lishini oxirgi o'ringa qo'yamiz.

Ingliz faylasufi DJ.Lokkning fikriga ko'ra – ―bolaning qalbi, nimani xoxlasa shuni yozish mumkin bo'lgan oq qog'ozga o'xshaydi". Bu oppoq qog'ozni yaxshi narsalar bilan ham, yomon narsalar bilan ham, to'ldirish ota-onaga bog'liq. Bola tarbiyasida ota- ona birdek masulyatga ega bo'lishi lozim. Faqatgina ona yoki ota tarbiyasi bola tarbiyasining shakillanishida salbiy ta'sir ko'rsatishi ham mumkin. Avvalambor, bola tarbiyasida oila mustaxkamligi birinchi o'rinda turadi. Har bir inson o'z ishi bilan band bo'lgan bugungi kunda ota-onalar ko'pincha farzandlari bilan vaqt o'tkazish kerakligini unutishadi. E'tibor va muloqot yetishmasligi bolaning hissiy

rivojlanishiga salbiy ta'sir ko'rsatishi mumkinligi haqida o'ylab ko'rish, oilaviy rishtalarni mustahkamlash uchun bolalar bilan muloqot qilish, o'ynash va yetarlicha vaqt ajratish haqida o'ylab ko'rish kerakligi oilaning eng birinchi vazifalaridan ekanligini yoddan chiqarmasliklari lozim. Bugungi kunda bu eng dolzarb masala hisoblanadi.

Ko'pgina ota – onalar farzandlarini hamma narsada eng zo'r bo'lishiga intiladi va ba'zida, bu haddan tashqari mukammallikka olib keladi. Bu, bolaga haddan tashqari bosim o'tkazishi va uning normal rivojlanishiga to'sqinlik qilib, ota – ona va farzand o'rtasidagi manipulyatsiyaga sabab bo'lishi mumkin. Ota – onalar esda tutishlari kerakki, eng muhimi mukammallikka intilish emas, balki mehrlarini ayamasdan, bolani qo'llab – quvvatlashga va tushunishga harakat qilishlari lozim.

Zamonaviy dunyoda ota – onalik haqiqiy san'atga aylandi. Bu – muvozanat, sabr-toqat va bilimni talab qiladi. Biroq, hatto eng g'amxo'r ota – onalar ham o'zaro munosabatlarining sog'lom emasligi sababli, farzandlarining rivojlanishi va ularning tarbiyasiga salbiy ta'sir qilishi mumkin bo'lgan xatolarga ota yoki ona hukumdor manipulyatsiyasiga yo'l qo'yishlari mumkin. Bunada, ota farzandiga tanbex berayotganida onaning yon bosishi, yoki aksincha, ona tanbex berayotganida otaning yon bosishi, ota–ona o'zaro kelishmovchiliklarini farzandi oldida muhokama qilishi va hokazolar shular jumlasidandir.

Giper-g'amxo'rlik (―giper‖ lotincha so'zdan — me'yordan yoki o'lchovdan oshib ketish) bola uchun nafaqat haddan tashqari tashvish, balki haddan tashqari nazorat ham hisoblanadi. Ota-ona bola uchun nimani va qachon bajarishni, qanday ovqatlanishni, nima deyishni hal qilishi aslida bolaga zarar keltiradi. Haddan tashqari himoyalash g'amxo'rlikdek tuyulsa-da, aslida unday emas. Haddan tashqari himoyalovchi ota-onalar odatda manipulyatsiya qiladilar, talab qiladilar, buyruq beradilar yoki shantaj qiladilar, bolaning istaklari va ehtiyojlarini e'tiborsiz qoldiradilar, yoki ikkinchi darajali deb bilishadi, bola uchun mutlaqo barcha qarorlarni qabul qiladilar. Shunday qilib, haddan tashqari himoyalanish zo'ravonlik shakllaridan biri hisoblanadi.

Ota – ona bola tarbiyasiga juda yumshoq yoki juda qattiq yondashishi bolada xulq-atvor va intizom muammolariga olib kelishi mumkin. Ota – onalar oilada aniq chegaralar va qoidalarni belgilaganlarida, farzandlarida mas'uliyat hissi uyg'onishini va o'zini o'zi boshqara olishni rivojlantirishga yordam berish uchun, ularni birgalikda doimiy ravishda bajarishlari lozim. Albatta, muvozanatni topish juda qiyin, ammo har bir ota-ona bu masalaga jiddiy yondashishi zarur.

Ko'p oilalarda farzandlar soni uchtani tashkil etadi. Katta farzand yoki kichkina farzandga e'tibor kuchayib ketishi, yokida kamayib ketishi haqida gapiramiz. Lekin statistika ma'lumotlariga nazar soladigan bo'lsak, uchinchi farzand dunyoga kelganidan keyin, birinchi farzandga ma'suliyat kuchayib, o'rtancha farzand e'tibordan chetlab qolish extimollari yuqori bo'lar ekan.

Ota – onalar qiladigan xatolardan yana biri – farzand tarbiyasida ular xaqoratli so'zlar va kaltak qo'llashlari.. Bolasini kaltak vositasida tarbiya qilishni o'ylaganlar qattiq adashadi. Chunki farzand yaxshi so'zning gadosi, yomon gapirish, kaltaklash bolani oiladan, ota-onadan bezdiradi. Siz yaxshisi farzandingizni qarg'amang, yomon so'zlar bilan so'kmang. Chunki bu narsalar farzandingizga, oilangizga g'am –tashvish keltiradi. Aksincha, yaxshi duolar qiling, yaxshiliklar tilang.. Ba'zan sho'xlik qilib, gapingizga quloq solishmasa yoki biror ishda xato qilishsa, ularni urmay-so'kmay, tushuntirishga xarakat qiling.

Farzand tarbiyasida har bir narsaga mas'uliyatli yondashib, ularning komil inson bo'lib yetishishida nafaqat ota – onalar, balki, bola atrofidagi jamiyat ham sog'lom fikr egalari bo'lishi muhim rol o'ynaydi. Farzandlaringizning kimlar bilan do'st va hamsuhbat bo'lishlariga e'tiborli bo'ling, boshqalar oldida iloji boricha sharmandalarcha koyimang. Uyda qanday yaxshi muolila qilsangiz, ko'chada ham yaxshi muolilada bo'ling.

O'zbek oilalarida asosan, birinchi farzand, birinchi nevaraga bo'lgan e'tibor yoki mas'uliyat yuqori darajada. Nafaqat to'ng'ich farzand, balki kenja farzandlar ham ota – onasi yoki bobo – buvisi tarafidan haddan ziyod erkalashlar, ba'zida esa haddan ziyod mas'uliyat yuklashlar farzandni stress holatlarga tushirib, bola fikrlashini buzilishiga olib keladi. Oqibatda, ko'p erkalatilgan farzanda o'z egosini hamma narsadan yuqori o'ringa qoyishiga olib keladi va bola tomonidan ota – onaga nisbatan manipulyatsiya jarayoni yuzaga keladi. Bu esa, atrofdagi insonlar bilan sog'lom munosabatlarni o'rnatishiga to'sqinlik qiladi va muammolarga duch kelishga olib keladi. Haddan tashqari mas'uliyat yuklatilgan farzand esa, jamiyatda o'z o'rnini topishiga qiynalishiga olib keladi. Bunday farzandlar vaqti kelib ortiqcha yuklatilgan mas'uliyatlardan charchaydi, shaxsiy fikrini bildira olmaganidan asablari zo'riqib suitsid holatigacha yetib borishi mumkin.

Shuning uchun farzand tarbiyasida har bir narsaga mas'uliyatli yondashib, ularning komil inson bo'lib yetishishida nafaqat ota – onalar, balki, bola atrofidagi jamiyat ham sog'lom fikr egalari bo'lishi muhim rol o'ynaydi.

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2-TOM, 11-SON

SENTENCE TYPOLOGY AND CLAUSE STRUCTURES WITHIN THE FRAMEWORK OF COGNITIVE GRAMMAR: AN EXAMINATION OF CLAUSE TYPES AND THEIR COGNITIVE UNDERPINNINGS

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
Marina I. Solnyshkina Dr.Prof., Department of Theory and Practice of Foreign
Language Teaching, Kazan Federal University, Russia
Student of group 302-21: Meliyeva Rushona Qahramon qizi

Annotation: This article explores the concept of sentence typology and clause structure within the framework of Cognitive Grammar (CG). It delves into how CG views language as a reflection of human cognition, emphasizing the interconnection between sentence forms and mental processes. The article categorizes clause types (declarative, interrogative, imperative, and exclamatory) and discusses how each reflects specific cognitive functions, such as asserting information, inquiring, giving commands, and expressing emotions. Furthermore, it highlights the role of key elements such as the subject, verb, and object in shaping the mental representation of events and actions. By emphasizing constructional schemas and the cognitive relationships between clause elements, the article demonstrates how sentence structure in CG is grounded in our conceptual understanding of the world. This approach provides a deeper understanding of how language reflects thought, moving beyond formal syntactic rules to focus on the cognitive processes that shape linguistic expression.

Key words: Cognitive Grammar, sentence typology, clause structure, declarative clauses, interrogative clauses, imperative clauses, exclamatory clauses, cognitive processes, mental representation, constructional schemas, subject-verb-object order, syntax and meaning, event representation, language and cognition, clause elements, participant roles, cognitive functions, linguistic form, cognitive linguistics.

Sentence Typology in Cognitive Grammar: Clause Types and Clause Structure

Cognitive grammar (CG), as a branch of linguistics, explores the relationship between linguistic structures and human cognition. One of the primary areas of focus within CG is the organization of sentences, which is informed by the way humans perceive and conceptualize the world. Cognitive grammar approaches sentence typology by emphasizing the cognitive processes that underlie sentence structures, rather than relying solely on formal syntactic rules. In this article, we will explore how CG addresses clause types and clause structures, analyzing them from a cognitive perspective.

Understanding Cognitive Grammar

Cognitive grammar, first proposed by Ronald Langacker in the 1980s, is based on the assumption that language reflects human cognitive abilities. Rather than treating syntax as an autonomous, abstract system, CG posits that grammar is grounded in perceptual and conceptual processes. In this framework, meaning and form are inseparable, and language structure is seen as emerging from our mental representations of the world.

In CG, sentence structure is not merely a set of syntactic rules but is closely tied to conceptual structures, such as the ways we categorize experiences, perceive relationships, and organize events. As such, the sentence typology in CG is more about how humans cognitively structure their understanding of actions, participants, and relationships, using language as a tool to express these mental constructs.

Clause Types in Cognitive Grammar

Clause types refer to the different ways in which a clause can be organized to convey specific meanings or functions within a sentence. Cognitive grammar approaches these clause types by looking at the underlying conceptual structures that guide their formation.

a. Declarative Clauses

In cognitive grammar, declarative clauses are seen as expressing a mental representation of a state of affairs. These clauses generally follow a Subject-Verb-Object (SVO) order in English and assert information about the world. For example:

- **The cat chased the mouse.**

Here, the cognitive grammar analysis would focus on how the speaker conceptualizes the event, with the subject "the cat" acting as the agent and "the mouse" as the patient. The verb "chased" links the agent to the patient, while the overall structure reflects the cognitive process of representing an event involving an action and its participants.

b. Interrogative Clauses

Interrogative clauses in CG are viewed as a way of expressing cognitive uncertainty or a request for information. These clauses are not simply syntactic forms (such as Subject-Verb inversion in English) but are rooted in the cognitive function of inquiry. For example:

- **Did the cat chase the mouse?**

From a cognitive grammar perspective, this sentence reflects the speaker's attempt to resolve a mental gap in knowledge. The inversion of the subject and auxiliary verb (i.e., "Did" before "the cat") is a formal reflection of the speaker's cognitive shift from certainty to uncertainty, signaling a need for confirmation or information.

c. Imperative Clauses

Imperative clauses are expressions of the speaker's intention to elicit an action from the listener. In cognitive grammar, these clauses are not simply commands but are analyzed in terms of the speaker's conceptualization of the listener as the intended agent of an action. For example:

- **Chase the mouse!**

In this imperative, the speaker conceptualizes the listener as the agent who will perform the action of chasing. The clause structure omits the subject "you," but the cognitive function is clear: the listener is expected to interpret the action and perform it.

d. Exclamatory Clauses

Exclamatory clauses express strong emotion or surprise and are closely tied to the speaker's mental state. These clauses can involve various syntactic forms but are unified by the shared cognitive function of expressing heightened emotional intensity. For example:

- **What a beautiful cat!**

Here, the exclamation reflects a cognitive shift to a heightened emotional state in response to the beauty of the cat, using the clause structure to express this emotion.

Clause Structure in Cognitive Grammar

The structure of a clause in cognitive grammar is seen as reflecting the mental processes of conceptualization and event representation. Clause structure in CG does not adhere strictly to formal syntactic rules; rather, it emphasizes the roles of participants (such as agent, patient, experiencer), the type of action (e.g., dynamic vs. stative), and the relationships between these elements.

a. The Role of the Subject

In cognitive grammar, the subject is often conceptualized as the central participant in the event, typically the one who initiates or undergoes the action. For example, in the sentence "The cat chased the mouse," the subject ("the cat") is the agent, the one who carries out the action. The subject's role is not just syntactic but also conceptual, as it reflects the focal point of the event in the speaker's mental representation.

b. The Role of the Verb

Verbs in CG are seen as the central components of clause structure because they express the dynamic nature of the event being described. The verb forms the link between the participants in the clause and expresses the type of action or state involved. For example, in the sentence "The cat is chasing the mouse," the verb "is chasing" denotes an ongoing action, reflecting the conceptualization of a dynamic event.

c. The Role of the Object

The object, typically the patient or recipient of the action, is another central element in clause structure. In the sentence "The cat chased the mouse," "the mouse" is the patient, undergoing the action of being chased. Cognitive grammar emphasizes that the object is not simply a syntactic slot filled by a noun phrase but is a key participant in the mental representation of the event.

d. The Relationship Between Clause Elements

Cognitive grammar focuses on the cognitive relationships between the elements of the clause. These relationships are not determined by formal syntactic rules but by the way participants interact within the conceptualization of an event. For instance, in

a transitive verb clause like "She broke the vase," the agent ("She") and patient ("the vase") are linked by the verb "broke," which conceptualizes an action affecting the patient.

Cognitive Approaches to Sentence Structure

One of the key contributions of cognitive grammar is its emphasis on the concept of *constructional schemas* — mental templates that speakers use to organize linguistic forms. In CG, sentence types and structures are seen as instantiated in constructions that combine both form and meaning. These constructions are not abstract but are grounded in the speaker's experiences and perceptions.

For example, the SVO order in English is a constructional schema that represents the cognitive preference for subject-focus in event representation. This is not a formal syntactic rule but a reflection of how humans tend to structure their understanding of actions, with the subject as the central point of focus. Similarly, other clause types, such as questions or imperatives, are linked to different cognitive constructions that correspond to the speaker's intent (e.g., seeking information, giving a command)

Conclusion

In cognitive grammar, sentence typology and clause structure are not simply a matter of formal syntax but are deeply rooted in human cognition. By examining clause types—declarative, interrogative, imperative, and exclamatory clauses—and their structures, we see how language reflects our mental representations of actions, participants, and relationships. Cognitive grammar's approach to sentence structure emphasizes the role of conceptualization and the mental processes that underlie the organization of linguistic forms, offering a deeper understanding of how we use language to express thought. Cognitive grammar offers a unique and insightful perspective on sentence typology and clause structure by highlighting the intricate connection between linguistic forms and human cognition. Rather than focusing on abstract syntactic rules, CG emphasizes the mental processes involved in conceptualizing events, participants, and relationships, which are then expressed through language. By examining clause types like declaratives, interrogatives, imperatives, and exclamatories, cognitive grammar reveals how each type reflects different cognitive goals—whether asserting information, seeking knowledge, requesting actions, or expressing emotions. This approach not only broadens our

understanding of sentence structure but also illuminates how language is fundamentally shaped by the way we think, perceive, and interact with the world. In essence, cognitive grammar underscores the idea that language is not just a tool for communication but a mirror of human cognition, offering a rich and dynamic way of understanding how we structure our thoughts and experiences.

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CLASSIFICATION OF SENTENCE TYPES BASED ON COMMUNICATIVE FUNCTION

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: Valiyeva Muxlisa Ilyosboy qizi

Annotation: This article explores the classification of sentences according to their purpose of expression, focusing on four main types: declarative, interrogative, imperative, and exclamatory. Each type is defined and explained with examples, highlighting its unique role in communication. Declarative sentences convey information or facts, interrogative sentences ask questions, imperative sentences issue commands or requests, and exclamatory sentences express strong emotions. The article emphasizes the practical applications of these sentence types in various contexts, such as writing, speaking, and engaging in dialogue. Two conclusions are provided, reinforcing the importance of understanding and using these sentence types to enhance clarity, emotional depth, and effective communication.

Key words: Sentence types, purpose of expression, declarative sentences, interrogative sentences, imperative sentences, exclamatory sentences, communication, sentence classification, examples of sentences, effective writing, emotional expression, clarity in language.

Sentence Types According to the Purpose of Expression

Language serves as a versatile tool for communication, and sentences are its fundamental units. Sentences are crafted to convey different ideas, emotions, and intentions, which makes their purpose essential in shaping their structure and tone. Broadly, sentences can be classified according to their **purpose of expression** into four types: declarative, interrogative, imperative, and exclamatory. Understanding these sentence types is vital for effective communication and for appreciating the nuances of language.

1. Declarative Sentences: Stating Information

Declarative sentences are the most common type of sentence. Their primary purpose is to share information, present facts, or make statements. These sentences end with a period and are typically neutral in tone, although they can express a variety of attitudes depending on the context.

Examples:

- **Fact**: The sun rises in the east.
- **Opinion**: Chocolate is the best dessert.

Usage:

Declarative sentences form the backbone of most written and spoken communication. They are used in news articles, academic writing, storytelling, and everyday conversations.

2. Interrogative Sentences: Asking Questions

Interrogative sentences are designed to elicit information. They end with a question mark and often begin with question words like *who, what, when, where, why,* or *how.* Alternatively, they may use auxiliary verbs like *is, are, can,* or *will* to structure yes/no questions.

Examples:

- **Wh-Question**: What is your favorite book?
- **Yes/No Question**: Are you coming to the party?

Usage:

Interrogative sentences are essential for gathering information, initiating conversations, or clarifying doubts. They also foster engagement in dialogues and discussions.

3. Imperative Sentences: Giving Commands or Requests

Imperative sentences express commands, requests, advice, or instructions. They often omit the subject ("you") and begin with a verb. These sentences can end with either a period or an exclamation mark, depending on the level of urgency.

Examples:

- **Command**: Close the door.
- **Request**: Please pass the salt.
- **Advice**: Stay hydrated.

Usage:

Imperative sentences are commonly used in instructional texts, advertisements, conversations, and even warning signs to influence behavior or provide guidance.

4. Exclamatory Sentences: Expressing Strong Emotions

Exclamatory sentences convey strong emotions such as excitement, surprise, anger, or joy. They are marked by an exclamation mark and often begin with phrases like *what* or *how,* though they are not limited to these.

Examples:

- **Joy**: What a beautiful day!
- **Surprise**: I can't believe you did that!

Usage:

Exclamatory sentences add emotional depth to communication. They are common in informal writing and dialogue but are less frequent in formal writing.

Blending Sentence Types

In practice, sentence types often blend to suit specific communication needs. For example, a declarative sentence can carry a question-like tone (rhetorical questions), or an imperative sentence might be softened with politeness markers to appear more declarative. Recognizing the purpose behind a sentence helps ensure clarity and appropriateness in communication.

Conclusion

Each sentence type plays a distinct role in expressing thoughts, emotions, and intentions. By understanding declarative, interrogative, imperative, and exclamatory sentences, speakers and writers can tailor their language to achieve their desired outcomes effectively. Whether you're narrating a story, asking a question, giving instructions, or sharing enthusiasm, selecting the right sentence type ensures that your message is both clear and impactful. The variety of sentence types in language reflects the diversity of human thought and interaction. Each type serves a specific purpose, enabling us to inform, question, instruct, or express emotions. Mastering these sentence forms enhances not only grammatical precision but also the ability to connect with others in meaningful ways. Whether crafting a professional email, holding a conversation, or writing creatively, understanding how to use these sentence types effectively allows for greater clarity, persuasion, and emotional resonance in communication.

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THE SCIENTIFIC STUDY OF PROSODIC FEATURES IN LINGUISTICS: ACCENT, RHYTHM, MELODY, TEMPO AND TIMBRE

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: Meliyeva Rushona Qahramon qizi

Annotation: This article explores the crucial elements of speech in linguistics—accent, rhythm, melody, tempo, and timbre—and their roles in communication. Each of these elements contributes to the nuanced ways in which language is used and understood beyond mere word choice. The article delves into how accent influences the emphasis on syllables or words, affecting meaning and emotional tone. Rhythm examines the patterns of stress in syllables, distinguishing between stress-timed and syllable-timed languages, and its impact on speech flow. Melody focuses on the rise and fall of pitch (intonation), which conveys emotions, intent, and meaning. Tempo refers to the speed of speech, which can signal urgency or thoughtfulness, while timbre relates to the unique quality of the voice, distinguishing speakers and adding expressive depth to communication. By highlighting the interconnection between these components, the article provides a comprehensive view of how speech is not just a medium for transmitting words, but a dynamic and expressive form of communication. The study of prosody, or the soundscape of language, is shown to be essential for understanding the full depth of human interaction and the ways in which language reflects emotion, culture, and identity.

Key words: accent, rhythm, melody, tempo, timbre, linguistics, prosody, intonation, stress, syllables, pitch, speech, communication, language, emotional tone, cultural identity, vocal quality, stress-timed languages, syllable-timed languages, voice, expression, auditory features, meaning, sound.

Accent, Rhythm, Melody, Tempo, and Timbre in Linguistics: Exploring the Soundscape of Language

Language is more than just a means of conveying meaning through words; it is a rich, dynamic system that incorporates various features of sound. These features—

accent, rhythm, melody, tempo, and timbre—play pivotal roles in how we speak, perceive, and understand language. Linguistics, the scientific study of language, examines these components as part of prosody, the patterns of stress, intonation, and rhythm that give speech its unique musicality. Each element of speech sound plays a crucial role in communication, affecting everything from the emotional tone to the syntactic structure of a sentence.

Accent: The Influence of Stress and Emphasis

In linguistic terms, "accent" refers to the emphasis placed on certain syllables or words in speech. The term often brings to mind regional or foreign accents, which can influence how words are pronounced based on a speaker's geographical or cultural background. However, accent also has a technical meaning in linguistics that goes beyond regional differences.

Word Accent: This refers to the stress placed on a specific syllable within a word. For example, in English, the word "record" has different meanings depending on where the stress is placed: as a noun (REcord) with the stress on the first syllable, and as a verb (reCORD) with the stress on the second syllable.

Sentence Accent: The emphasis on particular words within a sentence, often used to convey focus or contrast. For instance, in the sentence "I *didn't* say she stole the money," the meaning changes depending on which word is emphasized.

Accent not only influences how words are understood, but it also affects the rhythm and flow of speech.

Rhythm: The Beat of Speech

Rhythm in linguistics refers to the patterns of stress and unstressed syllables that give speech its flow and regularity. It's often compared to music, as speech has a certain "beat" created by these stressed and unstressed syllables.

Stress-Timed Languages: In languages like English, German, and Russian, speech tends to be stress-timed, meaning that stressed syllables occur at roughly regular intervals, and the length of time between stressed syllables is constant, regardless of how many unstressed syllables fall between them. This creates a more "jerky" rhythm to the language.

Syllable-Timed Languages: In contrast, languages such as French, Italian, and Spanish are syllable-timed. This means that syllables tend to occur at a more consistent pace, with less emphasis on stress. These languages often have a smoother, more fluid rhythm.

The rhythmic properties of a language play an important role in how it is perceived by speakers of different linguistic backgrounds, influencing intelligibility and listener comfort.

Melody: The Musicality of Intonation

Melody, in linguistic terms, refers to the rise and fall of pitch across speech, which is often referred to as "intonation." This feature adds a musical dimension to language, allowing speakers to convey emotions, questions, emphasis, or statements.

Rising and Falling Intonation: In English, for example, rising intonation often marks yes/no questions (e.g., "Are you coming?"), while falling intonation is common in statements (e.g., "I am coming"). This pitch variation can dramatically change the meaning or function of a sentence.

Expressive Intonation: Intonation patterns can convey emotional nuances, such as excitement, doubt, anger, or sarcasm. For instance, a sentence like "That's amazing!" can sound enthusiastic or sarcastic depending on the speaker's melody.

Tone Languages: Some languages, like Mandarin Chinese or Yoruba, use pitch variations at the word level to distinguish meaning. In these tone languages, the melody of each word is critical for communication, as a slight change in pitch can alter the entire meaning of a word.

Melody is thus a crucial component of prosody, helping listeners interpret both the emotional tone and the intended meaning behind spoken words.

Tempo: The Speed of Speech

Tempo refers to the speed at which someone speaks, which can vary depending on the context, the speaker's emotional state, and cultural factors. While tempo may seem like a straightforward concept, it plays an essential role in communication.

Fast Tempo: A quick pace of speech can indicate urgency, excitement, or nervousness. For example, in a fast-paced conversation, speakers may shorten words, skip syllables, or speed up delivery to match the tempo of the situation.

Slow Tempo: Speaking slowly, on the other hand, can signify thoughtfulness, contemplation, or seriousness. A slower tempo may also be used to help listeners process complex information or to emphasize important points.

Tempo influences how listeners perceive the speaker's mood, intention, and the importance of what is being communicated. It is also tied to rhythm, with faster speech typically requiring more syllables per unit of time.

Timbre: The Quality or Color of the Voice

Timbre refers to the unique quality or "color" of a speaker's voice, which helps to distinguish one person's voice from another, even if they are saying the same thing. It encompasses the physical characteristics of a voice, including factors such as pitch, resonance, and tone quality.

Vocal Timbre: Timbre is shaped by a speaker's vocal cords, mouth shape, and overall physiology. Factors like age, gender, and health can influence a person's timbre, as can environmental conditions such as the acoustics of the room.

Expressive Timbre: Beyond biological factors, timbre can be used expressively. A rough or hoarse voice may convey weariness or distress, while a bright, clear voice can suggest confidence or happiness. In the context of linguistics, this means that timbre can affect how speech is interpreted emotionally or socially.

Timbre is also a key factor in the development of accents and dialects, as regional speech communities often share characteristic vocal qualities.

Conclusion

Accent, rhythm, melody, tempo, and timbre are integral to understanding how humans produce and interpret speech. These elements, while sometimes overlooked, are essential in conveying meaning beyond the words themselves. They provide emotional nuance, contextual understanding, and even cultural identity, making language a rich and multifaceted form of communication. Together, they create the "soundscape" of language, a dynamic and ever-changing system that mirrors the complexity of human interaction. Linguists study these features to unravel how language works not just as a system of symbols, but as an expressive, auditory medium that shapes and reflects our thoughts and emotions. In addition to the intricate meanings conveyed through words, the subtleties of sound—accent, rhythm, melody, tempo, and timbre—bring a deeper layer of richness to communication. These elements allow speakers to express a vast range of emotions, intentions, and cultural identities without uttering a single additional word. They enable listeners to interpret the unspoken context of a conversation, discerning whether a statement is sincere, sarcastic, urgent, or comforting. By understanding these auditory features, linguistics provides valuable insights not only into the mechanics of language but also into the complexities of human interaction. Speech is much more than a sequence of sounds; it is a performance where the sounds themselves carry meaning, shaping the way we connect with one another. Whether in everyday conversations or public speeches, the way we speak influences how we are understood, reinforcing the power of sound in human communication. As

research in linguistics continues to explore the multifaceted nature of language, the study of prosody—how accent, rhythm, melody, tempo, and timbre function in concert—remains essential in unraveling the deeper dimensions of communication, culture, and identity.

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METHODS OF SYNTACTIC COMBINATION IN SENTENCE CONSTRUCTION

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: Valiyeva Muxlisa Ilyosboy qizi

Annotation: This article explores the fundamental techniques for combining words into sentences effectively. It highlights the importance of basic sentence structures, the use of conjunctions, and different sentence types (simple, compound, complex, and compound-complex). The role of punctuation, modifiers, and parallelism is discussed as essential tools for creating clarity and rhythm in writing. Additionally, the article emphasizes the power of repetition, patterns, and sentence variation to enhance engagement and impact. The conclusions underline the practical application of these principles, offering readers actionable insights to improve their communication skills through thoughtful sentence construction.

Key words: Sentence structure, combining words, conjunctions, punctuation, modifiers, parallelism, repetition, sentence variation, simple sentences, compound sentences, complex sentences, effective communication, writing techniques.

Ways of Combining Words in a Sentence

Combining words in a sentence is a fundamental aspect of communication. The way we structure sentences determines their clarity, tone, and impact. Understanding different techniques and principles of combining words can enhance writing and speaking skills, making communication more effective. This article explores the various ways to combine words into coherent and meaningful sentences.

Basic Sentence Structure

A sentence typically consists of a subject, a verb, and often an object. These components form the backbone of most sentences. For example:

- **Simple Sentence**: *The cat sleeps.* (Subject: The cat, Verb: sleeps)

Even in this basic form, clarity depends on the correct arrangement of words.

Use of Conjunctions

Conjunctions are powerful tools for combining words, phrases, and clauses. They include:

- **Coordinating Conjunctions** (for, and, nor, but, or, yet, so):
  o   Example: *I want to play, but it's raining.*
- **Subordinating Conjunctions** (because, although, since, etc.):
  o   Example: *She left because she was late.*
- **Correlative Conjunctions** (either...or, neither...nor, etc.):
  o   Example: *Either you study, or you risk failing.*

These conjunctions help create complex relationships between ideas.

Sentence Types and Their Construction

Combining words can result in different sentence types:

- **Simple Sentence**: Contains one independent clause.
  o   Example: *She reads books.*
- **Compound Sentence**: Combines two independent clauses with a conjunction or semicolon.
  o   Example: *He loves music, and she enjoys painting.*
- **Complex Sentence**: Includes one independent clause and at least one dependent clause.
  o   Example: *Although it was raining, they went hiking.*
- **Compound-Complex Sentence**: Combines multiple independent and dependent clauses.
  o   Example: *She went to the store because she needed groceries, but it was closed.*

Punctuation as a Tool

Punctuation marks play a crucial role in combining and separating words in sentences. Proper usage can avoid ambiguity and improve readability. Examples include:

- **Commas**: Separate elements in a list or clauses in compound sentences.
  o   Example: *I bought apples, oranges, and bananas.*
- **Colons and Semicolons**: Introduce lists or connect closely related ideas.

o   Example: *He had one goal: to win the race.*

- **Dashes and Parentheses**: Add extra information or emphasis.

o   Example: *The solution—though difficult—was correct.*

Using Modifiers

Modifiers add detail and specificity to sentences. They can be adjectives, adverbs, or phrases:

- **Adjective** + **Noun**: *The bright sun shone.*
- **Adverb** + **Verb**: *She ran quickly.*
- **Prepositional Phrases**: *The book on the table is mine.*

By carefully placing modifiers, writers can create vivid and descriptive sentences.

Parallel Structure

Parallelism involves using a consistent grammatical structure for similar elements in a sentence, ensuring balance and rhythm.

- **Example (Parallel):** *She likes hiking, swimming, and biking.*
- **Example (Not Parallel):** *She likes hiking, to swim, and riding a bike.*

Parallelism is especially important in lists, comparisons, and paired ideas.

Repetition and Patterns

Repeating words or structures can emphasize a point and create rhythm:

- **Repetition**: *We shall fight on the beaches, we shall fight on the landing grounds.*
- **Patterns**: *If you fail to plan, you plan to fail.*

Such techniques make sentences more memorable and impactful.

Sentence Variation for Effect

Varying sentence length and structure can enhance the flow of writing. Short, simple sentences are direct, while longer, complex sentences add depth and detail. Consider:

- **Short**: *He ran.*
- **Varied**: *He ran as fast as he could, his heart pounding and breath quickening with every step.*

Conclusion

Combining words into sentences is both an art and a science. By understanding the principles of sentence structure, using conjunctions, punctuation, modifiers, and patterns effectively, and maintaining variety, writers can craft sentences that are clear, engaging, and meaningful. Whether for casual conversations or professional writing, mastering these techniques enriches communication and ensures ideas are conveyed with precision. Mastering the art of combining words in a sentence is essential for effective communication. Whether you're writing a story, drafting an email, or engaging in a conversation, how you structure your sentences can greatly influence the clarity and impact of your message. By practicing the techniques discussed—using proper sentence structures, employing conjunctions and modifiers, maintaining parallelism, and varying sentence length—you can develop a versatile writing style that captivates your audience. Remember, strong sentences are the building blocks of powerful communication, and with practice, anyone can learn to craft them skillfully.

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TYPES OF GRAMMATICAL RELATIONS IN SENTENCE CONSTRUCTION

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: Ne'matova Maftuna Diyor qizi

Annotation: This article provides a detailed exploration of the types of syntactic relations in a sentence, offering insights into their roles and importance in sentence structure. It categorizes syntactic relations into key types: subject-predicate, modification, complementation, coordination, subordination, agreement, and government. Each category is explained with clear definitions and examples, making the content accessible for linguists, students, and language enthusiasts. The two conclusions emphasize the importance of understanding these relations for effective communication, linguistic analysis, and appreciation of language's structural complexity. This piece serves as a foundational guide for anyone seeking to deepen their knowledge of syntax and grammar.

Key words: syntax, syntactic relations, subject-predicate, modification, complementation, coordination, subordination, agreement, government, sentence structure, grammar, linguistic analysis, language learning, word relationships, sentence formation, linguistic expression, language structure.

Types of Syntactic Relations in a Sentence

Syntactic relations are the structural connections between words and phrases within a sentence, shaping how meaning is conveyed. These relationships are the backbone of grammar, governing how elements in a sentence interact to produce coherent and meaningful expressions. Understanding the types of syntactic relations is crucial for analyzing sentence structure in linguistics, learning new languages, and enhancing written and spoken communication. This article explores the major types of syntactic relations in a sentence.

Subject-Predicate Relation

The subject-predicate relation is fundamental to sentence structure. It links the entity being described or performing an action (the subject) with the verb or verb phrase that describes the action or state (the predicate).

Examples:

- *The cat sleeps.* (Subject: *The cat*; Predicate: *sleeps*)
- *She is reading a book.* (Subject: *She*; Predicate: *is reading a book*)

This relation establishes the core meaning of the sentence, making it essential for sentence completeness.

Modification Relation

Modification relations occur when one element of a sentence provides additional information about another. Modifiers can describe, limit, or qualify the meaning of a word, and they typically apply to nouns, verbs, adjectives, or adverbs.

Types of Modification:

- **Adjective Modifiers**: Modify nouns.
  o *The tall tree swayed.* (*tall* modifies *tree*)
- **Adverb Modifiers**: Modify verbs, adjectives, or other adverbs.
  o *She sings beautifully.* (*beautifully* modifies *sings*)
- **Phrasal Modifiers**: Provide more detailed descriptions.
  o *The man in the blue shirt is my uncle.* (*in the blue shirt* modifies *man*)

Complementation Relation

Complementation refers to the relationship between a verb (or another predicate) and its complement, a word or phrase necessary to complete its meaning. Complements can be direct objects, indirect objects, subject complements, or object complements.

Examples:

- *She baked a cake.* (Direct object: *a cake*)
- *He gave her a gift.* (Indirect object: *her*; Direct object: *a gift*)
- *The weather is cold.* (Subject complement: *cold*)
- *They named the baby Charlie.* (Object complement: *Charlie*)

Complements are essential for expressing complete thoughts with certain verbs.

Coordination Relation

In coordination, two or more syntactic units of equal importance are linked using coordinating conjunctions like *and*, *but*, or *or*. Coordinated elements can be words, phrases, or clauses.

Examples:

- *The cat and the dog are friends.* (Coordination of nouns: *The cat* and *the dog*)
- *She sings and dances.* (Coordination of verbs: *sings* and *dances*)
- *You can stay here, or you can leave.* (Coordination of clauses)

Coordination allows for the combination of ideas while maintaining grammatical balance.

Subordination Relation

Subordination involves linking two clauses, where one depends on the other for its full meaning. Subordinate (or dependent) clauses are introduced by subordinating conjunctions (e.g., *because*, *although*, *if*) or relative pronouns (e.g., *who*, *that*, *which*).

Examples:

- *She left because she was tired.* (Subordinate clause: *because she was tired*)
- *The book that I borrowed is interesting.* (Relative clause: *that I borrowed*)

This relation adds complexity and detail to sentences.

Agreement Relation

Agreement (or concord) is the grammatical relationship where words must align in terms of features like number, gender, or person. This is particularly important between subjects and verbs or pronouns and antecedents.

Examples:

- *He runs every day.* (Singular subject *He* agrees with singular verb *runs*)
- *They were excited.* (Plural subject *They* agrees with plural verb *were*)

Agreement ensures clarity and grammatical correctness.

Government Relation

Government refers to the dependency of one word on another, where the governing word dictates the grammatical form of the dependent word. This is common in languages with rich case systems, but it is also present in English in certain constructions.

Examples:

- *He gave the book to her.* (The preposition *to* governs the pronoun *her*, determining its form.)
- *She wants him to succeed.* (The verb *wants* governs the infinitive *to succeed*.)

Government structures often reflect hierarchical syntactic dependencies.

Conclusion

Syntactic relations are essential for constructing meaningful and grammatically accurate sentences. They provide a framework for understanding how words and phrases interact, whether through simple subject-predicate pairings or complex subordination. Recognizing these relations helps in linguistic analysis, improves language learning, and enhances communication skills. Whether writing poetry or constructing an academic essay, mastering these syntactic relationships is a cornerstone of effective expression. The study of syntactic relations offers deep insights into the structure and function of language. By identifying how words and phrases connect, we uncover the rules that govern sentence formation and meaning. These relations not only reflect the logical organization of thoughts but also showcase the flexibility and richness of human language. Mastery of syntactic relations enables better understanding, interpretation, and creation of diverse linguistic expressions, empowering us to communicate effectively across different contexts and languages. As we delve deeper into these relations, we also gain a clearer perspective on the universal principles underlying language, bridging gaps between grammar, meaning, and communication.

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THE GRAMMATICAL CLASSIFICATION OF COMPARISON LEVELS

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
Marina I. Solnyshkina Dr.Prof., Department of Theory and Practice of Foreign
Language Teaching, Kazan Federal University, Russia
Student of group 302-21: Mardiqulova Yulduz Abdujalil qizi

Annotation: This article explores the fundamental grammatical category of degrees of comparison, which applies to adjectives and adverbs in English. It explains the three main degrees: positive, comparative, and superlative, and provides clear examples of each, showing how they convey varying levels of quality, intensity, or extent. The article emphasizes the rules for forming these degrees, including common patterns for one-syllable and multi-syllable adjectives, as well as irregular forms like "good" (better, best). Additionally, it addresses the comparative and superlative forms of adverbs and highlights exceptions and irregularities in the language. The conclusion underscores the importance of understanding these degrees for effective communication, enhancing both clarity and nuance in expressing comparisons.

Key words: degrees of comparison, positive degree, comparative degree, superlative degree, adjectives, adverbs, irregular forms, comparative forms, superlative forms, language rules, comparative and superlative adverbs, one-syllable adjectives, multi-syllable adjectives, most, more, less, greater or lesser degree, comparative adjectives, irregular adjectives, enhancing communication, English grammar.

The Grammatical Category of Degrees of Comparison

In English grammar, the **degrees of comparison** refer to how adjectives and adverbs change to express different levels of intensity, quality, or extent. These degrees allow speakers to compare the characteristics of two or more nouns, showing variations such as superiority, equality, or inferiority in terms of the quality being described. The degrees of comparison primarily apply to adjectives and adverbs, and they help create meaningful distinctions between the objects of comparison. In this article, we will explore the three main degrees of comparison: positive, comparative, and superlative.

Positive Degree

The positive degree is the base form of an adjective or adverb. It simply describes a quality or characteristic without making any comparison. For example:

- **Adjective**: "She is a *tall* woman."
- **Adverb**: "He runs *quickly*."

In the positive degree, no comparison is implied. The adjective or adverb merely states that the subject possesses a certain quality to a normal or standard degree.

Comparative Degree

The comparative degree is used to compare two people, things, or actions. It shows that one has a greater or lesser degree of a particular quality than the other. Typically, comparative forms of adjectives and adverbs are created by adding **-er** to the positive form (for one-syllable words) or using **more** or **less** (for multi-syllable words). Here are examples:

- **Adjective**: "John is *taller* than Mark."
- **Adverb**: "She speaks *more slowly* than her brother."

For one-syllable adjectives, like *tall*, the comparative is formed by adding **-er** (taller). For longer adjectives, like *beautiful*, the comparative is formed by using **more** (more beautiful).

In some cases, irregular adjectives and adverbs have unique comparative forms. For example:

- *Good → better*
- *Bad → worse*
- *Far → farther* (or *further*)

These irregular forms do not follow the typical rule of adding **-er** or using **more**.

Superlative Degree

The superlative degree is used to express the highest or lowest degree of a quality, typically when comparing more than two entities. It identifies the extreme end of a range, indicating that something surpasses all others in the quality being described. The superlative is usually formed by adding **-est** to one-syllable adjectives or using **most** or **least** with multi-syllable adjectives. Here are some examples:

- **Adjective**: "This is the *tallest* building in the city."
- **Adverb**: "She speaks *most clearly* of all the candidates."

Just like with the comparative form, some adjectives and adverbs have irregular superlative forms. For instance:

- *Good → best*

- *Bad → worst*
- *Far → farthest* (or *furthest*)

In sentences using the superlative degree, **the** is often used before the adjective or adverb, as in "the best," "the tallest," or "the most talented."

Rules for Forming the Degrees of Comparison

The rules for forming the degrees of comparison can be summarized as follows:

- **One-syllable adjectives**: Add **-er** for the comparative and **-est** for the superlative (e.g., *tall*, *taller*, *tallest*).
- **Two-syllable adjectives**: For some, add **-er** and **-est** (e.g., *simple*, *simpler*, *simplest*), but for others, use **more** and **most** (e.g., *polite*, *more polite*, *most polite*).
- **Adjectives with three or more syllables**: Typically use **more** and **most** (e.g., *beautiful*, *more beautiful*, *most beautiful*).
- **Irregular adjectives**: These do not follow the standard rules and must be memorized (e.g., *good*, *better*, *best*).

Comparative and Superlative Forms with Adverbs

Much like adjectives, adverbs can also have comparative and superlative forms. These adverbs are usually formed by the same principles as those for adjectives:

- **Adverbs ending in -ly**: Use **more** for the comparative and **most** for the superlative (e.g., *quickly*, *more quickly*, *most quickly*).
- **Adverbs not ending in -ly**: These follow the same rules as adjectives, adding **-er** and **-est** (e.g., *fast*, *faster*, *fastest*).

Exceptions and Irregularities

As with many aspects of language, there are exceptions to these rules. Some adjectives and adverbs form their comparative and superlative degrees in irregular ways, such as:

- *Much → more → most*
- *Little → less → least*
- *Well → better → best*

In addition to these irregular forms, it is also important to be mindful of **double comparatives** or **double superlatives**, which are considered non-standard in English. For example, saying "more better" or "most tallest" is incorrect, and the proper forms are "better" and "tallest."

Conclusion

The degrees of comparison are a crucial grammatical category that allows us to make distinctions between different levels of quality, intensity, or extent. By using the

positive, comparative, and superlative forms of adjectives and adverbs, we can express a wide range of comparisons, from equal qualities to extreme contrasts. Understanding how to correctly use these degrees enhances communication and allows speakers to convey subtle nuances in meaning. The degrees of comparison enrich the English language by providing a structured way to compare qualities and actions. By mastering the positive, comparative, and superlative forms, speakers and writers can create more precise, nuanced expressions and effectively communicate differences in degree. Whether it's highlighting a simple contrast between two things or emphasizing an extreme characteristic, these grammatical structures are essential for clear and engaging communication. While most degrees follow predictable patterns, the existence of irregular forms reminds us of the flexibility and evolution of language. Ultimately, understanding and using degrees of comparison correctly enhances both spoken and written expression, making it a key aspect of mastering English grammar.

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THEORETICAL FRAMEWORK OF SENTENCE COMPONENTS: PRIMARY, SECONDARY AND TERTIARY ELEMENTS

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: Ne'matova Maftuna Diyor qizi

Annotation: This article explores the theoretical framework of sentence structure, focusing on the principal, secondary, and tertiary parts of a sentence. It begins by outlining the foundational principles of sentence analysis, highlighting the roles of the subject and predicate as the core elements. The discussion extends to secondary parts, such as objects, attributes, and adverbial modifiers, which enrich the meaning and functionality of sentences. Finally, the article delves into the emerging concept of tertiary sentence elements, such as appositives, parentheticals, and vocatives, addressing the challenges they present in classification and pedagogy. The piece concludes by emphasizing the importance of this layered approach in advancing linguistic theory, education, and technology.

Key words: sentence structure, principal parts, secondary parts, tertiary parts, subject, predicate, object, attribute, adverbial modifier, appositives, parentheticals, vocatives, linguistic theory, grammar, language analysis, pedagogy, syntax, communication, linguistic challenges, language education, computational linguistics.

Theory of Parts of the Sentence: Principles, Secondary Parts, and Challenges of Tertiary Classification

The theory of sentence structure, central to linguistics and grammar, revolves around the division of sentences into distinct parts based on their function and meaning. These divisions help linguists and educators analyze and teach the complex dynamics of language. This article explores the principles underlying sentence parts, elaborates on primary and secondary parts, and addresses the concept and issues surrounding tertiary sentence elements.

Principles of Sentence Structure

The core principle of sentence theory is functional differentiation. Every word or group of words in a sentence contributes to its overall meaning and purpose. Understanding these contributions allows for sentences to be broken down into parts.

A foundational framework classifies these parts into principal, secondary, and, more recently debated, tertiary components. The functional approach to classification relies on syntactic roles, semantic contributions, and the hierarchical relationships between elements.

1.   **Principal Parts of the Sentence** The principal parts include the **subject** and the **predicate**, which form the grammatical core of a sentence.

o   **Subject**: Denotes the doer or receiver of the action or the topic being described.

▪   *Example*: **The cat** sleeps.

o   **Predicate**: Expresses the action, occurrence, or state related to the subject.

▪   *Example*: The cat **sleeps soundly.**

These parts are indispensable; their absence often renders a sentence incomplete or non-functional.

2.   **Secondary Parts of the Sentence**

Secondary parts, which modify or extend the meanings of the principal components, include:

o   **Object**: Indicates the entity that receives the action of the verb. Objects can be:

▪   **Direct**: The immediate receiver of the action (*e.g., She wrote **a letter**.*).

▪   **Indirect**: A recipient indirectly affected by the action (*e.g., She gave **him** a letter.*).

o   **Attribute (Modifier)**: Describes or qualifies nouns or pronouns.

▪   *Example*: **The large tree** stood in the yard.

o   **Adverbial Modifier**: Adds detail to the verb, adjective, or adverb, often specifying time, place, manner, or reason.

▪   *Example*: She sang **beautifully** at the concert.

Tertiary Elements: Emerging Challenges

Beyond the traditional primary and secondary classifications, modern linguistic theories recognize tertiary sentence elements. These parts are not universally defined

but are seen as refinements or nuanced extensions of the secondary components. Examples include:

- **Appositives**: Renaming or clarifying nouns (*e.g., My friend, **a talented musician**, plays piano.*).
- **Parenthetical Elements**: Insertions that provide additional, often non-essential, information (*e.g., She arrived late, **unfortunately.***).
- **Vocatives**: Indications of the addressee in a sentence (*e.g., **John**, please pass the salt.*).

The **problem of tertiary classification** lies in their ambiguous functional status:

1. **Overlap with Secondary Parts**: Appositives and parentheticals, for instance, often blur the line between attributes and separate sentence elements.

2. **Cultural and Linguistic Variance**: Different languages may lack consistent equivalents, complicating cross-linguistic analyses.

3. **Pedagogical Challenges**: Educators often struggle to introduce tertiary elements without overwhelming students, especially those learning a second language.

Applications and Implications

Understanding these sentence parts has practical implications:

- **Linguistics**: Analyzing sentence components aids in parsing natural language structures and understanding universal grammar principles.
- **Language Education**: Breaking down sentences into parts provides a scaffold for teaching syntax and sentence formation.
- **Computational Linguistics**: Modern AI systems depend on parsing sentences into parts for tasks like translation and sentiment analysis.

The evolving recognition of tertiary elements reflects the dynamic nature of language. As languages change and adapt, grammar theory must accommodate increasingly complex structures.

Conclusion

The theory of sentence structure offers a systematic way to understand language. While the principal and secondary parts form the backbone of this framework, tertiary elements pose interesting challenges for grammarians and linguists. Continued exploration in this field not only sharpens linguistic theory but also enhances practical applications in education, communication, and technology. The study of sentence parts underscores the intricate balance between structure and meaning in language. Principal

and secondary parts provide a well-established framework for analyzing sentence construction, while tertiary elements invite further exploration into the nuances of communication. This layered approach highlights the adaptability of grammar as it seeks to accommodate evolving linguistic phenomena. By addressing the challenges of classification and interpretation, linguists and educators can refine our understanding of language, ensuring it remains a precise and powerful tool for human expression. The theory of sentence structure is a cornerstone of linguistic analysis, offering clarity to the functional roles that words and phrases play within communication. Principal parts establish the foundation, secondary parts enrich meaning, and tertiary elements reflect the depth and flexibility of language. While tertiary classification introduces complexities, it also opens avenues for more nuanced understanding. Together, these elements form a cohesive framework that not only enhances our grasp of grammar but also supports advancements in fields like education, linguistics, and artificial intelligence. Embracing this layered understanding ensures that our appreciation of language continues to evolve alongside its usage.

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THE THEORY OF ADVERBS AND THEIR GRAMMATICAL CATEGORIES

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: **Shodmonova Farangiz Sobir qizi**

Annotation: This article explores the multifaceted role of adverbs in language, focusing on their grammatical categories and theoretical underpinings. It begins with a definition of adverbs and their core functions, followed by a detailed examination of their semantic, syntactic, morphological, and positional classifications. The discussion extends to advanced aspects such as adverbial interactions, sentence transformations, cultural variations, and historical evolution. Challenges like ambiguity, overlap with other grammatical categories, and semantic gradience are also addressed. The article concludes with insights into contemporary linguistic research on adverbs, including corpus analysis, psycholinguistics, and computational linguistics, highlighting their significance in understanding and enhancing communication.

Key words: Adverbs, grammatical categories, semantic classification, syntactic roles, morphological types, adverb placement, sentence modification, linguistic theory, ambiguity, language evolution, corpus linguistics, computational linguistics, psycholinguistics, cultural variations, sentence transformation.

The Adverbs and the Theory of Its Grammatical Categories

Adverbs are a critical component of language, enriching communication by modifying verbs, adjectives, other adverbs, or even entire sentences. Understanding adverbs and their grammatical categories is essential for comprehending how meaning is constructed in both spoken and written language. This article delves into the theory behind adverbs, their classifications, and their grammatical roles.

What Are Adverbs?

An adverb is a word or phrase that provides additional information about how, when, where, why, or to what extent an action occurs or a quality exists. For example:

Manner: *She sings beautifully.*

- **Time**: *He arrived yesterday.*
- **Place**: *They searched everywhere.*
- **Frequency**: *I always read before bed.*

- **Degree**: *This is extremely important.*

Unlike nouns and verbs, adverbs are not typically inflected, meaning they do not change form based on number, tense, or gender. Instead, their function is defined by their role in the sentence and their meaning.

The Grammatical Categories of Adverbs

Semantic Categories

Adverbs are traditionally classified based on their meaning or function in a sentence:

1. **Adverbs of Manner**: Describe how an action is performed.
2. Examples: *quickly, gently, awkwardly.*
3. **Adverbs of Time**: Indicate when an action occurs.
4. Examples: *now, yesterday, soon.*
5. **Adverbs of Place**: Specify the location of an action.
6. Examples: *here, there, everywhere.*
7. **Adverbs of Frequency**: Express how often an action occurs.
8. Examples: *always, often, never.*
9. **Adverbs of Degree**: Quantify the intensity or degree of an action or quality.
10. Examples: *very, completely, too.*
11. **Adverbs of Certainty**: Convey the speaker's confidence in the statement
12. Examples: *definitely, probably, perhaps.*
13. **Interrogative Adverbs**: Used to ask questions.
14. Examples: *why, when, where, how.*
15. **Syntactic Categories**

Adverbs are also categorized based on their syntactic behavior or position in a sentence:

1. **Adjuncts**: Adverbs that are optional and add additional detail.
2. Example: *She danced gracefully.*
3. **Disjuncts**: Adverbs that provide commentary or evaluation, often positioned at the beginning of a sentence.
4. Example: *Frankly, I don't agree.*
5. **Conjuncts**: Adverbs that link clauses or sentences, acting as logical connectors.
6. Example: *However, they decided to proceed.*

Morphological Characteristics

While most adverbs are invariable in form, some are derived through morphological processes:

1. **Simple Adverbs**: Words that exist independently as adverbs.
2. Example: *now, well, here.*
3. **Derived Adverbs**: Formed by adding suffixes, often *-ly*, to adjectives
4. Example: *quick → quickly; happy → happily.*
5. **Compound Adverbs**: Formed by combining two or more words.
6. Example: *anywhere, somehow.*
7. **Phrasal Adverbs**: Groups of words that function as a single adverb.
8. Example: *at once, by chance.*
9. **Positional Categories**

The position of adverbs in a sentence also influences their grammatical role:

1. **Initial Position**: Often used for emphasis or to modify the whole sentence. Example: *Quickly, he left the room.*
2. **Medial Position**: Typically modifies verbs or clauses. Example: *She has always loved poetry.*
3. **Final Position**: Common when modifying verbs or indicating manner. Example: *He ran fast.*
4. Theoretical Considerations in Adverb Study

The theory of adverbs involves exploring their flexibility and interaction with other sentence elements. Linguists often discuss:

- **Ambiguity**: Adverbs can sometimes modify multiple elements, leading to ambiguity.
- Example: *She only works on weekends.* (Does "only" modify "works" or "on weekends"?)
- **Scope**: The range or extent of what an adverb modifies.
- Example: *He almost failed every exam.* (Does "almost" modify "failed" or "every exam"?)
- **Adverbial Hierarchies**: The order of multiple adverbs in a sentence, often following a specific pattern: manner → place → time.
- Example: *She sang beautifully at the concert yesterday.*
- **Advanced Aspects of Adverbial Study**
- Interaction with Other Sentence Elements

Adverbs frequently interact with other parts of speech, leading to subtle shifts in meaning or emphasis. For instance:

- **Adverbs and Verbs**: Adverbs often modify verbs to express specific actions or clarify intent.
- *Example*: *He spoke clearly to ensure everyone understood.*

- **Adverbs and Adjectives**: When modifying adjectives, adverbs often indicate degree or intensity.
- *Example*: *The test was extremely difficult.*
- **Adverbs and Sentences**: Some adverbs modify an entire sentence, often adding a layer of commentary or judgment
- *Example*: *Fortunately, the weather cleared just in time.*
- Adverbs in S entence Transformation

Adverbs are pivotal in transforming sentences to express different meanings. For example:

- **Negative Sentences**:
- Adding adverbs like *not*, *never*, or *rarely* changes a sentence's polarity.
- *Example*: *He never forgets an appointment.*
- **Interrogative Sentences**:
- Adverbs such as *how*, *why*, and *when* are crucial in forming questions.
- *Example*: *Why did you leave early?*
- **Emphatic Sentences**:
- Certain adverbs emphasize the speaker's attitude.
- *Example*: *She truly believes in justice.*
- Cultural and Stylistic Variations

Adverb usage often reflects cultural and stylistic preferences. In some languages, adverb placement is rigid, while others allow for greater flexibility. Additionally, formal and informal contexts may dictate adverb choice and positioning. For instance:

- Formal: *The proposal was meticulously prepared.*
- Informal: *The proposal was really well done.*
- Evolution of Adverbs

Language evolves, and so does adverbial usage. Many adverbs in modern English derive from older forms or have shifted in function:

- **Historical Roots**: Words like *thus* and *hence* were more common in older English but are now considered formal or archaic in regular speech.
- **Colloquial Innovations**: New adverbial forms emerge in informal settings, such as *super* (e.g., *super fast*) or intensifiers like *literally* being used for emphasis rather than literal meaning.
- **Challenges in Adverb Analysis**

Despite their apparent simplicity, adverbs present unique challenges in linguistic study:

- **Ambiguity and Context**: The role of an adverb often depends on its context.
- *Example*: *Only she danced gracefully.* (Does *only* restrict the subject or the action?)
- **Overlap with Other Categories**: Some words can function as adverbs, adjectives, or even prepositions, depending on usage.
- *Example*: *Fast* (adjective: *a fast car*; adverb: *run fast*).
- **Semantic Gradience**: Adverbs often exhibit fuzzy boundaries with related categories like modal verbs or intensifiers.
- *Example*: *Perhaps* (adverb) versus *might* (modal).
- **The Future of Adverbs in Linguistic Theory**

The study of adverbs continues to be a dynamic area of linguistic research. Current trends include:

1. **Corpus Linguistics**: Analyzing large text datasets to understand adverb usage patterns in different genres, regions, and time periods.
2. **Psycholinguistics**: Investigating how speakers and listeners process adverbs in real-time communication.
3. **Cross-Linguistic Studies**: Exploring how adverbs function in typologically diverse languages, shedding light on universal and language-specific features.
4. **Computational Linguistics**: Enhancing natural language processing (NLP) systems to accurately identify and interpret adverbs, especially in machine translation and sentiment analysis.
5. **Conclusion**Adverbs, often underestimated in their importance, play a foundational role in language structure and meaning. Their ability to modify, intensify, and contextualize actions and qualities gives them unparalleled versatility. From traditional grammar studies to cutting-edge computational linguistics, adverbs remain a fascinating subject for linguistic inquiry. Understanding their grammatical categories and theoretical underpinnings not only enriches our knowledge of language but also enhances our ability to communicate with precision and depth. Adverbs are indispensable in expressing nuance and precision in language. Their rich variety, both semantically and syntactically, highlights their complexity and versatility. Understanding the grammatical categories of adverbs allows for a deeper appreciation of how they enhance meaning, connect ideas, and reflect subtlety in communication. From everyday conversation to literary expression, adverbs remain a vital tool for effective and expressive language. Adverbs are much more than mere modifiers in a sentence; they are integral to conveying nuance, emotion, and precision. Their dynamic nature allows them to adapt to various linguistic contexts, bridging the gap between rigid grammatical structures and the fluidity of human expression. By examining their grammatical categories and theoretical frameworks, we gain insights not only into the mechanics of language but also into the cognitive and cultural patterns that shape communication. Whether through formal study or everyday use, adverbs demonstrate the

richness and complexity of language, reminding us of its endless potential for creativity and clarity.

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COMPOUND SENTENCE THEORY: ITS STRUCTURES AND SEMANTIC VARIATIONS

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**: Shodmonova Farangiz Sobir qizi**

Annotation: This article explores **compound sentence theory**, focusing on its structural and semantic classifications. It begins with a definition of compound sentences, emphasizing their role in combining independent clauses using coordinating conjunctions or punctuation. The structural types discussed include coordination through conjunctions, punctuation-only connections, asyndetic coordination, and polysyndetic coordination. Semantically, the article categorizes compound sentences based on relationships such as additive, adversative, causal, alternative, conditional, and temporal. Through examples and explanations, the article demonstrates how compound sentences enrich communication by expressing complex ideas and nuanced relationships. It highlights their importance in linguistic theory, language teaching, and practical applications like natural language processing and literary analysis. The discussion underscores the centrality of compound sentences in understanding language structure and meaning, offering insights into their theoretical and practical significance.

Key words: Compound sentence, sentence theory, structural types, semantic types, coordinating conjunctions, asyndetic coordination, polysyndetic coordination, syntax, semantics, additive relationship, adversative relationship, causal relationship, alternative relationship, temporal relationship, linguistic theory, language teaching, natural language processing, grammar, communication, sentence structure.

Compound Sentence Theory and Its Structural and Semantic Types

Understanding the intricate mechanisms of language is pivotal for linguists, educators, and language enthusiasts alike. Among the foundational elements of syntax and semantics is the concept of compound sentences. This article delves into compound sentence theory, exploring its structural classifications and the various semantic relationships that underpin these multifaceted constructions.

Introduction to Compound Sentences

A **compound sentence** is a complex syntactic structure that combines two or more independent clauses—each capable of standing alone as a complete sentence—into a single,

cohesive statement. This fusion is typically achieved through the use of coordinating conjunctions, punctuation, or both. Compound sentences enhance writing by adding variety, complexity, and depth, allowing for the expression of more nuanced ideas and relationships between thoughts.

Example:

- **Simple Sentences:** "I wanted to go for a walk." / "It started to rain."
- **Compound Sentence:** "I wanted to go for a walk, but it started to rain."
- Compound Sentence Theory

Compound sentence theory examines the rules and principles governing the formation, structure, and interpretation of compound sentences. It intersects with various linguistic domains, including syntax (the arrangement of words and phrases), semantics (meaning), and pragmatics (contextual language use).

The theory posits that compound sentences are formed by coordinating multiple independent clauses, each maintaining its grammatical integrity. The interplay between these clauses can convey a range of relationships—such as contrast, cause-effect, addition, or choice—thereby enriching the communicative function of language.

Key Components:

1. **Independent Clauses:** Each clause can stand alone as a complete sentence.
2. **Coordinating Conjunctions:** Words like *and*, *but*, *or*, *nor*, *for*, *so*, and *yet* that link the clauses.
3. **Punctuation:** Commas and semicolons are commonly used to separate clauses.
4. Structural Types of Compound Sentences

The structural classification of compound sentences primarily revolves around the mechanisms used to join independent clauses and the arrangement of these clauses within the sentence.

Coordinating Conjunctions

The most common structural type involves the use of coordinating conjunctions to link independent clauses. The seven coordinating conjunctions, often remembered by the acronym FANBOYS (*For*, *And*, *Nor*, *But*, *Or*, *Yet*, *So*), serve distinct purposes in conveying different semantic relationships.

Examples:

- **And:** "She loves reading, and she enjoys writing."
- **But:** "He wanted to attend the concert, but he couldn't get tickets."
- **Or:** "Would you like tea, or would you prefer coffee?"
- Punctuation Without Conjunctions

Independent clauses can also be connected without coordinating conjunctions, primarily using punctuation marks such as commas or semicolons. This method often relies on the close relationship between the clauses to maintain clarity.

- **Comma Usage:** Typically involves a coordinating conjunction. Without it, a comma splice—a grammatical error—can occur.
  - **Correct:** "I finished my homework, so I went out to play."
  - **Incorrect (Comma Splice):** "I finished my homework, I went out to play."
- **Semicolon Usage:** Correctly links closely related independent clauses without a conjunction.
  - **Example:** "I finished my homework; I went out to play."
  - Asyndetic Coordination

Asyndetic coordination involves joining clauses without any conjunctions, relying solely on punctuation to convey the relationship between clauses. This structure can impart a sense of speed, urgency, or emphasis.

Example:

- "She came, she saw, she conquered."
- Polysyndetic Coordination

In contrast, polysyndetic coordination uses multiple conjunctions between clauses, often to add rhythm, emphasis, or to convey a sense of accumulation.

Example:

- "He bought apples and oranges and bananas and grapes."
- Semantic Types of Compound Sentences

Beyond structure, compound sentences convey various **semantic relationships** between their constituent clauses. Understanding these relationships is crucial for interpreting meaning and intent in communication.

Additive

Additive compound sentences express a cumulative or additive relationship, indicating that the second clause adds information to the first.

Example:

- "She studied hard, and she passed the exam."
- Adversative

Adversative compound sentences highlight a contrast or opposition between clauses, often using conjunctions like *but*, *yet*, or *however*.

Example:

- "He wanted to join the team, but he didn't meet the requirements."
- Causal

Causal compound sentences establish a cause-and-effect relationship, where the first clause causes or explains the second.

Example:

- "It was raining, so the match was postponed."
- Alternative

Alternative compound sentences present choices or alternatives, typically using conjunctions like *or* and *nor*.

Example:

- "You can start now, or you can wait until later."
- Conditional

Conditional compound sentences express conditions and their possible outcomes, often using conjunctions like *if* and *unless*.

Example:

- "If it rains, we will cancel the picnic."
- Temporal

Temporal compound sentences relate events in terms of time, indicating that one action follows another.

Example:

- "She finished her work, and then she went home."
- Examples Illustrating Structural and Semantic Types
- 1. Additive and Coordinating Conjunction

- **Sentence:** "The sun set, and the stars appeared."
- **Structure:** Coordinating conjunction (*and*).
- **Semantics:** Additive relationship.
- 2. Adversative and Semicolon

- **Sentence:** "He tried his best; nevertheless, he failed the test."
- **Structure:** Semicolon with an adversative conjunction (*nevertheless*).
- **Semantics:** Adversative relationship.
- 3. Causal and Polysyndetic Coordination

- **Sentence:** "She was tired, and hungry, and wanted to rest."
- **Structure:** Polysyndetic coordination (*and* repeated).
- **Semantics:** Additive relationship with cumulative effect.
- 4. Alternative and Asyndetic Coordination

- **Sentence:** "Choose the red one, choose the blue one, choose the green one."
- **Structure:** Asyndetic coordination (no conjunctions).
- **Semantics:** Alternative choices.
- Importance in Linguistic Theory

Compound sentence theory is integral to understanding the complexities of language structure and meaning. It informs various linguistic analyses, from syntax trees and grammatical frameworks to semantic interpretation and discourse analysis. Mastery of compound sentences enhances both the analytical and expressive capacities of language users, enabling more precise and effective communication.

Applications:

- **Language Teaching:** Teaching compound sentences aids in developing students' writing and comprehension skills.
- **Natural Language Processing (NLP):** Understanding compound sentence structures is essential for machine translation, parsing, and information extraction.
- **Literary Analysis:** Analyzing sentence structures contributes to the interpretation of literary styles and authorial intent.
- Conclusion

• Compound sentence theory offers a comprehensive framework for dissecting and understanding the multifaceted nature of language. By exploring the structural types—ranging from coordinating conjunctions to various punctuation methods—and the semantic relationships they express, linguists and language practitioners can appreciate the depth and versatility inherent in compound constructions. Whether in everyday communication, literary expression, or computational linguistics, the principles governing compound sentences remain foundational to the effective conveyance and interpretation of complex ideas. The study of compound sentences not only deepens our understanding of grammar and syntax but also sheds light on the intricate ways humans organize and convey their thoughts. By mastering the structural and semantic types of compound sentences, language users gain the ability to create clarity, variety, and emphasis in their communication. Compound sentences bridge simple and complex ideas, offering tools for expressing relationships such as contrast, causation, and addition with elegance and precision. As we continue to explore language's vast capabilities, the role of compound sentence theory remains central, influencing both theoretical linguistics and practical applications like education, technology, and creative expression. Recognizing their importance equips us with greater linguistic competence, enabling more effective and enriched communication in all domains of life.

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2-TOM, 11-SON

VARIATIONS IN PHONEME PRONUNCIATION

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: **Asilova Yulduz Anvar qizi**

Annotation: This article explores the phenomenon of phoneme alteration, a natural linguistic process where the smallest units of sound in speech undergo changes due to various factors. The piece outlines several types of phoneme alterations, including assimilation, elision, metathesis, insertion, and flapping, explaining how each occurs in spoken language to facilitate easier articulation or reflect regional and social variations. The article further delves into the causes of these alterations, such as ease of pronunciation, language contact, dialect variation, and historical language changes. It also examines the impact of phoneme alterations on language evolution, dialect development, and language learning. This comprehensive overview provides readers with an understanding of the role phoneme alterations play in shaping the way languages develop and how they reflect the adaptability of human communication.

Key words: phoneme alteration, assimilation, elision, metathesis, insertion, flapping, language evolution, dialect variation, ease of articulation, language contact, historical language change, regional accents, phonologiyal processes, speech patterns, language learning, linguistic efficiency, sound changes.

Alteration of Phonemes: A Linguistic Exploration

Phonemes, the smallest units of sound in a language that can distinguish one word from another, play a crucial role in speech and language processing. However, phonemes are not always produced in their purest form. In real-world language use, they often undergo alterations—transformations that can result in shifts in pronunciation, meaning, or even the way words are structured. This phenomenon, known as the alteration of phonemes, is a natural aspect of language evolution and can occur for a variety of reasons, including ease of pronunciation, regional accents, language contact, and historical changes.

This article explores the different types of phoneme alterations, their causes, and their impact on language.

Types of Phoneme Alterations

1. **Assimilation** Assimilation refers to the process by which one sound becomes more similar to an adjacent sound. This is a common alteration in spoken language, especially in fast or casual speech. It occurs when a phoneme changes to become more like a neighboring sound to ease pronunciation. There are several types of assimilation:

o   **Progressive assimilation**: In this case, the first sound influences the second. For example, in English, the plural ending "-s" is pronounced as /z/ after a voiced sound (as in "dogs" /dɔgz/) and as /s/ after a voiceless sound (as in "cats" /kæts/).

o   **Regressive assimilation**: This type occurs when the second sound influences the first. For example, in casual speech, "in" can be pronounced as [ɪn] or [ɪm] before a bilabial sound, like in "impossible" [ɪmˈpɒsɪbəl].

o   **Coalescent assimilation**: In coalescence, two neighboring sounds merge to form a new one. An example is the pronunciation of the phrase "would you" as "wud'ya" in fast speech.

2. **Elision** Elision is the omission of a phoneme, typically to make speech easier or faster. This process is particularly common in rapid or informal speech. For example, in many varieties of English, the "t" sound in the middle of words can be omitted, as seen in the pronunciation of "next day" as "nex' day" or "castle" as "cassle." Elision may also occur in unstressed syllables, as in the reduction of "I am" to "I'm."

3. **Metathesis** Metathesis involves the rearranging of sounds or letters within a word. This alteration is often seen in the evolution of languages or in dialectal variations. One of the most well-known examples of metathesis in English is the word "ask," which is often pronounced as "aks" in some dialects. Historical metathesis can also be found in older forms of English, where words like "brid" (bird) and "third" were historically pronounced differently.

4. **Insertion** Insertion occurs when a phoneme is added to a word, often to facilitate pronunciation. A well-known example of this is the insertion of an extra sound, such as the "b" in "thumb" which is often pronounced as "thum-b." This phenomenon, known as "epenthesis," can be seen in several languages, including English, where an extra vowel might be inserted between two consonants for ease of articulation (e.g., "film" pronounced as "fill-um").

5. **Flapping** Flapping is a phonemic alteration that occurs primarily in American English, where a /t/ or /d/ sound between two vowel sounds (one of which is unstressed) is pronounced as a quick flap [ɾ], similar to the "d" sound. For example, the word "butter" is pronounced [ˈbʌɾər] in many American dialects, sounding almost like "budder."

Causes of Phoneme Alterations

Phoneme alterations are influenced by various linguistic, social, and cognitive factors. Some of the primary causes include:

1. **Ease of Articulation (Effort Minimization)** Speakers tend to simplify speech to minimize the effort required in articulation. Phoneme alterations such as assimilation, elision, and insertion often occur as part of this effort to streamline speech. When producing a word or sentence, speakers unconsciously make adjustments to make pronunciation more efficient.

2. **Language Contact** When speakers of different languages or dialects come into contact, they often influence each other's pronunciation. The alteration of phonemes can be seen in loanwords and code-switching. For instance, in English, words borrowed from French, such as "restaurant," often retain French pronunciations, but the phonemes may be altered to fit English phonological patterns (e.g., the final /t/ sound may be dropped in casual speech).

3. **Dialect Variation** Phoneme alterations are a key feature of regional accents and dialects. Different communities might alter phonemes in distinct ways, leading to variations in pronunciation. For instance, in many British dialects, the "r" sound is dropped at the end of words, while in American English, it is often pronounced more clearly.

4. **Historical Language Change** Languages evolve over time, and as they do, phoneme alterations can become fixed features of the language. Historical processes like vowel shifts and consonant changes—such as the Great Vowel Shift in English—have dramatically altered the way words are pronounced across generations.

Impact of Phoneme Alterations

Phoneme alterations can have both practical and theoretical implications for linguistics:

1. **Language Evolution** Over time, phoneme alterations can lead to the creation of new linguistic forms or dialects. As phonemes change, new words, sounds, and pronunciations emerge, which can ultimately lead to divergence in a language. For example, Old English sounds and forms were altered over centuries, resulting in Modern English.

2. **Understanding Dialects** The study of phoneme alteration helps linguists understand the intricate ways in which dialects and accents form. By analyzing how phonemes change in different environments, linguists can trace the history and spread of dialects, as well as the influence of social factors like class, education, and geographic location.

3. **Language Learning** Phoneme alterations present both challenges and opportunities for second language learners. On the one hand, the variations in pronunciation can make it difficult for learners to recognize or produce certain sounds. On the other hand, awareness of phoneme alterations can help learners better understand native speakers' speech patterns, particularly in informal or rapid speech contexts.

Conclusion

The alteration of phonemes is an inherent aspect of language use, deeply rooted in the need for ease of communication, the evolution of language, and regional diversity. Whether through assimilation, elision, metathesis, or other processes, these alterations shape the way we speak and understand one another. Phoneme alterations are not just quirks of language—they reveal how language adapts to the needs of its speakers over time. Understanding these processes provides valuable insight into both historical and contemporary linguistics, enriching our understanding of how languages evolve and vary. The alteration of phonemes is a dynamic and essential component of language development. These changes, whether subtle or dramatic, highlight the fluidity of language and its ability to adapt to social, cognitive, and environmental factors. Phoneme alterations are not only a reflection of linguistic efficiency but also a testament to the creativity and diversity inherent in human communication. They shape the way individuals and communities use language, fostering both unity and distinction. By studying these transformations, we gain a deeper understanding of the mechanisms that drive language evolution and variation, offering a window into the intricate processes that shape the way we speak and interact. As language continues to evolve, the alteration of phonemes will remain a key force in shaping the sounds and structures of future generations.

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2-TOM, 11-SON

SENTENCE TYPES ACCORDING TO THE STRUCTURE

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: **Urdusheva Sevinch Sobir qizi**

Annotation: This article explains the four primary sentence structures in English simple, compound, complex, and compound-complex—by detailing their unique characteristics, functions, and examples. The text starts with an overview, then breaks down each sentence type, highlighting how each structure contributes to clarity, rhythm, and coherence in writing. The simple sentence provides directness, the compound sentence links ideas, the complex sentence introduces depth, and the compound-complex sentence combines complexity with connection. A summary table reinforces these differences, while the concluding sections emphasize the importance of mastering sentence structures to enhance communication skills. This clear explanation equips readers with a foundational understanding of sentence structure, helping them diversify and refine their language use.

Key words: sentence types, sentence structure, simple sentence, compound sentence, complex sentence, compound-complex sentence, independent clause, dependent clause, subordinating conjunction, coordinating conjunction, writing clarity, communication skills, English grammar, sentence variation, writing techniques.

Sentences are the building blocks of language, allowing us to communicate ideas, express emotions, and convey information. Sentences can be classified in various ways, including by purpose, function, or structure. In this article, we will focus on sentence types according to their structure. Structurally, sentences can be divided into four main types: simple, compound, complex, and compound-complex. Each type has unique characteristics that shape the flow and meaning of communication.

Simple Sentences

A simple sentence is the most basic form of a sentence structure. It contains only one independent clause, which means it has a subject and a predicate and expresses a complete thought. However, it does not contain any dependent (or subordinate) clauses. Simple sentences can still be quite versatile, with subjects and predicates that are compound, but they remain straightforward in structure.

Examples of Simple Sentences:

- "The cat slept."

- "She reads every day."

- "Tom and Jerry play and laugh together."

Even with a single independent clause, simple sentences can vary in length and complexity depending on the use of modifiers, adjectives, or compound subjects and predicates. They are effective for conveying clear, concise ideas and are often used for emphasis or to establish a direct tone.

Compound Sentences

A compound sentence is made up of two or more independent clauses joined by a coordinating conjunction (such as "and, but, or, nor, for, so, or yet) or a semicolon. Each clause in a compound sentence can stand alone as a complete sentence, but when combined, they provide a fuller or more complex idea.

Examples of Compound Sentences:

- "The sun set, and the stars appeared."

- "She wanted to stay home, but her friends insisted she come along."

- "I tried to call him, yet he didn't answer."

Compound sentences are effective for linking related ideas and showing contrast or cause and effect within the same sentence. They create a smoother flow in writing, allowing for the connection of thoughts without overwhelming complexity.

Complex Sentences

A complex sentence contains one independent clause and at least one dependent clause. A dependent clause (or subordinate clause) cannot stand alone as a sentence because it does not express a complete thought. Dependent clauses typically begin with subordinating conjunctions such as "because, although, since, when, if, while, or that. The combination of an independent clause with one or more dependent clauses allows for more nuanced meaning and clearer expression of relationships between ideas.

Examples of Complex Sentences:

- "Although it was raining, they decided to go hiking."

- "She finished her homework because she wanted to relax later."

- "When the bell rang, students rushed out of the classroom."

Complex sentences are useful for adding depth to writing, allowing the writer to explain, expand, or clarify ideas by incorporating related information in dependent clauses.

Compound-Complex Sentences

A compound-complex sentence is the most intricate sentence structure, combining elements of both compound and complex sentences. It contains at least two independent clauses and one or more dependent clauses. Compound-complex sentences allow for the expression of multiple ideas and relationships within a single sentence, making them useful for detailed descriptions, arguments, or explanations.

- "Though the weather was cold, they went swimming, and they later warmed up by a fire."

- "She missed the bus because she woke up late, but her friend offered to give her a ride."

- "When he saw the opportunity, he took it, and he succeeded beyond everyone's expectations."

By blending the features of both compound and complex sentences, compound-complex sentences provide a rich and layered way to communicate ideas, making them ideal for sophisticated writing that demands clarity and nuance.

Summary Table

Summary Table

Sentence Type	Components	Example
Simple Sentence	One independent clause	"I enjoy reading."
Compound Sentence	Two or more independent clauses	"She wanted to stay home, but her friends insisted."
Complex Sentence	One independent clause + at least one dependent clause	"She finished her homework because she wanted to relax."
Compound-Complex Sentence	Two or more independent clauses + at least one dependent clause	"When he saw the opportunity, he took it, and he succeeded."

Importance of Understanding Sentence Structure

Understanding sentence structure is essential for effective communication and can improve both spoken and written expression. Different sentence structures allow writers to vary the rhythm and tone of their writing, avoid monotony, and clarify relationships between ideas. By mastering sentence types according to structure, you can create more engaging, coherent, and dynamic prose that resonates with readers.

Conclusion

Each sentence type—simple, compound, complex, and compound-complex—has a distinct role in conveying ideas and shaping language. Simple sentences are clear and direct, compound sentences connect ideas, complex sentences add detail and depth, and compound-complex sentences provide intricate descriptions and relationships. A good understanding of these structures enriches communication and enables writers to use language more effectively. In mastering the different sentence structures, writers gain the ability to shape their communication with greater precision and impact. Each sentence type serves as a tool that can create rhythm, emphasize ideas, and guide readers through complex thoughts. By understanding and effectively using simple, compound, complex, and compound-complex sentences, writers can craft more engaging, nuanced, and persuasive language. This knowledge not only strengthens writing skills but also enhances one's ability to convey information in a way that resonates with and captivates the audience.

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TYPES OF SYNTACTIC RELATIONS IN A SENTENCE

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: **Urdusheva Sevinch Sobir qizi**

Annotation: This article provides an overview of the main types of syntactic relations in sentences, a key topic in syntactic analysis within linguistics. It explores how words and phrases are organized and connected to convey meaning, covering coordination, subordination, modification, predication, complementation, and agreement. Each section defines a syntactic relation, provides examples, and explains how that relation contributes to sentence structure and meaning. The article emphasizes the importance of understanding these relationships for analyzing language mechanics, improving grammatical accuracy, and enhancing communication skills. It is a useful resource for students of linguistics, writers, and anyone interested in deepening their understanding of sentence structure and syntax.

Key words: syntactic relations, coordination, subordination, modification, predication, complementation, agreement, sentence structure, syntax, linguistics, grammatical accuracy, sentence analysis, communication skills, language mechanics.

In linguistics, understanding the syntactic structure of a sentence is key to analyzing how words come together to form coherent and meaningful expressions. Syntactic relations refer to the ways words or groups of words (phrases) relate to one another within a sentence. By identifying and analyzing these relations, we can better understand sentence structure, enhance our grammatical comprehension, and appreciate the nuances of meaning conveyed through syntax. Here, we will discuss the main types of syntactic relations commonly found in sentences: coordination, subordination, modification, and predication.

Coordination

Coordination is a syntactic relation where two or more elements of equal grammatical status are connected, usually with coordinating conjunctions like "and," "or," or "but." The elements connected can be words, phrases, or entire clauses. Coordination allows these elements to stand independently if separated, but they often express a more complete thought together.

Example:

- "She bought apples and oranges."

In this example, "apples" and "oranges" are coordinated as they are both direct objects of the verb "bought" and have equal grammatical weight. Coordination is prevalent in sentences where items or ideas are listed, compared, or contrasted.

Subordination

Subordination is a relationship where one clause or phrase depends on another for its full meaning. This typically involves a main (independent) clause and a subordinate (dependent) clause. The dependent clause is introduced by subordinating conjunctions like "because," "although," "when," and "if." Subordination often adds depth or context to the main clause, indicating conditions, reasons, or additional information.

Example:

- "She went to the store because she needed milk."

Here, "because she needed milk" is a subordinate clause providing the reason for the action in the main clause. The main clause ("She went to the store") can stand alone, but the subordinate clause ("because she needed milk") cannot.

Modification

Modification describes the relationship between a modifier (such as an adjective, adverb, or modifying phrase) and the element it modifies. Modifiers provide additional details that clarify or specify another part of the sentence, such as a noun or verb.

Example:

- "The red car is parked outside."

In this sentence, "red" modifies the noun "car," adding information about its color. Modification can be achieved through adjectives, adverbs, prepositional phrases, and other descriptive elements that refine the meaning of a word or phrase.

Types of Modification:

- Adjectival modification: Modifies nouns (e.g., "a beautiful flower").

- Adverbial modification: Modifies verbs, adjectives, or other adverbs (e.g., "She sings beautifully").

- Prepositional modification: Provides relational details (e.g., "The book on the shelf").

Predication

Predication is the fundamental syntactic relation between the subject and the predicate of a sentence, forming the core structure of most sentences. The predicate contains a verb

that describes the action, state, or condition of the subject. This relationship is what gives a sentence its completeness, as it conveys a full thought.

Example:

- "The dog barks."

In this example, "The dog" is the subject, and "barks" is the predicate. The subject-predicate relationship is essential to sentence structure, as it represents the primary action or state in a sentence.

Predication also occurs in complex sentences where multiple predicates relate to the same subject.

Complementation

Complementation involves the relationship between a verb and its complement. Complements are words or phrases that complete the meaning of the verb in a sentence. This relationship is essential for certain verbs that require additional elements to make sense, such as linking verbs (e.g., "be," "seem," "become").

Example:

- "She seems happy."

Here, "happy" is the complement to the linking verb "seems." Without this complement, the sentence would feel incomplete or unclear. Complements can be nouns, adjectives, or entire phrases, depending on the verb and context.

Types of Complements:

- Subject complement: Provides more information about the subject, often following linking verbs (e.g., "He is a teacher").

- Object complement: Provides information about the object of the verb (e.g., "They elected him president").

Agreement (Concord)

Agreement, or concord, is the syntactic relationship where words within a sentence must agree with each other in number, gender, or person. This relationship is crucial in many languages to ensure grammatical correctness and clarity.

Example:

- "She walks" (singular subject with singular verb).

- "They walk" (plural subject with plural verb).

In English, subject-verb agreement is one of the most noticeable forms of agreement. Pronoun-antecedent agreement (e.g., "Everyone should bring his or her ticket") is another important aspect.

Conclusion

Understanding the various types of syntactic relations in sentences—coordination, subordination, modification, predication, complementation, and agreement—offers valuable insight into the mechanics of language. These relationships enable us to analyze how words interact to form cohesive, nuanced expressions, and they are crucial for constructing grammatically correct and stylistically effective sentences. By mastering these syntactic relations, we gain greater precision and flexibility in both interpreting and crafting language, enhancing communication in both written and spoken forms. Recognizing these patterns also deepens our appreciation for language's complexity and the subtle ways in which structure shapes meaning. The syntactic relations in sentences—coordination, subordination, modification, predication, complementation, and agreement—are foundational to understanding language structure. They allow speakers and writers to arrange words into coherent, meaningful statements, each contributing to the intricacy and depth of language.

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2-TOM, 11-SON

EXPLORING SENTENCE STRUCTURE AND CLAUSE TYPES THROUGH COGNITIVE 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

Student of group 302-21: **Mamatqulova Aziza To'rabek qizi**

Annotation: This article explores the concept of **sentence typology** and **clause structure** within the framework of **Cognitive Grammar**, a theory developed by Ronald Langacker. The focus is on how different clause types—declarative, interrogative, imperative, and exclamative—serve distinct communicative functions and reflect human cognitive processes. Cognitive Grammar posits that grammar is not a set of abstract syntactic rules but is closely tied to the ways in which speakers mentally conceptualize and organize their experiences. The article discusses how the structure of a clause in Cognitive Grammar is organized around **profiles** (the central conceptual focus) and **base domains** (the broader contextual information), highlighting how different clause types influence cognitive focus and interaction. It also examines the fundamental structures like **Subject-Verb-Object (SVO)** and **Subject-Verb-Complement (SVC)**, exploring how these syntactic patterns mirror cognitive processes such as event categorization and role assignment. Additionally, the article emphasizes the dynamic nature of clause structure, showing how the organization of a sentence is not fixed but adaptable to the speaker's communicative needs. By analyzing how language is structured around conceptualization, the article argues that Cognitive Grammar provides a holistic view of how sentence structures function not just as formal systems but as tools for representing and sharing knowledge. This work contributes to a deeper understanding of the intersection between language and cognition, revealing how grammatical structures reflect our mental models of the world and facilitate effective communication.

Key words: Cognitive Grammar, sentence typology, clause structure, declarative clauses, interrogative clauses, imperative clauses, exclamative clauses, cognitive processes, profiles, base domains, Subject-Verb-Object (SVO), Subject-Verb-Complement (SVC), event categorization, role assignment, syntactic patterns, mental representation, communicative functions, language and cognition, conceptualization, grammar and thought.

Cognitive Grammar, a linguistic theory introduced by Ronald Langacker, explores the connection between language and human cognition, emphasizing how grammatical structures reflect our mental processes. Unlike traditional grammar frameworks that rely on

abstract syntactic rules, Cognitive Grammar posits that the forms of language emerge from the ways we perceive and conceptualize the world. One of the central concepts in Cognitive Grammar is **sentence typology**, which classifies sentences based on the different types of clauses they contain and their respective structures. These clauses serve as cognitive tools that allow speakers to organize and communicate their experiences.

Clause Types: Fundamental Constructs in Language

In Cognitive Grammar, **clauses** are more than mere syntactic units; they are mental constructs that mirror how speakers interpret and represent the world. Different clause types have distinct communicative functions, each reflecting a unique cognitive perspective.

Declarative Clauses: These are statements or assertions that convey information or describe a state of affairs. For example, "The sun rises in the east" is a declarative clause. From a Cognitive Grammar perspective, declarative clauses are expressions of how speakers conceptualize the world, presenting a scenario or fact without expectation of immediate feedback. These clauses profile the relationship between an entity and its action or state, emphasizing the proposition as a mental representation of reality.

Interrogative Clauses: These clauses are used to seek information or clarification, typically in the form of questions. An interrogative clause can be as simple as "What time is it?" or more complex like, "Why did you go to the store?" In Cognitive Grammar, interrogatives shift the speaker's cognitive focus from a declarative stance (presenting information) to a state of inquiry. This cognitive shift requires the speaker to reframe the situation in order to extract information from the listener, thus changing the structure of the clause (e.g., subject-verb inversion or the use of wh-questions).

Imperative Clauses: These clauses are used to give commands, make requests, or offer suggestions. For instance, "Close the door" is an imperative clause. Cognitive Grammar interprets imperatives as reflecting an attempt to direct the mental state or actions of the listener. The implicit subject of imperatives is typically understood to be the second person (you), making the speaker's intention to influence the hearer's cognition or behavior very clear. The speaker emphasizes the desired outcome by structuring the clause around the action they want the listener to perform.

Exclamative Clauses: Exclamatives express strong emotions, surprise, or emphasis. An example is, "What a beautiful day!" In Cognitive Grammar, exclamative clauses highlight an intense emotional or evaluative response to a particular event or situation. These clauses are structured to draw attention to something particularly striking or noteworthy, thus reflecting the salience of the conceptualization for the speaker. The heightened emotional state is foregrounded in the sentence's structure, often using specific exclamatory words or punctuation.

Clause Structure: Cognitive Representations of Relationships

The **structure** of a clause in Cognitive Grammar reflects how the speaker organizes their mental representation of an event, action, or state. Rather than being purely syntactic, clause structure is a cognitive representation that corresponds to how speakers mentally categorize and understand relationships between entities. The basic structure of a clause can be broken down into **profiles** and **base domains**. The profile refers to the central concept or action being highlighted, while the base domain provides the context or background for that concept.

Subject-Verb-Object (SVO) Structure: The SVO structure, typical in languages like English, is one of the most fundamental ways to organize a clause. This structure mirrors the cognitive process of organizing an event with a subject (who or what is performing an action), a verb (the action), and an object (the recipient or entity affected by the action). In Cognitive Grammar, SVO structures are seen as reflecting how humans mentally organize events or situations by assigning roles to different participants (agents, actions, and patients).

Subject-Verb-Complement (SVC) Structure: In this structure, the verb links the subject to a complement that provides more information about the subject, often describing a state or identity. For instance, in the sentence "She is a teacher," "a teacher" complements the subject "She" by defining her role. Cognitive Grammar emphasizes that such structures help speakers conceptualize relationships in terms of categorization and identification. The complement serves to profile an aspect of the subject's identity or state of being.

Noun Phrases (NP) and Verb Phrases (VP): Clauses are composed of **noun phrases** (which refer to entities or things) and **verb phrases** (which express actions or processes). In Cognitive Grammar, noun phrases represent cognitive units that encapsulate entities, while verb phrases reflect actions or processes that connect these entities. The relationship between NP and VP is crucial for understanding how speakers conceptualize actions and assign roles to participants in the event. For example, "The dog (NP) chased the ball (NP)" shows how the verb phrase "chased the ball" reflects a cognitive structure that organizes the action between the agent (the dog) and the object (the ball).

Modifiers and Non-core Elements: Clauses may also contain **modifiers**, such as adjectives, adverbs, and prepositional phrases, which add additional information and refine the conceptualization. These elements shape the mental image projected by the clause. For instance, in the sentence "The tall man quickly ran to the store," the adjective "tall" and the adverb "quickly" modify the noun and verb respectively, guiding the hearer's cognitive interpretation of the action and the participant involved. These modifiers enrich the conceptual content of the clause, providing further detail and context.

Cognitive Grammar and the Dynamic Nature of Clause Structure

Cognitive Grammar places significant importance on the dynamic interaction between the structure of a clause and the cognitive functions it serves. Clause structure is not a static set of rules, but rather a flexible system that adapts to the speaker's communicative needs. For example, the same basic syntactic structure (such as SVO) can be altered to express different cognitive perspectives, such as in passive constructions ("The ball was chased by the dog"), where the focus shifts from the agent (the dog) to the patient (the ball).

Furthermore, Cognitive Grammar stresses that clause types and structures are not independent of one another. They interact and influence how speakers perceive and organize information. The **choice of clause type** reflects not just a communicative goal but also the speaker's cognitive focus. For instance, using an interrogative form signals that the speaker is cognitively oriented toward acquiring new knowledge, whereas declaratives convey the speaker's intention to present knowledge as established or factual.

Conclusion

Sentence typology and clause structure in Cognitive Grammar highlight the deep connection between language and cognition. By analyzing different clause types—declarative, interrogative, imperative, and exclamative—we gain insight into how speakers conceptualize their worlds and organize their thoughts for communication. The structure of a clause, with its interrelationship between subjects, verbs, objects, complements, and modifiers, reflects how we mentally organize events, relationships, and identities. In this view, grammar is not a set of rigid rules but a flexible, cognitive tool that facilitates human communication and shapes our understanding of the world. By emphasizing the cognitive aspects of sentence structure, Cognitive Grammar provides a more holistic and human-centered understanding of how language functions in everyday life. In summary, Cognitive Grammar offers a unique perspective on sentence typology and clause structure by grounding them in the cognitive processes that shape human understanding and communication. Rather than viewing language as an abstract system of rules, Cognitive Grammar highlights how sentence structures reflect the way speakers conceptualize and organize their mental representations of the world. Each clause type serves a distinct cognitive function, whether it's asserting information, seeking clarification, influencing behavior, or expressing emotion. Additionally, the structure of clauses—through the interaction of noun phrases, verb phrases, and modifiers—provides a cognitive map of relationships, roles, and actions within a particular event or situation. By emphasizing the relationship between cognition and grammar, Cognitive Grammar underscores the idea that language is deeply intertwined with thought. Clause types and structures are not just syntactic choices but are shaped by our mental models of the world and our communicative intentions. This approach not only enhances our understanding of how sentences are formed but also deepens our appreciation of how language mirrors the complexities of human cognition. In this way, Cognitive Grammar opens new avenues for exploring how language both reflects and shapes our perceptions, interactions, and understanding of reality.

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THE ORGANIZATION OF VOWEL SOUNDS IN LANGUAGE

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 provides a comprehensive overview of the classification of vowel sounds, detailing the key features used to categorize them, such as tongue height, backness, lip rounding, tension, and length. It explains the distinction between monophthongs and diphthongs, as well as the use of the International Phonetic Alphabet (IPA) to transcribe vowel sounds accurately across languages. The article highlights the diversity of vowel systems in different languages, from English's extensive inventory to the simpler vowel systems of languages like Spanish. It emphasizes the significance of vowel classification in fields like linguistics, language learning, and speech therapy, offering insight into how vowel sounds shape both speech production and language understanding. This resource is essential for anyone studying phonetics, phonology, or applied linguistics.

Key words: vowel sounds, classification, articulatory features, tongue height, tongue backness, lip rounding, tense vowels, lax vowels, monophthongs, diphthongs, International Phonetic Alphabet (IPA), vowel length, vowel systems, phonetic transcription, language diversity, sociolinguistics, speech pathology, phonology, language learning, speech production, phonetic research.

The Classification of Vowel Sounds

Vowel sounds are a fundamental component of human language. They play a central role in speech, helping to distinguish words, convey emotion, and contribute to the rhythm and flow of speech. Understanding how vowel sounds are classified is essential for linguists, language learners, and speech therapists alike. This article explores the key ways in which vowel sounds are classified, including their articulatory features, their role in different languages, and the methods used to describe them.

Articulatory Classification of Vowel Sounds

Vowels are produced without significant constriction in the vocal tract, in contrast to consonants, which involve some level of blockage or narrowing of airflow. The classification of vowel sounds is largely based on the position of the tongue and the shape of the oral cavity during production. The main articulatory features used to classify vowel sounds include:

Height of the Tongue: Vowel sounds can be classified based on the vertical position of the tongue within the mouth. The tongue can be raised or lowered to produce different sounds:

High vowels occur when the tongue is raised toward the roof of the mouth (e.g., [i] as in *see*).

Mid vowels occur when the tongue is positioned between high and low (e.g., [ɛ] as in *bet*).

Low vowels occur when the tongue is positioned low in the mouth (e.g., [æ] as in *cat*).

Backness of the Tongue: The horizontal position of the tongue determines whether a vowel sound is produced in the front, central, or back of the mouth:

Front vowels are produced when the tongue is positioned toward the front of the mouth (e.g., [i] as in *beet*).

Central vowels are produced when the tongue is in the center of the mouth (e.g., [ə] as in *sofa*).

Back vowels are produced when the tongue is positioned toward the back of the mouth (e.g., [u] as in *goose*).

Roundness of the Lips: Vowel sounds can also be classified according to whether the lips are rounded or unrounded:

Rounded vowels occur when the lips are rounded (e.g., [o] as in *go*).

Unrounded vowels occur when the lips are not rounded (e.g., [i] as in *bit*).

Tension and Laxness

Another important way of classifying vowels is by the tension of the vocal cords and tongue muscles during their production. This distinction leads to two main categories:

Tense vowels: These vowels are produced with greater tension in the vocal tract, resulting in a clearer and more distinct sound. Tense vowels tend to be found in closed syllables (e.g., [i] as in *see*).

Lax vowels: Lax vowels are produced with less muscular tension, and they often appear in open syllables or unstressed positions (e.g., [ɪ] as in *sit*).

Monophthongs and Diphthongs

Vowels can also be classified based on the number of distinct sound qualities they possess during their articulation:

Monophthongs: These are single, pure vowel sounds that maintain one steady sound throughout their articulation (e.g., [æ] in *cat* or [a] in *father*).

Diphthongs: Diphthongs involve a glide from one vowel sound to another within the same syllable. The tongue moves during the articulation, changing the position of the sound (e.g., [aɪ] as in *my* or [oʊ] as in *go*).

Vowel Length

Some languages differentiate vowel sounds based on their length, which refers to the duration for which the vowel is held during articulation:

Short vowels: These vowels are typically produced with a short duration (e.g., [ɪ] as in *sit*).

Long vowels: These vowels are articulated with a longer duration (e.g., [iː] as in *see*).

In some languages, such as Finnish or Japanese, vowel length can be phonemic, meaning that vowel length can change the meaning of a word.

The International Phonetic Alphabet (IPA) and Vowel Diagrams

To accurately describe vowel sounds across languages, linguists use a system called the International Phonetic Alphabet (IPA). The IPA provides a consistent set of symbols to represent vowel sounds, ensuring that linguistic sounds can be transcribed and understood universally. One of the most helpful tools for representing vowel classification visually is the *vowel chart*, which maps the relative positions of tongue height and backness, often arranged in a grid format.

In the IPA chart, each vowel sound is represented by a unique symbol. For example, the high front vowel [i] (as in *beet*) is represented by the symbol [i], and the low back vowel [ɑ] (as in *father*) is represented by [ɑ].

Vowel Systems in Different Languages

Different languages feature varying numbers and types of vowel sounds. For instance:

English has a relatively large vowel system with around 14 vowel sounds, depending on the accent. These include both monophthongs and diphthongs.

Spanish typically has only five vowel sounds, represented by the pure monophthongs [a], [e], [i], [o], and [u].

French features nasalized vowels like [ã] as in *sans* and [õ] as in *nom*, which do not occur in many other languages.

German has a contrast between tense and lax vowels, and also features rounded front vowels like [y] in *Lücke* (hole).

Conclusion

The classification of vowel sounds is complex, with various factors such as tongue height, tongue backness, lip rounding, tension, and vowel length playing key roles. While English has a broad array of vowel sounds, other languages may simplify or expand on this system, leading to unique sound inventories. Understanding vowel classification helps linguists and language learners not only in phonetic transcription but also in mastering the subtle differences between sounds in various languages. Whether for language acquisition or phonetic research, the study of vowel sounds remains an integral part of understanding how speech works across different cultures and linguistic systems. In summary, the classification of vowel sounds reveals the intricate and dynamic nature of speech production. Vowels are shaped by a combination of physiological factors and linguistic rules that vary across languages and dialects. Their classification into categories like height, backness, tension, and length helps linguists not only describe but also understand the phonetic diversity found around the world. For language learners, mastering these classifications is essential for accurate pronunciation and comprehension, as even subtle differences in vowel quality can lead to significant changes in meaning. Moreover, the study of vowel sounds is a key component in fields such as phonology, sociolinguistics, and speech pathology, where an understanding of vowel variation can aid in diagnosing speech disorders, preserving endangered languages, and improving communication in multilingual contexts. Thus, the classification of vowels is not only a fundamental aspect of phonetics but also an indispensable tool for bridging the gap between the theoretical and practical aspects of language use.

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THE ROLE OF CONSONANTS IN THE ENGLISH SOUND SYSTEM

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

Marina I. Solnyshkina Dr.Prof., Department of Theory and Practice of Foreign Language Teaching, Kazan Federal University, Russia

Student of group 302-21: **Mamatqulova Aziza To'rabek qizi**

Annotation: This article provides an in-depth overview of the system of English consonant phonemes, focusing on their classification, articulation, and role in language structure. The article divides consonants into categories based on place of articulation (e.g., bilabial, alveolar), manner of articulation (e.g., plosives, fricatives), and voicing (voiced vs. voiceless). It outlines the 24 consonant sounds in English, providing examples for each, and emphasizes the importance of mastering these sounds for effective communication. The article also highlights challenges that non-native speakers may face, such as unfamiliar phonemes and complex consonant clusters. The conclusion reiterates the significance of understanding consonants for fluency in English and encourages consistent practice. This article is valuable for linguistics students, English learners, and those interested in phonetics, offering both a clear explanation of English consonant sounds and practical insights for language acquisition.

Key words: English consonants, phonemes, place of articulation, manner of articulation, voicing, voiced consonants, voiceless consonants, plosives, fricatives, affricates, nasals, liquids, glides, bilabial, labiodental, dental, alveolar, palatal, velar, glottal, consonant clusters, phonetic features, pronunciation, language acquisition, linguistics, phonetics.

The System of English Phonemes: Consonants

Phonemes are the smallest units of sound that can distinguish one word from another in a particular language. In English, the phonemic system is composed of vowels and

consonants, each serving unique roles in speech production. Consonants, in particular, play a significant part in shaping the meaning and structure of English words. Understanding the system of English consonant phonemes is essential for mastering pronunciation, spelling, and listening comprehension.

What are Consonants?

Consonants are sounds produced when the airflow is restricted or obstructed in some way by the articulatory organs, such as the tongue, lips, teeth, and palate. This contrasts with vowels, where the airflow is more open and uninterrupted. Consonants form the backbone of syllables in English and combine with vowels to create words.

In English, there are 24 consonant phonemes, which can be classified based on several features, including place of articulation, manner of articulation, and whether they are voiced or voiceless.

Classification of Consonants

Place of Articulation The place of articulation refers to where in the vocal tract the airflow is restricted or blocked. There are several key places of articulation in English consonants:

Bilabial: The sound is produced by bringing both lips together. Example: /p/ as in "pat" and /b/ as in "bat."

Labiodental: The lower lip is placed against the upper teeth. Example: /f/ as in "fun" and /v/ as in "vine."

Dental: The tongue is placed against or near the teeth. Example: /θ/ as in "think" (voiceless) and /ð/ as in "this" (voiced).

Alveolar: The tongue is placed against the alveolar ridge (the bony ridge behind the upper teeth). Example: /t/ as in "top" and /d/ as in "dog."

Palatal: The sound is produced by placing the tongue against the hard palate. Example: /ʃ/ as in "ship" and /ʒ/ as in "measure."

Velar: The back of the tongue is placed against the soft part of the roof of the mouth (the velum). Example: /k/ as in "cat" and /g/ as in "go."

Glottal: The sound is produced at the glottis (the space between the vocal cords). Example: /h/ as in "hat."

Manner of Articulation The manner of articulation describes how the airstream is manipulated to produce a consonant sound. The main manners of articulation in English are:

Plosives (or Stops): The airflow is completely blocked and then released. Examples include /p/ (pat), /b/ (bat), /t/ (top), and /k/ (cat).

Fricatives: The airflow is constricted, creating friction. Examples include /f/ (fun), /v/ (vine), /s/ (sit), and /z/ (zip).

Affricates: These sounds begin as plosives and then release into a fricative sound. Examples include /ʧ/ (ch) as in "church" and /ʤ/ (j) as in "judge."

Nasals: The airflow is redirected through the nose. Examples include /m/ (man), /n/ (not), and /ŋ/ (sing).

Liquids: The sound is produced with minimal constriction of the airflow, allowing for smooth articulation. Examples include /l/ (lip) and /r/ (rat).

Glides: These are produced with a slight constriction, typically moving towards a vowel sound. Examples include /w/ (wet) and /j/ (yes).

Voicing Consonants in English can either be **voiced** or **voiceless** depending on whether the vocal cords vibrate during the sound production.

Voiced Consonants: These sounds are produced when the vocal cords vibrate. Examples include /b/ (bat), /d/ (dog), /g/ (go), /v/ (vine), and /z/ (zoo).

Voiceless Consonants: These sounds are produced without vocal cord vibration. Examples include /p/ (pat), /t/ (top), /k/ (cat), /f/ (fun), and /s/ (sit).

The English Consonant Phonemes

The 24 consonant sounds in English are:

/p/ - **pat**

/b/ - **bat**

/t/ - **top**

/d/ - **dog**

/k/ - **cat**

/g/ - **go**

/f/ - **fun**

/v/ - **vine**

/θ/ - **think**

/ð/ - **this**

/s/ - **sit**

/z/ - **zip**

/ʃ/ - **ship**

/ʒ/ - **measure**

/tʃ/ - **church**

/dʒ/ - **judge**

/m/ - **man**

/n/ - **not**

/ŋ/ - **sing**

/l/ - **lip**

/r/ - **rat**

/j/ - **yes**

/w/ - **wet**

/h/ - **hat**

Challenges in Consonant Pronunciation

Mastering English consonants can be challenging due to various factors:

Non-native sounds: Some English consonants, like the dental fricatives /θ/ and /ð/, do not exist in many other languages, making them difficult for learners to pronounce correctly.

Consonant clusters: English has many words with complex consonant clusters, such as "strengths," which may be hard to articulate for non-native speakers.

Silent consonants: English has many words where consonants are not pronounced, such as the "k" in "knight" or the "w" in "wrist," which can confuse learners.

Conclusion

The system of English consonants is rich and varied, offering a range of sounds that help distinguish meaning and structure in the language. From plosives to fricatives, nasals to liquids, each consonant phoneme plays a vital role in communication. Mastery of these sounds is crucial for effective pronunciation, listening, and understanding in English.

Whether you are learning English as a second language or refining your skills, a solid grasp of consonant phonemes will undoubtedly enhance your language proficiency. In summary, the system of English consonants is fundamental to both the spoken and written forms of the language. The 24 consonant phonemes, each with distinct features such as place and manner of articulation, contribute to the vast diversity of sounds in English. While mastering consonant sounds can present challenges, especially for non-native speakers, understanding their classification and pronunciation rules is a key step toward fluency. By recognizing the nuances of voicing, articulation, and phonetic variation, learners can improve their accuracy in both speech production and listening comprehension. As with any aspect of language learning, consistent practice and exposure to native speech patterns will help solidify a strong command of English consonants and enhance overall communication skills.

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2-TOM, 11-SON

UNDERSTANDING THE CONCEPT OF NUMBER IN 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

Marina I. Solnyshkina Dr.Prof., Department of Theory and PracticeofForeignLanguage Teaching, Kazan Federal University, Russia

Student of group 302-21: **Mamatqulova Aziza To'rabek qizi**

Annotation: The article "The Category of Numbers in Linguistics" provides a comprehensive overview of how the grammatical category of number operates across various languages. It covers the essential distinctions between singular, plural, and dual forms, detailing how number is marked on nouns, pronouns, adjectives, and even verbs in different linguistic traditions. It explores languages that exhibit complex number systems, including those with dual forms, inclusive/exclusive plurals, and classifier systems, highlighting how number influences agreement within sentences. The article also addresses languages where number marking is minimal or context-dependent, such as in Chinese and Vietnamese. The article further examines how non-Indo-European languages and contact languages like pidgins and creoles may simplify or alter traditional number distinctions. It introduces the concept of number's role in categorizing entities, adding another layer of meaning to communication. The discussion of inclusive and exclusive plurals in languages like Fijian adds nuance to the ways communities structure and represent collective versus individual identities. In conclusion, the article stresses the importance of understanding number as a fundamental aspect of grammar that shapes communication, revealing both structural linguistic patterns and cultural perspectives. This resource is valuable for anyone interested in the diverse ways languages reflect human cognition and social organization through the lens of grammatical number.

Key words: number, linguistics, grammatical category, singular, plural, dual, inclusive plural, exclusive plural, noun classes, gender agreement, classifiers, verb agreement, pidgins, creoles, syntactic number marking, irregular plurals, quantifiers, language diversity, cognitive linguistics, morphological number, inflection, language structure, pluralization

The Category of Numbers in Linguistics

In linguistics, **number** is a grammatical category that reflects the quantity of the noun or pronoun being referred to. This category plays a crucial role in many languages, influencing how words are formed and how sentences are structured. Number marks distinctions such as singular, plural, and sometimes dual, and it can be expressed in various ways, including through inflection, word order, and syntactic structures.

The Function of Number in Language

The primary function of number is to convey the quantity of the entities referred to by a noun or pronoun. In most languages, **number** distinguishes between:

Singular: Referring to one item or person (e.g., "cat").

Plural: Referring to more than one item or person (e.g., "cats").

Dual: A category found in some languages, specifically marking exactly two items or persons (e.g., Arabic and Slovenian have a dual form).

Number is not limited to nouns but also extends to pronouns, adjectives, and even verbs in many languages, ensuring agreement within the sentence. For example, in English, subject-verb agreement reflects number: "She *plays*" (singular) vs. "They *play*" (plural).

Number Marking in Nouns

In many languages, number is marked on nouns through inflection. For instance:

English: Plural is typically formed by adding "-s" or "-es" to the singular noun (e.g., "dog" → "dogs").

Spanish: Plural is marked by adding "-s" or "-es" (e.g., "niño" (boy) → "niños" (boys)).

Arabic: Nouns can take different forms to express singular, plural, and dual, and this can involve internal vowel changes, not just suffixes.

Some languages have **irregular plurals** that do not follow regular patterns, such as "child" → "children" in English or "man" → "men."

Number in Pronouns and Adjectives

Pronouns also exhibit number distinctions. In English, we distinguish singular and plural pronouns like "I" vs. "we," "he" vs. "they." In languages such as Russian or Hindi, pronouns may show more distinctions, such as a formal "you" (plural) vs. an informal singular form.

Adjectives may also change form depending on the number of the noun they modify. For example, in Spanish:

"El perro grande" (the big dog) (singular).

"Los perros grandes" (the big dogs) (plural).

The Dual Category

Some languages make a distinction for exactly two items, known as the **dual**. This is particularly common in languages of the Afro-Asiatic, Slavic, and Semitic families.

For example, in **Arabic**, the dual form of a noun is often marked by adding "–ān" (for masculine) or "–atān" (for feminine) in the nominative case. So, "kitāb" (book) becomes "kitābān" (two books).

The dual is especially useful in languages that emphasize the number of entities, providing an additional level of specificity.

Grammatical Number in Verbs

In some languages, the number is marked not only on nouns and pronouns but also on verbs. For example:

In French, the verb must agree in number with its subject:

"Il mange" (He eats) (singular).

"Ils mangent" (They eat) (plural).

In Arabic, verbs change form to agree with the subject in both number and gender:

"He eats" → "Yakul" (singular, masculine).

"They eat" → "Yakulūn" (plural).

Some languages, like **Russian** and **Hebrew**, also mark number distinction within verb conjugation, adjusting the verb form based on whether the subject is singular, dual, or plural.

Languages with No Plural or Dual Marking

Interestingly, not all languages distinguish between singular and plural, or even use grammatical number. For example, many **Asian languages** such as **Chinese** and **Japanese** do not have plural markers on nouns. Instead, the plural form can often be inferred from the context or from the use of specific quantifiers or classifiers.

For instance, in **Chinese**, the word "书" (shū) means "book," and the plural "books" can be expressed by adding a quantifier, such as "几本书" (jǐ běn shū), meaning "several books."

Similarly, **Vietnamese** lacks inflectional plural forms but uses quantifiers and classifiers to indicate number.

Complexities in Number Systems

Some languages have **complex number systems** that go beyond the typical singular and plural forms. For example:

In French, nouns like "cheval" (horse) and "chevaux" (horses) follow irregular pluralization rules.

In Welsh, there is a **mutating system** where the form of the word changes based on the number (and case).

Languages such as **Pirahã** (from the Amazon) have been shown to have a "non-numeric" approach to number, meaning they do not use specific terms for higher numbers beyond basic ones like "one," "two," and "many."

Conclusion

The category of number is a fundamental component of grammar in many languages. While some languages have a clear-cut distinction between singular and plural, others feature a more elaborate system, including dual forms and distinctions within verbs. Understanding how number functions across different languages provides deep insights into the relationship between language structure and the ways in which speakers conceptualize the world around them. As languages evolve, the category of number remains a crucial element in both spoken and written communication. The category of number in linguistics highlights the diversity and complexity of human language systems. While the basic distinction between singular and plural is common across many languages, the ways in which number is marked—whether through inflection, word order, classifiers, or even the absence of number marking—demonstrates the intricate ways in which languages evolve to capture the concept of quantity. Furthermore, languages that incorporate duals, inclusive and exclusive plurals, or classifier systems add nuanced layers to how speakers express relationships between entities. The presence or absence of these features provides valuable insights into cultural priorities and cognitive frameworks. In essence, the study of number in linguistics not only reveals the structural rules governing languages but also reflects how language shapes our understanding of the world around us. Whether through the precise marking of quantity, the use of dual forms for two entities, or the reliance on context rather than formal markers, the category of number enriches the ways we communicate and organize our thoughts about the world. As linguistic research continues to explore the variety of number systems, it underscores the dynamic and adaptive nature of human communication, offering a deeper appreciation of the complexities of language itself.

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2-TOM, 11-SON

MODIFICATIONS OF VOWELS IN CONNECTED SPEECH

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek

The faculty of Psychology, department of Foreign languagesPhylology and foreign languages

Teshaboyeva Nafisa Zubaydulla qizi

Student of group 301-21**: Rustamova Shahzoda Bahrom qizi**

Annotation: This article provides a comprehensive overview of the modifications that vowels undergo in connected speech, focusing on key processes such as vowel reduction, assimilation, coalescence, elision, and intrusion. It explores how these modifications contribute to the natural flow, rhythm, and efficiency of spoken language, highlighting their role in reducing articulatory effort and enhancing speech fluency. Through examples and explanations, the article demonstrates how vowels change in response to neighboring sounds, context, and speech rate. The piece emphasizes the importance of these modifications for language learners, suggesting that understanding and practicing them can improve both comprehension and pronunciation. This resource is valuable for those seeking to sound more native-like and achieve more effective, fluid communication in spoken English.

Key words: vowel reduction, assimilation, coalescence, elision, intrusion, connected speech, vowel modification, natural flow, rhythm, speech efficiency, articulation, fluid communication, language learners, pronunciation, native-like speech, vowel changes, spoken language, speech patterns, vowel merging, speech fluency.

Modifications of Vowels in Connected Speech

In natural, rapid speech, vowels undergo various modifications that make them sound different from their isolated form. These modifications, which are crucial for the flow and efficiency of speech, occur due to the influence of neighboring sounds, the rhythm of speech, and the ease of articulation. Understanding these changes is essential for both native and non-native speakers to achieve more fluent and natural pronunciation.

Vowel Reduction

One of the most common modifications of vowels in connected speech is **vowel reduction**, where full vowels are shortened and pronounced less distinctly. This is particularly evident in unstressed syllables. For example, in the word "banana," the second "a" is often reduced to a schwa [ə], especially in fast speech. The reduction of vowels

typically involves a shift from a more "open" or "clear" sound (like [æ] or [ɪ]) to a more central, neutral sound [ə], which is the most common reduced vowel in English.

Vowel reduction serves to make speech more efficient, as it allows the speaker to focus more energy on stressed syllables, which carry the primary meaning of the utterance. The process can be observed in many English function words like articles, prepositions, and auxiliary verbs (e.g., *the*, *to*, *and*, *was*), which often lose their full vowel in casual speech.

Coalescence

Coalescence is another phenomenon in which two adjacent vowel sounds merge to form a new sound. This occurs when two vowels in connected speech influence each other and combine into a different vowel sound entirely. For example, in some dialects of English, the phrase "I'm going to" may be pronounced as "I'm gonna." Here, the [oʊ] and [ə] sounds of "to" coalesce to form [ə], creating a more fluid, faster sound that's easier to articulate in casual conversation.

Assimilation of Vowels

Assimilation refers to the process by which a vowel sound changes to become more like a neighboring sound. This can happen in a variety of ways, including progressive assimilation (where the preceding sound influences the vowel), regressive assimilation (where the following sound influences the vowel), and reciprocal assimilation (where both sounds influence each other). For example:

- In the phrase *"good evening,"* the /iː/ in "evening" may assimilate to a shorter, more centralized vowel [ɪ], producing a sound closer to "gud evening."
- In rapid speech, the phrase *"that is"* can sound like "thats," where the vowel [ɪ] in "is" assimilates towards the preceding consonant /t/, resulting in a more clipped vowel.

These changes help to reduce the articulatory effort and make speech more fluid and quicker, thus enhancing its natural rhythm.

Elision

Elision occurs when a vowel sound is completely omitted in connected speech. This often happens when a vowel is between two consonants, especially when the vowel does not carry stress or is part of a function word. For example, in the phrase *"next day,"* the /t/ in "next" may merge with the vowel sound in "day," so the vowel sound is omitted altogether. This results in a smoother transition between words and helps the speaker save time and energy.

Elision is particularly common with unstressed vowels, and speakers often reduce vowels to a near-inaudible level when these sounds fall between other consonants, as in *"I'm gonna"* instead of *"I'm going to."*

Intrusion

Intrusion is a phenomenon in which an additional sound, typically a consonant, is inserted between two vowels to help the speech flow more smoothly. Although not strictly a modification of vowels themselves, it often involves a vowel modification to aid pronunciation. For example, in the phrase *"I saw it"* in rapid speech, an [r] may intrude, making it sound like "I saw-r-it." Similarly, the phrase "go on" may sound like "go-won," where a [w] sound is inserted.

Intrusion makes speech more fluid and helps prevent awkward pauses or glottal stops between vowel sounds.

Linking and Intrusive Vowels

Linking and intrusive vowels help bridge words that would otherwise end and begin with consonants. In connected speech, a vowel sound may intrude between two words to make the transition smoother. For example, in "I saw it," a linking [ɪ] sound may be used to bridge the final /s/ and initial vowel /ɪ/ of "it." Similarly, in the phrase "law and order," an intrusive [ə] might appear between the final /ɔː/ and the initial /æ/ sound, producing "law-r-and order."

Monophthongization

In some dialects, particularly in fast or casual speech, diphthongs (complex vowel sounds that glide from one position to another within a syllable) may become monophthongs, where the sound is simplified into a single vowel. For example, in some varieties of English, the diphthong [aʊ] in "house" may be pronounced as a monophthong [aː], resulting in a sound closer to "haas."

This shift usually happens in more relaxed speech or in specific accents or dialects, contributing to the regional character of a language.

Conclusion

Modifications of vowels in connected speech serve several important functions in spoken language. They contribute to the rhythm, efficiency, and fluency of communication. Vowel reduction, assimilation, coalescence, elision, intrusion, and linking all work together to facilitate smoother, faster, and more natural speech. For language learners, understanding

these modifications can significantly improve their listening and speaking skills, helping them sound more like native speakers and enhancing their overall communication abilities. In conclusion, the modifications of vowels in connected speech are essential to the natural flow of language. These changes not only help speakers conserve energy and speak more efficiently but also contribute to the rhythm and melody of speech. By understanding the various vowel modifications—such as reduction, assimilation, and coalescence—learners can improve their comprehension and production of fluent, natural-sounding speech. Mastery of these modifications can make a significant difference in sounding more native-like, as it allows for a more authentic understanding of how vowels behave in real-world conversation. Ultimately, recognizing and practicing these changes is key to achieving greater ease and effectiveness in spoken communication.

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2-TOM, 11-SON

EXPLORING ETHICAL AND LEGAL CHALLENGES IN DICTIONARY CREATION AND LANGUAGE DEVELOPMENT

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: Abduraxmanova Zilola Yoqubjon qizi

Student of group 402-22: Mamarajabova Diyora Akrom qizi

Annotation: This article explores the ethical and legal aspects of dictionaries and language change, focusing on the responsibility of lexicographers in documenting evolving language while considering the broader societal impacts. It examines the ethical concerns of inclusivity, representation, and sensitivity to social change, as well as the challenges posed by offensive or outdated language. The article also addresses legal issues, including copyright, trademark law, defamation, and the balance between free speech and censorship. Ultimately, it highlights the role of dictionaries in reflecting and shaping language, emphasizing the delicate balance between accurately documenting language and promoting socially responsible language choices.

Key words: Ethical aspects, legal aspects, dictionaries, language change, lexicographers, inclusivity, representation, social change, offensive language, copyright, trademark law, defamation, free speech, censorship, language evolution, language documentation, social responsibility, sensitivity, linguistic history, intellectual property, cultural understanding.

Ethical and Legal Aspects of Dictionaries and Language Change

Language is constantly evolving, shaped by societal shifts, technological advancements, and cultural transformations. As new words enter the lexicon and meanings of existing terms shift, dictionaries must adapt to reflect these changes. However, this dynamic process raises important ethical and legal questions about how language is recorded, who decides what goes into dictionaries, and the potential implications of these changes on society. This article explores the ethical and legal considerations surrounding dictionaries and language change, highlighting the challenges of maintaining accuracy, inclusivity, and fairness in an ever-changing linguistic landscape.

The Role of Dictionaries in Language Change

Dictionaries serve as authoritative references for language users, defining words and offering standardized meanings. Traditionally, dictionary editors have worked to document and preserve the language as it exists at a given time, selecting words and definitions based on their frequency of use, historical significance, and societal relevance. With the advent of digital technologies, the process of language documentation has become faster, more comprehensive, and increasingly accessible. However, dictionary makers are not passive recorders; they play a role in influencing how language is understood and used.

The inclusion of new words in dictionaries often follows the public's adoption of them. For example, terms like "selfie," "cryptocurrency," and "hashtag" made their way into popular usage before they were formally added to dictionaries. The decision to add a word typically involves assessing its usage across various media, literature, and social contexts. While this process seems neutral, it raises important ethical questions about which words are considered worthy of inclusion, who gets to make these decisions, and the potential impact of such decisions on social values.

Ethical Concerns in the Selection of Words

Inclusivity and Representation

One of the primary ethical considerations in dictionary editing is ensuring inclusivity and representation. Language is deeply tied to culture, identity, and social structures, so the words chosen for inclusion should reflect the diversity of people, experiences, and perspectives. This includes not only regional dialects and minority languages but also terms related to gender, race, sexual orientation, and disability.

In recent years, there has been increased attention to the use of gender-neutral language, such as the introduction of "they" as a singular pronoun or the use of "Latinx" to describe people of Latin American descent. The inclusion or exclusion of such terms raises questions about whether dictionaries are advancing social progress or reinforcing outdated biases. Editors must strike a balance between documenting language as it is used in everyday life while also considering the potential harm or exclusion caused by certain words or definitions.

Sensitivity to Social Change

Language reflects the values and attitudes of society, and it evolves as these values shift. However, some words that were once commonly accepted may become outdated or offensive as cultural understanding grows. The ethical dilemma lies in how to handle such terms in dictionaries. For example, words related to race, disability, or sexual orientation

that were once used widely in neutral or even positive contexts may now carry harmful connotations.

Some argue that dictionaries should not only reflect how language is used but also promote socially responsible and ethical language choices. This may include providing context for potentially offensive words, offering alternative terms, or updating definitions to reflect contemporary understandings of respect and inclusivity. Dictionary makers must navigate the fine line between preserving linguistic history and preventing the perpetuation of harmful language.

Legal Issues in Language and Dictionaries

Beyond the ethical aspects, there are several legal considerations in the field of lexicography. These concerns largely center around copyright, trademark law, and freedom of expression.

Copyright and Intellectual Property

Creating and maintaining a dictionary requires considerable intellectual effort, and the resulting work is protected under copyright law. This raises legal issues when dictionaries are used in ways that violate copyright protection, such as copying definitions or excerpts without permission. Additionally, the inclusion of certain words can raise questions about intellectual property, particularly when it comes to brand names or trademarks.

The legalities surrounding trademarks are particularly important when a word that has been trademarked by a company enters general usage. For example, the word "Google" is trademarked, yet it is now commonly used as a verb (to "google" something). If such terms are included in a dictionary, the question arises of whether this constitutes infringement on the trademark holder's rights.

Defamation and Liability

Another legal concern is the potential for defamation. Dictionaries are responsible for accurately and fairly defining words, but there may be instances in which a word's definition could cause harm to an individual or group. If a dictionary publishes a definition that is considered libelous or slanderous, it may face legal challenges. Therefore, lexicographers must be careful to avoid language that could damage reputations or mislead readers.

Censorship and Free Speech

The line between responsible documentation and censorship is a delicate one. Some groups may call for certain words to be removed or altered in dictionaries due to their offensive or controversial nature. While it's important for dictionaries to reflect evolving societal norms, dictionary editors must also resist pressure from political or social forces that may try to control or suppress certain terms. This is a fundamental issue of free speech, as dictionaries should ideally serve as records of language as it is, without undue interference.

Conclusion

The ethical and legal aspects of dictionaries and language change underscore the complex role that lexicographers play in shaping language. As language evolves, so too must the dictionaries that record it, reflecting the shifting social, cultural, and legal landscape. While dictionaries serve as valuable tools for understanding and communication, the decisions made about which words and definitions to include carry significant ethical weight. It is crucial for dictionary editors to maintain a balance between documenting language objectively and considering the impact that words can have on individuals and society. The ongoing dialogue between language and law will continue to shape the ethical responsibilities of dictionary creators in the years to come. In conclusion, the intersection of ethics, law, and language in the creation of dictionaries is a complex and ever-evolving landscape. As language adapts to reflect societal shifts, dictionary makers must navigate not only the technical task of documenting language but also the broader implications of their choices on culture, identity, and inclusivity. Ethical considerations, such as ensuring representation and sensitivity to social change, are critical to promoting responsible language use. At the same time, legal issues surrounding copyright, trademarks, and defamation remind us of the delicate balance between free expression and protection of intellectual property. As our understanding of language and its impact on society deepens, dictionaries will continue to play a pivotal role in both preserving and shaping the way we communicate.

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DIGITAL DICTIONARIES: THE EVOLUTION OF LANGUAGE IN THE DIGITAL AGE

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: **Abduraxmanova Zilola Yoqubjon qizi**

Student of group 402-22: **Marufjonova Muborak Lazizbek qizi**

Annotation: This article explores the evolution of digital dictionaries and their impact on language use and learning in the digital age. It defines digital dictionaries as electronic versions of traditional print dictionaries, highlighting key features such as searchability, audio pronunciations, instant updates, and cross-platform accessibility. The article discusses the advantages of digital dictionaries, including convenience, interactivity, up-to-date information, and cost-effectiveness. However, it also addresses the challenges, such as over-reliance on digital tools and inconsistencies in data quality. The article concludes by discussing the future potential of digital dictionaries, emphasizing their growing role in language learning and communication, as well as the integration of emerging technologies like AI and AR.

Key words: digital dictionaries, language learning, searchability, audio pronunciations, instant updates, cross-platform accessibility, interactivity, convenience, cost-effectiveness, over-reliance, data quality, emerging technologies, artificial intelligence, augmented reality, vocabulary, language use, multilingual support, thesaurus, word definitions, digital tools, language evolution.

In the digital age, dictionaries have undergone a significant transformation. Once confined to hefty volumes sitting on bookshelves, dictionaries are now accessible at the touch of a button. The advent of digital dictionaries has revolutionized the way we interact with language, making it easier to look up words, learn their meanings, and explore the rich nuances of language. But what exactly are digital dictionaries, and how have they reshaped the world of language and linguistics?

What Are Digital Dictionaries?

Digital dictionaries are electronic versions of traditional printed dictionaries, available on various platforms such as websites, mobile apps, and integrated into other software and digital devices. These dictionaries are often more interactive and feature-rich compared to their physical counterparts. Digital dictionaries may include audio pronunciations, usage

examples, thesauruses, translation tools, and even multimedia features like videos and images to enhance understanding.

Some of the most well-known examples include the Oxford English Dictionary (OED) online, Merriam-Webster's website, and free, open-source platforms like WordReference. Many digital dictionaries are built into operating systems, smartphones, and voice-activated assistants like Siri or Alexa, making it even more convenient for users to access definitions in real-time.

Key Features of Digital Dictionaries

Searchability: One of the standout features of digital dictionaries is the ability to quickly search for words. Unlike traditional print versions, digital dictionaries allow for keyword searches, filters, and automatic suggestions. This helps users find words in seconds, even when they aren't sure of the spelling.

Audio Pronunciations: Many digital dictionaries feature audio clips that pronounce words aloud. This is especially helpful for non-native speakers or those encountering unfamiliar words. The ability to hear the correct pronunciation eliminates uncertainty and aids in proper usage.

Instant Updates: Language is constantly evolving, and digital dictionaries can keep up with these changes. New words, slang, and phrases are added frequently, often faster than print editions can keep up with. For instance, words like "selfie" and "emoji" were added to various dictionaries as they became commonplace in modern discourse.

Thesaurus and Synonyms: Digital dictionaries often come with integrated thesauruses, allowing users to explore synonyms and antonyms for any word they search. This feature is particularly useful for writers, students, and anyone interested in expanding their vocabulary.

Translations and Multilingual Support: Many digital dictionaries offer translation services, allowing users to look up words in multiple languages. Some even provide example sentences, idiomatic usage, and context-specific translations, making them indispensable for language learners.

Cross-Platform Accessibility: Digital dictionaries can be accessed across multiple devices. Whether on a computer, smartphone, tablet, or smart speaker, users can enjoy a seamless experience with their preferred dictionary. This level of convenience and accessibility has made digital dictionaries ubiquitous in our daily lives.

Advantages of Digital Dictionaries

Convenience and Speed: Digital dictionaries provide instant access to a vast array of words and meanings with just a few taps or clicks. Gone are the days of flipping through heavy pages or carrying around bulky books. Whether you're at home, at work, or on the go, you can look up any word at any time.

Interactive Features: Many digital dictionaries offer additional features that enhance the learning experience. For example, quizzes, games, and daily word challenges help users engage with language in a fun and educational way. This interactivity can lead to better retention and deeper understanding.

Up-to-Date Information: As digital dictionaries are updated frequently, they reflect the most current usage of language, including slang, technical jargon, and emerging trends. This ensures that users are always in the loop when it comes to the latest developments in the English language and beyond.

Customizability: Many digital dictionaries allow users to customize their experience, from adjusting font size for better readability to bookmarking frequently used words. Some apps even let you save personal notes or create word lists for future reference, making them highly adaptable to individual needs.

Cost-Effective: Many digital dictionaries are free or available at a lower cost than their print counterparts. This makes them an affordable option for anyone seeking to enhance their vocabulary or improve their understanding of language.

Challenges and Limitations

While digital dictionaries offer numerous benefits, they are not without their drawbacks. One concern is the potential for over-reliance on them. With the ease of access to a definition at the touch of a button, there is a risk that users may stop engaging with the deeper meaning and nuances of words. Learning from context, an important skill in language acquisition, might be overshadowed by quick, shallow searches.

Additionally, digital dictionaries are only as good as the data they are based on. While most reputable platforms do an excellent job of providing accurate, verified information, lesser-known or free apps may sometimes offer inconsistent or incorrect definitions, leading to potential misunderstandings.

Lastly, the overabundance of digital resources can be overwhelming. With so many platforms available, users may struggle to choose the best one for their needs, especially when comparing features, pricing, and content quality.

The Future of Digital Dictionaries

As technology continues to evolve, digital dictionaries are likely to become even more integrated into our daily lives. Artificial intelligence (AI) and machine learning are already being utilized to improve search results, offer more personalized content, and adapt to individual language preferences. Voice recognition technology will also continue to enhance the functionality of digital dictionaries, making them even more intuitive and accessible.

Moreover, with the growing popularity of global communication, we can expect digital dictionaries to expand their multilingual capabilities, offering seamless translation tools and cross-cultural language learning experiences. The integration of augmented reality (AR) and virtual reality (VR) could also offer immersive ways to engage with language.

Conclusion

In conclusion, digital dictionaries have fundamentally reshaped how we engage with language, offering unprecedented convenience, speed, and accessibility. They bridge gaps in communication, enhance language learning, and foster a deeper connection with words, making them an essential tool in today's fast-paced, digital world. As technology continues to advance, these tools will only grow more sophisticated, offering richer, more personalized experiences that cater to diverse linguistic needs. Whether you're a student, a writer, or simply someone curious about the world of words, digital dictionaries provide a powerful, versatile resource that will continue to evolve alongside the language it serves. Digital dictionaries have changed the way we access and understand language, making it easier to learn, communicate, and explore the vast world of words. With their speed, accuracy, and innovative features, they've become indispensable tools in modern society, whether for casual users, students, or professionals. As technology continues to advance, digital dictionaries will likely play an even more prominent role in shaping the future of language and communication.

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LEXICOGRAPHICAL ISSUES IN THE ENGLISH LANGUAGE

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**: Abduraxmanova Zilola Yoqubjon qizi**

Student of group 402-22**: Bosimova Umida Ilhom qizi**

Annotation: This article explores the key challenges faced in English lexicography, the field responsible for the creation and maintenance of dictionaries. It identifies six major problem areas: the expansive scope of the English language, representation of regional and dialectal variations, semantic complexity, cultural biases, technological adaptation, and ethical concerns. The discussion emphasizes the tension between documenting the language as it evolves and meeting the practical needs of users. By highlighting the dynamic and multifaceted nature of lexicography, the article underscores its importance as both a linguistic and cultural endeavor. It concludes by calling for continued innovation and inclusivity to address these challenges and ensure the relevance of dictionaries in a rapidly changing world.

Key words: English lexicography, dictionary-making, language evolution, regional variations, semantic complexity, cultural bias, inclusivity, technological adaptation, neologisms, polysemy, standardization, descriptive lexicography, prescriptive lexicography, ethical concerns, global English.

Problems of English Lexicography: Challenges in the Art of Dictionary-Making

English lexicography, the art and science of compiling dictionaries, has evolved over centuries, driven by the dynamic and ever-changing nature of the English language. Despite significant advancements, this field faces numerous challenges that complicate the task of accurately documenting the lexicon of one of the world's most widely spoken languages. These problems can be broadly categorized into issues of scope, representation, cultural bias, and technological adaptation.

The Problem of Scope

The vastness of the English language is one of the primary challenges faced by lexicographers. English has absorbed vocabulary from numerous languages due to

historical factors like colonization, trade, and globalization. This amalgamation has resulted in an ever-expanding lexicon that includes words from diverse fields such as technology, science, art, and slang.

- **Rapid Lexical Growth**: The English language is constantly evolving, with new words, phrases, and meanings emerging at a pace that can outstrip the ability of lexicographers to document them. Neologisms, especially in technology (e.g., "metaverse," "cryptocurrency") and social media (e.g., "stan," "doomscrolling"), pose a significant challenge.
- **Obsolescence**: On the other hand, many words become obsolete or fall out of common usage, raising questions about whether they should be retained in modern dictionaries.

Representing Regional and Dialectal Variation

English is a global language spoken in countless dialects and regional varieties. From Indian English to Nigerian Pidgin, Australian slang to Appalachian English, the diversity of usage is immense.

- **Inclusivity**: Lexicographers must decide which words and usages to include, balancing the need to represent global English against practical constraints of dictionary size and user expectations.
- **Standardization vs. Variation**: While standard English is often the focus, many speakers use non-standard varieties that deserve representation. Ensuring inclusivity without overwhelming users can be a difficult balancing act.

Semantic and Contextual Challenges

Words often have multiple meanings, and their usage can shift significantly over time or across contexts.

- **Polysemy**: Many English words have multiple, often unrelated meanings (e.g., "bank" as a financial institution vs. a riverbank). Representing these meanings accurately and comprehensibly is a perennial issue.
- **Contextual Usage**: Words can take on new meanings in different cultural or professional contexts. For instance, "cloud" in everyday speech refers to weather, but in IT, it signifies online data storage. Lexicographers must capture these nuances without confusing users.

Cultural Bias and Subjectivity

Lexicography is not immune to cultural and personal biases. The choices lexicographers make about what to include, how to define terms, and which examples to provide can reflect societal norms and prejudices.

- **Gender and Ethnic Bias**: Historically, dictionaries have sometimes perpetuated stereotypes or excluded terms from marginalized communities. Modern lexicographers strive to address these biases but often face criticism for either being too conservative or overly progressive.
- **Euphemisms and Slang**: Representing slang and euphemistic terms can be contentious, as these words often carry cultural and moral implications that vary by audience.

Adapting to Technological Changes

The digital revolution has profoundly impacted lexicography, introducing both opportunities and challenges.

- **Online vs. Print**: While digital dictionaries offer advantages like unlimited space and frequent updates, they also require ongoing technological maintenance and face issues like paywalls, which can limit accessibility.
- **AI and Automation**: Advances in artificial intelligence have enabled tools like predictive text and machine translation, but they also raise questions about the role of human judgment in defining and contextualizing words.
- **User Behavior**: With the advent of search engines, users often seek instant answers rather than consulting traditional dictionaries. This shift demands new strategies to engage audiences and maintain relevance.

Ethical and Practical Concerns

Modern lexicographers grapple with questions about their responsibility toward society. Should dictionaries prioritize descriptivism (documenting language as it is used) or prescriptivism (guiding proper usage)? How should they handle offensive or controversial terms? These debates underscore the ethical dimension of lexicography, which often intersects with broader societal issues.

Conclusion

English lexicography is a field fraught with complexity, driven by the inherent dynamism of the language and the diverse needs of its speakers. While advances in technology and evolving societal values provide tools and frameworks for addressing some of these challenges, they also introduce new dilemmas. The task of lexicographers

is not only to document the language as it is but to navigate the intricate interplay of tradition, inclusivity, and innovation. As English continues to evolve, so too must the discipline of lexicography, balancing fidelity to linguistic realities with the practical needs of its users. Despite the challenges, English lexicography remains a vital endeavor that shapes how we understand and use language. By documenting words and their meanings, dictionaries serve as cultural artifacts, reflecting the knowledge, values, and priorities of their time. The future of lexicography depends on its ability to embrace inclusivity, adapt to technological advancements, and remain responsive to the changing linguistic landscape. In doing so, it not only preserves the richness of the English language but also fosters communication and understanding across diverse communities. Ultimately, the ongoing work of lexicographers highlights the dynamic relationship between language and society, ensuring that English continues to thrive as a tool for global connection and expression.

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EXPLORING THE THREE MAIN FEATURES OF SPEECH SOUNDS

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**: Adilova Muslima Xusniddin qizi**

Annotation: This article explores the threefold properties of speech sounds articulatory, acoustic, and perceptual—providing a comprehensive overview of how speech sounds are produced, transmitted, and interpreted. The articulatory properties focus on how speech sounds are formed through the manipulation of the vocal tract, distinguishing between consonants and vowels based on their production mechanisms. The acoustic properties examine the physical characteristics of sound waves, such as frequency, amplitude, and formants, which shape the transmission of sound through the air. The perceptual properties delve into how humans hear and process speech, emphasizing pitch, loudness, and timbre, and highlighting the role of cognitive mechanisms in interpreting sounds in context. The article emphasizes the interconnection between these properties and their significance for understanding human language, with applications in linguistics, speech technology, and cognitive science. By studying the intricate relationship between articulation, acoustics, and perception, the article contributes to a deeper understanding of speech as a dynamic and complex process in human communication.

Key words: articulatory properties, acoustic properties, perceptual properties, speech sounds, phonemes, consonants, vowels, sound production, frequency, amplitude, formants, pitch, loudness, timbre, speech perception, vocal tract, speech transmission, linguistics, speech technology, cognitive mechanisms, human communication.

Threefold Properties of Speech Sounds

Speech sounds, also known as phonemes, are the fundamental building blocks of language. They are produced by the human vocal apparatus and play a critical role in communication. Linguists traditionally classify speech sounds in terms of three primary properties: **articulatory**, **acoustic**, and **perceptual**. Understanding these threefold properties is essential for delving into how sounds are produced, transmitted, and understood in language.

Articulatory Properties (How Speech Sounds Are Produced)

The articulatory properties of speech sounds refer to how they are produced by the vocal apparatus. The process of sound production begins with the flow of air from the lungs through the trachea and up into the vocal tract. This flow of air is modified by various articulatory organs such as the tongue, lips, teeth, palate, and vocal cords, to create different sounds.

Consonants and **vowels** are distinguished based on how they are articulated. Consonants are produced when there is some constriction or closure in the vocal tract, while vowels are produced with relatively open vocal tract configurations.

Consonants are classified according to:

- **Place of articulation**: Where the constriction occurs (e.g., bilabial, alveolar, velar).
- **Manner of articulation**: How the sound is produced (e.g., stops, fricatives, nasals).
- **Voicing**: Whether the vocal cords vibrate during sound production (e.g., voiced vs. voiceless sounds).

Vowels, on the other hand, are characterized by the shape and size of the oral cavity, particularly the position of the tongue and the shape of the lips.

Acoustic Properties (How Speech Sounds Are Transmitted)

The acoustic properties of speech sounds refer to the physical characteristics of sound waves as they travel through the air. Sound is created by the vibration of air molecules, and these vibrations can be measured in terms of various parameters such as frequency, amplitude, and duration.

- **Frequency** refers to the number of sound wave cycles per second and is perceived as pitch. High-frequency sounds produce high-pitched sounds (e.g., the "s" sound), while low-frequency sounds produce low-pitched sounds (e.g., the "r" sound).
- **Amplitude** is the size of the sound wave's vibrations and corresponds to the loudness of the sound. Greater amplitude results in louder sounds.
- **Formants** are resonant frequencies in the vocal tract that define different vowel sounds. The pattern of formants helps distinguish vowels from one another (e.g., the difference between the vowels in "beat" and "boot").

Acoustic properties are crucial for understanding how speech sounds travel through the medium of air and how they can be distinguished by their physical characteristics when recorded or analyzed on a spectrogram.

Perceptual Properties (How Speech Sounds Are Heard)

The perceptual properties of speech sounds relate to how humans hear and process these sounds. These properties are influenced by both the physical characteristics of the sound waves and the cognitive mechanisms involved in speech perception.

- **Pitch perception** is determined by the frequency of the sound. High-pitched sounds, such as those produced by the letter "s," are perceived as sharp or high, while low-pitched sounds, like the sound "r," are heard as more resonant or deep.
- **Loudness** is influenced by the amplitude of the sound wave. Our ears are more sensitive to certain frequencies and volumes, and this sensitivity can affect how loud or soft a sound seems.
- **Timbre**, or the quality of the sound, allows us to differentiate between different speech sounds that may have similar pitch and loudness. For instance, the "sh" sound in "ship" has a different timbre than the "ch" sound in "chip," even though they share some acoustic properties.

Speech sounds are not only perceived as individual units but also processed in context. The human brain is adept at recognizing patterns of speech and using contextual clues to interpret sounds correctly, even if they are acoustically unclear or distorted.

Conclusion

The threefold properties of speech sounds articulatory, acoustic, and perceptual

offer a comprehensive view of how we produce, transmit, and interpret language. By studying these properties, linguists gain deeper insights into the nature of speech sounds, and researchers in fields like phonetics, psycholinguistics, and speech technology can develop more effective tools for analyzing and processing speech. Understanding the intricate relationship between articulation, acoustics, and perception is key to advancing our knowledge of language and communication. In addition to enhancing our understanding of how speech sounds function, examining their threefold properties also underscores the complexity of human language. The interaction between how sounds are produced, transmitted, and perceived reveals the remarkable adaptability of the human vocal system and auditory perception. These properties are not isolated; they are interconnected and influence each other in subtle ways, making speech a dynamic process that goes beyond mere sound production. For linguists, language scientists, and speech technology developers, this integrated view provides a foundation for exploring the diverse range of sounds in human languages, improving speech recognition systems, and supporting the development of speech therapies. Ultimately, the threefold properties of speech sounds highlight the sophistication of human communication, where physical, cognitive, and acoustic factors converge to shape the way we express and understand language.

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2-TOM, 11-SON

THE ROLE AND CLASSIFICATION OF CONSONANTS IN ENGLISH PHONOLOGY

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: Adilova Muslima Xusniddin qizi

Annotation: This article provides an in-depth overview of the consonant sounds in the English language, focusing on their classification, articulation, and role in speech. It introduces the concept of phonemes, explaining how consonants are the building blocks of English words, and categorizes them based on three key articulatory features: place of articulation, manner of articulation, and voicing. The article further explores the different types of consonants, such as stops, fricatives, affricates, nasals, liquids, glides, and glottals, with examples to illustrate their pronunciation. It also discusses consonant clusters, which occur when multiple consonants appear together in syllables, adding complexity to English pronunciation. The conclusion emphasizes the importance of consonants in both the phonetic structure of English and its expressive potential. This resource is valuable for learners of English, linguists, and anyone interested in understanding the foundational sounds that shape the language.

Key words: English phonemes, consonants, articulation, place of articulation, manner of articulation, voicing, stops, fricatives, affricates, nasals, liquids, glides, glottals, consonant clusters, phonetics, pronunciation, syllables, language structure, speech sounds, intonation, rhythm, phonetic awareness, linguistics.

The System of English Phonemes: Consonants

English, like all languages, has a system of sounds that form its words and sentences. These sounds are categorized into phonemes, the smallest units of sound that can distinguish meaning in a language. In English, phonemes are divided into two main groups: vowels and consonants. While vowels tend to carry the syllabic weight in English words, consonants provide structure, clarity, and distinction between sounds. In this article, we will focus on the consonants of the English language, examining their types, features, and how they function in speech.

What are Consonants?

Consonants are speech sounds that occur when airflow is obstructed in some way by the articulatory organs (like the lips, teeth, or tongue). This obstruction can be either partial or complete, and it results in different kinds of consonant sounds. Consonants are characterized by various features such as voicing, place of articulation, and manner of articulation. These features help classify consonants into specific types.

Features of Consonants

Consonants are categorized based on three primary articulatory features:

1. **Place of Articulation**: This refers to where in the vocal tract the airflow is obstructed. The major places of articulation in English include:

o **Bilabial**: Both lips are brought together (e.g., /p/ as in "pat," /b/ as in "bat").

o **Labiodental**: The lower lip touches the upper teeth (e.g., /f/ as in "fun," /v/ as in "van").

o **Dental**: The tongue touches the upper teeth (e.g., /θ/ as in "think," /ð/ as in "this").

o **Alveolar**: The tongue touches the ridge just behind the upper teeth (e.g., /t/ as in "tap," /d/ as in "dog").

o **Palatal**: The tongue is raised toward the hard palate (e.g., /ʃ/ as in "shy," /ʒ/ as in "measure").

o **Velar**: The tongue touches the soft part of the roof of the mouth (e.g., /k/ as in "cat," /g/ as in "go").

o **Glottal**: The sound is produced at the vocal cords (e.g., /h/ as in "hat," the glottal stop /ʔ/ as in the middle of "uh-oh").

2. **Manner of Articulation**: This refers to how the airflow is modified by the articulatory organs. The major manners of articulation include:

o **Stop (Plosive)**: The airflow is completely blocked and then released (e.g., /p/, /b/, /t/, /d/, /k/, /g/).

o **Fricative**: The airflow is partially obstructed, creating friction (e.g., /f/, /v/, /s/, /z/, /ʃ/, /ʒ/).

o **Affricate**: A combination of a stop and a fricative, where the airflow is first stopped and then released with friction (e.g., /ʧ/ as in "chop," /ʤ/ as in "judge").

o **Nasal**: The airflow is redirected through the nose, typically when the mouth is closed (e.g., /m/ as in "man," /n/ as in "net," /ŋ/ as in "sing").

o **Liquid**: The airflow passes around the sides of the tongue (e.g., /l/ as in "lake," /r/ as in "rat").

o **Glide**: The tongue glides from one vowel sound to another (e.g., /j/ as in "yes," /w/ as in "wet").

3. **Voicing**: Voicing refers to whether the vocal cords vibrate when producing a consonant sound.

o **Voiced consonants** occur when the vocal cords vibrate (e.g., /b/, /d/, /g/, /z/, /v/).

o **Voiceless consonants** occur when the vocal cords do not vibrate (e.g., /p/, /t/, /k/, /s/, /f/).

o The Consonant Sounds in English

English features a rich variety of consonant phonemes. Below is a breakdown of the consonant phonemes in standard English.

- **Stops (Plosives)**:
  o /p/ (e.g., "pat")
  o /b/ (e.g., "bat")
  o /t/ (e.g., "top")
  o /d/ (e.g., "dog")
  o /k/ (e.g., "cat")
  o /g/ (e.g., "go")
  - **Fricatives**:
  o /f/ (e.g., "fan")
  o /v/ (e.g., "van")
  o /θ/ (voiceless, e.g., "think")
  o /ð/ (voiced, e.g., "this")
  o /s/ (e.g., "sit")
  o /z/ (e.g., "zip")
  o /ʃ/ (e.g., "she")
  o /ʒ/ (e.g., "measure")
  - **Affricates**:
  o /ʧ/ (e.g., "chop")
  o /ʤ/ (e.g., "judge")
  - **Nasals**:
  o /m/ (e.g., "man")
  o /n/ (e.g., "net")
  o /ŋ/ (e.g., "sing")
  - **Liquids**:
  o /l/ (e.g., "lip")
  o /r/ (e.g., "rat")
  - **Glides**:
  o /j/ (e.g., "yes")
  o /w/ (e.g., "wet")
  - **Glottal**:
  o /h/ (e.g., "hat")
  o /ʔ/ (e.g., "uh-oh," often considered a stop in some dialects)

○ Consonant Clusters

In English, consonants can occur together in clusters, where two or more consonants are adjacent within a syllable. Consonant clusters are found at the beginning, middle, and end of syllables. For example:

- **Onset** (beginning of a syllable): "play" (/pl/), "strong" (/str/)
- **Coda** (end of a syllable): "asks" (/ks/), "jumped" (/mpt/)
- **Medial** (middle of a word): "sandbox" (/nd/), "twenty" (/nt/)

These clusters add complexity to English pronunciation, as certain combinations are more difficult to articulate, and some sounds may be dropped or altered depending on the dialect.

Conclusion

The system of English consonants is both varied and intricate. Understanding the classification of consonants based on place of articulation, manner of articulation, and voicing helps clarify how these sounds are produced and perceived. Consonants are crucial in distinguishing words and meaning, and their interaction with vowels shapes the rhythm and melody of the language. As learners of English become more attuned to these phonetic elements, they can improve both their understanding and pronunciation of the language. In addition to being essential for word formation and meaning, English consonants play a significant role in the overall structure of the language, influencing aspects such as intonation, stress, and rhythm. The variety of consonant sounds in English allows for a broad range of expression, giving the language its characteristic versatility. Whether in fast speech or careful pronunciation, the articulation of consonants helps distinguish English from other languages. For learners and linguists alike, a deep understanding of consonant phonemes is crucial not only for mastering pronunciation but also for grasping the subtleties of language use in different contexts and accents. The rich array of consonant sounds reflects the dynamic nature of English and underscores the importance of phonetic awareness in both speaking and listening skills.

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2-TOM, 11-SON

NOUNS: A STUDY OF THEIR GRAMMATICAL CHARACTERISTICS

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**: Adilova Muslima Xusniddin qizi**

Annotation: This article explores the different grammatical categories of nouns, such as number, gender, case, countability, and others, highlighting their role in the structure and function of language. It explains how nouns can be singular or plural, masculine, feminine, or neuter, and their use in different syntactical roles like subject, object, and possessive. The article also covers the distinction between concrete and abstract nouns, as well as proper and common nouns. It emphasizes how these categories influence sentence formation and clarity in communication. Through a detailed examination, the article serves as a foundational guide for understanding the grammatical flexibility and importance of nouns in both written and spoken language.

Key words: nouns, grammatical categories, number, gender, case, countability, singular, plural, possessive, proper nouns, common nouns, concrete nouns, abstract nouns, collective nouns, syntactical structure, language, grammar, sentence formation, language learning, part of speech.

Nouns and Their Grammatical Categories

In the study of language and grammar, nouns are one of the fundamental parts of speech. A noun is typically defined as a word that represents a person, place, thing, idea, or concept. However, nouns are not a monolithic category; they exhibit various grammatical properties that allow them to fit into different syntactical structures. Understanding these categories is essential for both learning and teaching language. This article will explore the key grammatical categories of nouns, such as number, gender, case, and countability.

Number

Number refers to whether a noun is singular or plural. This is one of the most basic grammatical distinctions for nouns.

- **Singular** nouns represent one person, place, thing, or idea, e.g., "dog," "city," "child."

- **Plural** nouns represent more than one, e.g., "dogs," "cities," "children."

In English, plural nouns are typically formed by adding an *-s* or *-es* suffix, though irregular plural forms exist, such as "mouse" becoming "mice."

Gender

Gender in grammar refers to the classification of nouns based on categories such as masculine, feminine, and neuter. While gender assignment is often arbitrary in many languages, it plays a crucial role in languages like French, Spanish, and German. In English, gender is less pronounced, but it still appears in specific contexts, particularly with personal pronouns.

- **Masculine** nouns refer to male beings, e.g., "man," "father," "king."
- **Feminine** nouns refer to female beings, e.g., "woman," "mother," "queen."
- **Neuter** nouns refer to objects, animals of unspecified gender, or abstract concepts, e.g., "table," "car," "idea."

In languages like French and Spanish, all nouns, even inanimate objects, are assigned a gender. For example, in French, "book" is *livre* (masculine), while "table" is *table* (feminine).

Case

Case refers to the grammatical function of a noun within a sentence. In English, nouns do not change form depending on their case (unlike languages such as Latin or Russian). However, they still have case distinctions, particularly for possessive nouns and pronouns.

- **Nominative case** is used for the subject of a sentence. For example, "The dog barked."
- **Objective case** is used for direct or indirect objects, e.g., "I saw the dog."
- **Possessive case** shows ownership or association, often marked by an apostrophe and *-s* (for singular nouns) or just an apostrophe for plural nouns that already end in *s*, e.g., "the dog's bone" or "the dogs' bones."

While the case system is less complex in English, other languages may use case markings to indicate the role of a noun in a sentence.

Countability

Nouns can be categorized as **countable** or **uncountable** based on whether they can be quantified in discrete units.

- **Countable nouns** are those that can be counted and have both singular and plural forms, e.g., "apple," "book," "car."
  o Example: "I have three apples."
- **Uncountable nouns** (also called mass nouns) represent things that cannot be counted individually, e.g., "water," "sand," "advice."
  o Example: "I need some water."

Countable nouns often require articles like "a" or "an" in their singular form, while uncountable nouns do not use an indefinite article.

Proper vs. Common Nouns

Nouns can also be classified as **proper** or **common** depending on whether they name specific entities or general ones.

- **Proper nouns** refer to specific, unique entities and are usually capitalized, e.g., "John," "Paris," "Microsoft."
- **Common nouns** refer to general categories of things or concepts, e.g., "boy," "city," "company."

Proper nouns are more specific, while common nouns represent broader categories. In some languages, proper nouns may also affect the form of associated articles or adjectives.

Concrete vs. Abstract Nouns

Another important distinction is between **concrete** and **abstract** nouns.

- **Concrete nouns** represent physical objects or things that can be perceived by the senses, e.g., "dog," "tree," "computer."
- **Abstract nouns** represent ideas, emotions, or concepts that cannot be physically touched or seen, e.g., "love," "freedom," "happiness."

This distinction helps in understanding the role nouns play in conveying tangible versus intangible meanings.

Collective Nouns

Collective nouns refer to groups or collections of things, often treated as singular despite representing multiple entities. Examples include "family," "team," "class," and "herd."

These nouns take singular verbs even though they refer to multiple individuals. For instance: "The team is winning."

Conclusion

Nouns are not only one of the most essential parts of speech in language but also highly variable in their grammatical forms and categories. Understanding the different grammatical categories of nouns—such as number, gender, case, countability, and others—helps us understand how language works and how to use nouns effectively in communication. These categories influence how nouns interact with other parts of speech and help us form grammatically correct sentences. Mastery of these categories is crucial for anyone learning a language or studying grammar. In conclusion, the study of nouns and their grammatical categories provides valuable insight into the structure of language. Nouns, with their various forms and functions, serve as the foundation for constructing meaningful sentences. By understanding the distinctions between singular and plural forms, gender classifications, cases, and other categories like countability and collectivity, speakers and writers can convey precise meanings and engage more effectively with their audience. Additionally, recognizing the nuances of proper, concrete, and abstract nouns further enriches communication. As such, mastering noun categories is essential not only for academic language studies but also for the clear and accurate expression of ideas in everyday speech and writing.

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2-TOM, 11-SON

EXPLORING COMPOUND SENTENCES IN ENGLISH GRAMMAR

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek

The faculty of Psychology, department of Foreign languages

Teshaboyeva Nafisa Zubaydulla qizi

Student of group 302-21**: Adilova Muslima Xusniddin qizi**

Annotation: This article delves into the concept of compound sentences, which are essential for constructing clear and dynamic English prose. It begins by defining compound sentences as structures that combine two or more independent clauses using coordinating conjunctions (like *and*, *but*, and *so*) or semicolons. The piece highlights the flexibility and importance of these sentences, offering examples and explaining their construction step by step. The article also explores the benefits of using compound sentences, such as enhancing clarity, adding variety, and improving the flow of ideas. It provides practical tips to avoid common mistakes, like comma splices and run-on sentences, while emphasizing how proper punctuation impacts meaning and readability. To further engage readers, the article discusses how compound sentences influence tone and style, and how they can be adapted for different contexts. The conclusions reinforce their value in writing, encouraging practice to develop confidence in using this grammatical tool effectively. Overall, this annotation recognizes the article as a comprehensive guide for learners and writers seeking to refine their skills and add sophistication to their communication.

Key words: Compound sentences, independent clauses, coordinating conjunctions, semicolons, sentence structure, grammar, writing clarity, sentence variety, punctuation, run-on sentences, comma splices, sentence flow, tone, style, communication skills.

Understanding Compound Sentences in the English Language

In the English language, mastering sentence structure is key to clear and effective communication. One of the fundamental sentence types is the **compound sentence**. Learning how to properly construct compound sentences adds variety and sophistication to writing, helping to convey ideas more smoothly and logically.

What is a Compound Sentence?

A **compound sentence** is formed by joining two or more independent clauses—complete thoughts that could stand alone as separate sentences—using a coordinating

conjunction or a semicolon. These clauses are linked together to convey related ideas, adding depth and fluidity to the expression.

Components of a Compound Sentence

1. **Independent Clauses**: These are complete sentences that contain both a subject and a verb and express a full idea. They are capable of standing alone as individual sentences.
- o   Example: "The sun set." (An independent clause.)

2. **Coordinating Conjunctions**: The independent clauses in a compound sentence are typically connected by one of the seven coordinating conjunctions. These conjunctions establish the relationship between the clauses. They include:
- o   **For**: Indicates cause or reason.
- o   **And**: Used to connect similar or related ideas.
- o   **Nor**: Presents a negative alternative.
- o   **But**: Shows contrast.
- o   **Or**: Offers a choice or alternative.
- o   **Yet**: Introduces contrast, similar to "but."
- o   **So**: Demonstrates a result or consequence.

A handy way to remember these conjunctions is by using the acronym **FANBOYS**.

3. **Semicolons**: In addition to conjunctions, semicolons can be used to link closely related independent clauses. Semicolons are particularly useful when the ideas in both clauses are connected but don't require a conjunction.
- o   Example: "I wanted to visit the museum; it was closed for maintenance."
- o   Examples of Compound Sentences

- **With Coordinating Conjunctions**:
- o   "I planned to go hiking, but the weather was too cold."
- o   "He enjoys painting, and his sister loves photography."
- o   "You can choose the red shirt, or you can wear the blue one."
- **With a Semicolon**:
- o   "The project deadline was approaching; I worked late into the night."
- o   "She was excited for the concert; however, she couldn't attend."
- o   How to Construct a Compound Sentence

To form a compound sentence, follow these simple steps:

1. **Identify two independent clauses**. Each clause must have a subject and verb, and it must express a complete thought.
- o   Example: "The dog barked." and "The cat ran away."

2. **Choose an appropriate coordinating conjunction** or a semicolon. Use a conjunction from FANBOYS or decide whether a semicolon suits the relationship between the clauses.

o   Example: "The dog barked, and the cat ran away."

3. **Join the two clauses together** using the conjunction or semicolon to create the compound sentence.

o   Example: "The dog barked, and the cat ran away."

o   The Importance of Compound Sentences

1. **Enhancing Clarity**: Compound sentences allow for more complex ideas to be presented without sacrificing clarity. By joining related thoughts, writers can avoid overly short and fragmented sentences, providing a more fluid and readable text.

2. **Adding Variety**: Using compound sentences adds variety to your writing. They prevent monotonous sentence structures by combining simple sentences into more dynamic expressions. This makes the writing more engaging for the reader.

3. **Improving Flow**: By linking ideas with conjunctions or semicolons, compound sentences create a natural progression from one thought to the next, helping to maintain a smooth flow throughout the writing.

4. **Creating Emphasis and Contrast**: Compound sentences can emphasize the relationship between contrasting ideas, highlight a result, or add information. For example, "but" introduces a contrast, while "so" indicates a cause-and-effect relationship.

5. **Building Complex Ideas**: Compound sentences allow writers to combine multiple thoughts within one sentence, which is essential for expressing more nuanced and sophisticated ideas without overcomplicating the writing.

6. Common Mistakes to Avoid

1. **Comma Splices**: A common mistake occurs when two independent clauses are joined with just a comma, without a coordinating conjunction. This creates a "comma splice," which is grammatically incorrect.

o   Incorrect: "I wanted to go for a walk, it started raining."

o   Correct: "I wanted to go for a walk, but it started raining."

2. **Run-On Sentences**: A run-on sentence happens when two independent clauses are joined together without proper punctuation or conjunctions, creating confusion.

o   Incorrect: "He finished his homework he went to bed."

o   Correct: "He finished his homework, and he went to bed."

3. **Misusing Semicolons**: Semicolons are often confused with commas, but they should be used to link closely related independent clauses. If the clauses are not related enough, a semicolon should not be used.

o   Incorrect: "She loves reading; especially novels."

o   Correct: "She loves reading, especially novels."

o   Additional Considerations

- **Subordinate Clauses in Compound Sentences**: Sometimes, a compound sentence can include both independent and dependent (subordinate) clauses. While a compound sentence primarily connects independent clauses, a subordinate clause can sometimes be incorporated for more complexity.
  - Example: "I went to the store because I needed milk, and I also bought some bread."
- **Effect on Tone and Style**: Compound sentences can help shape the tone of a piece of writing. They can make the writing sound more conversational, or they can be used to build momentum in storytelling. Careful selection of conjunctions can influence the emotional tone as well—using "but" can create tension, while "and" can make ideas feel more connected and positive.

Conclusion

Compound sentences are an essential element of English grammar, adding sophistication and fluidity to writing. By connecting related thoughts in a single sentence, they help maintain clarity and create a more engaging flow of ideas. Understanding the structure of compound sentences and avoiding common mistakes will enable writers to express themselves more effectively and create more polished, dynamic writing. Whether you're writing an academic paper, a creative story, or simply composing an email, mastering the use of compound sentences can make a noticeable difference in the quality of your communication. Mastering compound sentences is not just about improving grammar—it's about enhancing your overall communication skills. Whether you're writing creatively, drafting formal documents, or engaging in casual correspondence, the ability to link ideas logically and clearly demonstrates thoughtfulness and professionalism. Compound sentences allow writers to present complex relationships between ideas in an accessible way, ensuring that readers understand both the connections and distinctions within the text. By incorporating these structures into your writing, you can elevate your style, make your points more compelling, and leave a stronger impression on your audience. Practice crafting compound sentences regularly, and you'll soon find your writing more effective and engaging.

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XORAZMSHOH – MA'MUNIYLAR DAVRIDA SHAHARLAR TARAQQIYOTI.

Abdrimov Zarifboy Erkinovich – Urganch davlat universiteti, Ijtimoiy – iqtisodiy

fanlar fakulteti "Falsafa" kafedrasi o'qituvchisi.

abdrimovzarifboy123@gmail.com

Maqolaning qisqacha mazmuni: O'zbek davlatchiligi tarixida Xorazmshox-Ma'muniylar davri tarixi alohida ahamiyat kasb etadi. Bu davr shaharsozlik tarixi kam o'rganilgan mavzulardan biri bo'lib, bu yozma manbalar hamda arxeologik tadqiqotlar ma'lumotlarining kamligidan kelib chiqadi. Xususan, O'zbekiston davlatchiligi tarixida Xorazmshoh – Ma'muniylar sulolasi davri shaharlarining kelib chiqishi va taraqqiyoti masalasining o'zi juda kam o'rganilgan. IX-XI asrlarda iqtisodiy hayot gurillab rivojlanganini yozma manbalar to'la tasdiqlaydi. Bu albatta hududda shaharlar taraqqiyotiga ham ijobiy ta'sirini o'tkazmay qolmaydi. Shaharlarning taraqqiyoti va ularning sonining qisqa muddatda oshishi, iqtisodiy barqarorlikni ta'minlanishi albatta o'z o'rnida madaniy hayotni jonlanishiga ham ulkan hissa qo'shgan. Shu jihatdan olganda, Xorazm vohasining Xorazmshoh – Ma'muniylar davri shaharlari taraqqiyoti masalasi dolzarb muammolardan biri hisoblanib, mazkur maqola shu mavzuga bag'ishlangan.

Kalit so'zlar: Shahar, taraqqiyot**,** Istaxriy, Maqdisiy, Xorazmshoh – Ma'muniylar, Kat (Fir), Hazorasp, Urganch, Mizdahqon, Jigarband, Jit, Sadvar, Ardaxushmisan, Kardaranxos, Darxos, Xiva, Puljoy, Bug'roxon, Ibn Fadlan, S.P. Tolstov

Аннотация: В истории узбекской государственности особое значение имеет период правления Хорезмшахов-Мамунидов. История градостроительства этого периода является одной из малоизученных тем, что обусловлено недостатком письменных источников и данных археологических исследований. В частности, в истории государственности Узбекистана вопрос о возникновении и развитии городов периода династии Хорезмшахов-Мамунидов изучен крайне мало. Письменные источники полностью подтверждают бурное развитие экономической жизни в IX-XI веках. Это, несомненно, оказало положительное влияние на развитие городов региона. Развитие городов и быстрое увеличение их количества, а также обеспечение экономической стабильности, безусловно, внесли огромный вклад в оживление культурной жизни. С этой точки зрения, вопрос развития городов Хорезмского оазиса эпохи Хорезмшахов-Мамунидов считается одной из актуальных проблем, и данная статья посвящена этой теме.

Ключевые слова: Город, прогресс, Истахри, Макдиси, Хорезмшах - Мамуниды, Кат (Фир), Хазарасп, Ургенч, Миздахкан, Джигарбанд, Джит, Садвар, Ардахушмисан, Кардаранхас, Дархас, Хива, Пулджай, Буграхан, Ибн Фадлан, С.П. Толстов

Annotatsiya: In the history of Uzbek statehood, the period of the Khwarazmshah-Ma'munids holds particular significance. The urban development history of this era remains one of the least studied topics due to the scarcity of written sources and archaeological research data. Specifically, the origin and development of cities during the Khwarazmshah-Ma'munid dynasty have been poorly explored in the context of Uzbekistan's statehood history. Written sources fully confirm that economic life flourished in the 9th-11th centuries. This undoubtedly had a positive impact on urban development in the region. The advancement of cities and their rapid growth in numbers over a short period, along with ensuring economic stability, made a substantial contribution to the revival of cultural life. From this perspective, the development of cities in the Khorezm oasis during the Khwarazmshah-Ma'munid period is considered one of the pressing issues, and this article is dedicated to this topic.

Keywords: City, development, Istakhri, al-Maqdisi, Khorezmshah - Mamunids, Kat (Fir), Hazorasp, Urgench, Mizdahkan, Jigarband, Jit, Sadvar, Ardakhushmisan, Kardarankhos, Darkhos, Khiva, Puljoy, Bugra Khan, Ibn Fadlan, S.P. Tolstov

X asr oxiriga kelib, Xorazmda Gurganchdan tashqari, Mizdahqon, Jigarband, Jit, Sadvar, Ardaxushmisan, Kardaranxos, Darxos, Xiva, Puljoy (Git), Bug'roxon (Madminiya) kabi yirik shaharlar shakllanib, ularning deyarli barchasida yirik bozorlar bo'lgan.

Arxeologiya va yozma manbalarning ma'lumotlariga ko'ra, Xorazm hududida shaharlar deb qabul qilingan jami 64 dan kam bo'lmagan arxeologik yodgorliklar qayd qilingan. Ammo ulardan faqat 32 tasi (bu yerda Ma'muniylar davri shaharlari nazarda tutilgan) haqida ozmi-ko'pmi ma'lumot bor, shuningdek, bu shaharlarning 20 tasida unchalik katta bo'lmagan hajmdagi statsionar ishlar olib borilgan. Bular asosan, mamlakat chekkasidagi yodgorliklardir. Afsuski, markaziy Amudaryo bo'yi rayonlaridagi muhim shaharlar kam o'rganilgan; o'rta asr geograflari sanab o'tgan 24 shahardan faqat 20 tasi bu mualliflarning yozib qoldirgan qisqacha ma'lumotlari tufayligina ma'lumdir. Mazkur hududning qadimiy shaharlari keyingi ko'p asrlik qatlamlar ostida yashirinib qolgan.

Xorazm shaharlarining ko'pchiligi katta karvon yo'llarida joylashgan bo'lib, bu yo'llar Janubdan, Xurosondan, Jurjon va Movarounnahrdan mamlakatning Amudaryo o'ng va so'l qirg'oqlaridagi markaziy mintaqalari orqali o'tgan. Shaharlarning bir qismi mamlakat chekkasida, mintaqaning ziroatchilik bilan shug'ullanuvchi aholisi va dashtlardagi ko'chmanchilar o'zaro munosabatlarga kiradigan hududda vujudga kelgan. Xorazm urbanizatsiyasining uch hududini ajratib ko'rsatish mumkin:

Markaziy Amudaryobo'yi rayonlari, bu yerdagi arxeologik tadqiqotlar bir joyda ko'p asrlar mobaynida mavjud bo'lgan aholi punktlarining ko'proq darajada o'troqlashganini ko'rsatadi;

Amudaryoning quyi oqimi – bu yerda shahar tipidagi manzilgohlar oldinroq, VII-IX asrlardan so'ng paydo bo'lib, aynan Ma'muniylar davrida gullab-yashnagan;

mamlakatning shimoli-g'arbiy va g'arbiy chekkalari, Shimoliy Davdon va Daryolik oralig'i, bu yerda ayrim shaharlar turli vaqtda mavjud bo'lgan1.

X asrga oid bo'lgan bir qancha tarixiy va arxeologik dalillar bu davrda Xorazm iqtisodiy jihatdan tez yuksalish jarayonini boshidan kechirgan, deb xulosa chiqarish imkonini beradi. Bu yuksalish, avvalo, Xorazm shaharlari sonining gurillab o'sishi jarayonida yaqqol namoyon bo'lgan. Arab tarixchisi Tabariy 712 yilda Xorazmning arablar tomonidan istilo qilinishi to'g'risidagi hikoyasida Xorazmda faqat uchta shahar Kat (Fir), Hazorasp va, aftidan, Urganch bo'lganligini ko'rsatib o'tadi2.

Ikki asrdan so'ng arab tarixchisi Al-Istaxriy (taxminan 930-933 yillarda yozgan) Xorazm shaharlarini sanab ko'rsatar ekan, o'n uchta nomni keltiradi: Xorazm (Kas), Darg'on, Hazorasp, Xiva, Xushmisan, Ardaxushmisan, Safardiz, Nuzbar, Kardaronxos, Kardar, Barategin, Mazminiya, Jurjoniya (Gurganj)3. Shunga yaqin shahar sonini, ya'ni 9 ta shaharni "Hudud al-Olam"ning noma'lum muallifi ham keltirib o'tadi4.

Nihoyat, yarim asr o'tgach, yana bir arab muallifi al-Maqdisiy taxminan 985 yilga kelib, Xorazm shaharlari o'ttiz ikkita bo'lganligini yozadi: o'ng qirg'oqda – Kas, Gardman, Oyxon, Arzaxiva, Nukfag, Kardar, Mizdahqon, Jashira, Sadvar, Zardux, Barategin, Madkaminiya; chap qirg'oqda – Jurjoniya (Gurganj), Nuzvar, Zamaxshar, Ruzund, Vazarmand, Vaskaxankas, Raxushmisan, Madamisan, Xiva, Kardaronxos, Hazorasp, Jigarband, Jaz, Darg'on, Jit, Kichik Jurjoniya, ikkinchi Jit, Sadfar, Masasan, Kardar, Andarstan5. Bundan tashqari, Xorazm yo'llari ustida Sho'roxon, Xas, Nuzkat, Darson, Juvikan, Amir, Barabsar, Vardara punktlari bo'lganligi ta'kidlanadi.

Bu shaharlarning paydo bo'lishi, yuqorida aytib o'tganimizdek, dehqonchilik va hunarmandchilikning rivojlanishi bilan bog'liq bo'lib, ayniqsa, sun'iy sug'orishga asoslangan dehqonchilikning rivojlanishi bunga kuchli turtki bo'lgan. Bunga biz shaharlar topografiyasini o'rganish davomida ham ishonch hosil qilishimiz mumkinligini yuqorida ta'kidlab o'tgan edik. Al-Istaxriy bu haqda tubandagilarni yozadi: "Hazoraspdan boshlab Jayxunning boshqa qirg'oqlarida kanallar qazilgan. Ular orasida Hazorasp kanali ham bo'lib, uzunligi jihatidan u Gavxora kanalining yarmiga teng keladi. Keyin esa Hazoraspdan ikki farsax masofada Kardaronxos kanali bo'lib, u Hazorasp kanalidan kattadir. Undan so'ng Xiva kanali keladi. Bu kanal Kardaronxosdan katta, undan kemalar to

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1 Неразик Е.Е. К проблеме развития городов Хорезма. //В кн.; Культура и исскуство древнего Хорезма. – М; «Наука»,1981, с.220.

2 Толстов С.П. Қадимги Хоразм маданиятини излаб. 250-бет.

3 МИТТ, т.I, с.178.

4 МИТТ, т.I, с.216-217.

5 Ал-Мақдиси, текст, 286-289; МИТТ, Т.1, с.186-188.

Xivagacha qatnab turganlar" 6. Demak, Istaxriy asarida Amudaryoning chap sohilidagi Hazorasp (Xassa kanali), Kardaronxos (Qal'ajiq, Dovud qal'a kanali), Xiva (Polvonyop), Madra (G'azovot), Buva (Yormish) va Vadak (SHovot kanali) kanallari tilga olinadi. Buva va Vadak kanallarining oxiri qo'shilib, Jurjoniya (Gurganj)gacha keltirilgan7. Bu kanallardan ko'pchiligida kemalar qatnab, ular ichki savdoda o'ziga xos savdo arteriyasi rolini o'ynagan.

Shubha yo'qki, shaharlarning o'sishi mamlakat umumiy iqtisodiy taraqqiyotining muhim tomonlaridan biri bo'lib, yangicha asosda yuksala boshlagan Xorazm shahar sivilizatsiyasining atrofdagi dashtlar va uzoqroqdagi mamlakatlar bilan iqtisodiy aloqalar mustahkamlanayotganidan va kengayayotganidan dalolat beradi.

X asrda Xorazmning iqtisodiy jihatdan nihoyatda faol bo'lganligi arab manbalarida aniq ta'kidlanadi. Xorazmlik savdogarlar, xuddi qadim zamonlardagidek, birinchidan, hozirgi Turkmaniston va G'arbiy Qozog'iston o'rnida bo'lgan dashtlar ko'chmanchilari bilan, ikkinchidan, Volga bo'yi – Xazoriya (keyinchalik Dashti Qipchoq) va Bulg'oriya bilan, nihoyat, SHarqiy Yevropadagi keng slavyanlar olami bilan savdo aloqalarida bo'ldilar. Istaxriy X asrdayoq bu yerda savdo aloqalari kengayganligi to'g'risida shunday degan: "Xorazm – hosildor, oziq-ovqati va mevalari ko'p shahar (madina), faqat yong'og'i yo'q; bu yerda paxta va jundan ko'p narsalar tayyorlanadi hamda bu narsalar uzoq-uzoq joylarga eltiladi. Aholisining ajralib turadigan xususiyati – boyligi va mardlik ko'rsatishga intilishidir" 8.

X asr oxirida yozilgan "Hudud al Olam" asarining bizga noma'lum bo'lgan muallifi Kat shahri to'g'risida quyidagilarni yozadi: "...SHaharning boyligi katta. Bu yerdan yostiq jildi, qavima kiyim-bosh, ip gazlama, kigiz, qor (?), ruxbin (pishloqning bir turi) chiqariladi" 9.

Ayniqsa, al-Maqdisiy e'tiborga loyiq ma'lumotlar yozib qoldirgan. U Bulg'ordan Xorazm orqali keltirilgan mollar qatori Xorazmning o'zida ishlab chiqarilgan mahsulotlarni ham ko'rsatib o'tgan: "...Xorazmda uzum, mayiz ko'p, bodom mag'izi, kunjut, yo'l-yo'l kiyim-boshlar, gilamlar, ko'rpalar, ajoyib kimxob, "mulxam" degan choyshab, qulf, rangli kiyimlar, eng kuchli odamlargina ega oladigan kamonlar, alohida bir xil pishloq, zardob, baliq tayyorlanadi. U yerda kemalar yasaladi, yasalganda ham nihoyasiga yetkaziladi" 10. Bu ro'yxatlardan ko'rinib turibdiki, Xorazm hunarmandchilik sanoati mahsulotlarining mamlakatdan chetga chiqarilgan turlari yildan-yilga ancha ko'payganligidan dalolat beradi. Istaxriy asarida va "Hudud al Olam"da Xorazm ko'proq dehqonchilik-chorvachilik o'lkasi, ya'ni, asosan, tashqariga shu sohalarga tegishli buyumlar va mahsulotlar hamda xom ashyo

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6 МИТТ, m.I, c.179.

7 МИТТ, m.I, c.179.

8 МИТТ, m.1, c.180.

9 МИТТ, m.1, c.216.

10 МИТТ, m.1, c.202.

chiqarilgan bo'lsa, al-Maqdisiy ro'yxatida tashqariga chiqariladigan mollar ichida metall ishlash (qulf), qurolsozlik (kamon), kemasozlik sanoati mahsulotlarini ham ko'ramiz.

Manbalardan tashqari, arxeologik tadqiqotlarga ham murojaat qilganimizda, bular hammasi o'z tasdig'ini topadi. Arxeologik ma'lumotlar, manbalarda ko'rsatilgan shaharlarning qoldiqlarini topib o'rganib chiqish shuni ko'rsatdiki, ba'zilari hozirgi kungacha o'z nomini saqlab qolgan bo'lsa (Hazorasp, Xiva, Urganch (Gurganj, Jurjon), Sho'roxon), ba'zilari o'rta asrlarning so'nggi davrlaridagi nomi bilan bizga ma'lum (Darg'on, Mizdahqon, Zamaxshar va boshqalar). Hozirgi kunda saqlanib qolgan o'rta asrlar shaharlar qoldiqlarining ba'zilari esa manbalarda ko'rsatilgan shaharlarning qaysi biriga mos kelishi to'liq aniqlanmagan.

Shu o'rinda o'rta asrlar Xorazm savdo shaharlarining tuzilishining qiyosiy tahlili borasida, S.P.Tolstov fikricha, o'rta asrlar Sharq shaharlari taraqqiyotiga xos bo'lgan xususiyat hamma vaqt ham mos kelavermaydi.

B.B.Jukovskiy, V.V.Bartold, N.I.Veselovskiy, A.Yu.Yakubovskiy va I.P.Petrushevskiy kabi mashhur tarixchilarning Markaziy Osiyo shaharlarining vujudga kelishi va taraqqiyoti to'g'risidagi kontseptsiyasiga muvofiq o'rta asr shaharlari, dastlab, qal'aning (ark, qo'handiz) atrofida yuksaladi, keyinchalik, u rivojlanib, shahriston, ya'ni shahar vujudga keladi, so'ngra shahar atrofidagi joylar – rabodlar rivojlanadi. XI asrga kelganda, shahar iqtisodiy va ijtimoiy hayotining sur'ati rabodlarga o'tadi va, oxir-oqibat, shahar uch qismdan iborat bo'lib qoladi11.

S.P.Tolstov o'z tadqiqotlari davomida bu fikr faqat Xorazm uchun emas, balki yalpi Markaziy Osiyo shaharlari uchun ham to'liq mos kelavermasligini ko'rsatib o'tib, VIII-IX asrlarda vujudga kelgan shaharlarning ayrimlari shaharcha yoki istehkomli rabodlar tariqasida, qal'a etagida rivojlanganligini (Burgutqal'a, eski Norinjon), ba'zilarining esa, ayniqsa, X asrda va keyinroq vujudga kelgan shaharlarning (Guldursun, Qavatqal'a, Janpiqqal'a, Dovdonqal'a) hech qanday arki bo'lmaganligi, ular atrofi ba'zan istehkomlanmagan, goho-goho esa istehkomlangan (Guldursun) bitta shahristondan iborat bo'lganligini ta'kidlaydi12. Bu o'rinda, Xorazm shaharlarining vujudga kelishini amalda chuqur o'rganib chiqqan S.P.Tolstov haq bo'lsa kerak (Markaziy Osiyo miqyosida bo'lmasa ham).

Xorazmdagi ayrim shaharlargina uch qismdan iborat bo'lgan (Kat, Gurganj, Bug'roxon). Arxeologik tadqiqotlar davomida o'rganilgan ko'pgina yodgorliklar yana o'rta asrlar sharqiga xos bo'lgan ulkan dehqonchilik tumanlari – rustoqlar markazi ham bo'lgan (Mizdahqon, Qavatqal'a, Zamaxshar, Hayvonqal'a va shu kabilar). Xullas, dehqonchilik, chorvachilik va hunarmandchilik rivoji bilan bog'liq holda, X-XI asrlarda o'ng qirg'oq va

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11 *Якубовский А.Ю. Феодальное общество Средней Азии и его торговля с Восточной Европой в X-XV вв. МИУТТ, I, с.4-5.; Толстов С.П. Қадимги Хоразм маданиятини излаб. 254-бет.*
12 *Толстов С.П. Қадимги Хоразм маданиятини излаб. 254-255-бетлар.*

chap qirg'oq Xorazmda shaharlarning gurkirab rivojlanganligini ilmiy manbalar ham, arxeologik ma'lumotlar ham tasdiqlaydi.

Chap qirg'oq Xorazmning janubiy chekkasida joylashgan yirik shaharlardan biri – Darg'on shahri (hozirgi Darg'onota qishlog'idan 3 km janubdagi yodgorlik) bo'lib, qulay geografik mavqei (Amudaryoning asosiy kechib o'tish joyida joylashganligi) va Xorazmni Buxoro, Amul (CHorjuy) va Marv bilan bog'lovchi muhim savdo yo'lida joylashganligi uning juda tez o'sishiga imkon yaratgan. Maqdisiy uni Xorazmning Gurganjdan keyingi ikkinchi yirik shahar bo'lganligini ta'kidlaydi. SHahar atroflaridagi juda katta hududda 500 ta tokka ega uzumzor mavjud bo'lgan13.

Urganchga boradigan yo'l ustida joylashgan yana bir yirik savdo shahari bu Hazorasp bo'lib, u Xorazmning eng kuchli chegara qal'alaridan biri ham bo'lgan14.

Xivadan shimoli-g'arbda Zamaxshar shahri (ba'zi manbalarda u yirik qishloq sifatida eslatiladi) joylashgan. Arxeologik tadqiqotlar bu shaharning yirik hunarmandchilik va savdo markazlaridan biri bo'lganligini tasdiqlaydi. Zamaxshar harobalarida o'tkazilgan arxeologik tadqiqotlar davrida topilgan turli-tuman hunarmandchilik buyumlari: temir, sopol, shisha buyumlar, tugallanmagan mahsulotlar va qoliplar, ishlanmagan temir va mis parchalari bu yerda hunarmandchilikning: temirchilik, degrezlik, miskarlik, kulolchilik, shishagarlik, to'qimachilik va duradgorlik kabi sohalarining gullab-yashnaganini ko'rsatadi. Bir joydan ko'proq bir xil mahsulotlarning ko'plab topilishi shaharda hunarmandchilikning ixtisoslashganligini, o'ziga xos hunarmandlar mahallalarining mavjudligini ko'rsatadi.

"...Zamaxshar – atrofi devor bilan o'ralgan, tevaragida handaq mavjud kichkina shahar. U temir qoplangan darvoza, qamoqxona va har kuni kechqurun ko'tarib qo'yiladigan ko'prikka ega. SHahar savdo yo'li ustida joylashgan..." deb yozadi u haqda Maqdisiy15.

Chap qirg'oq Xorazmning o'sha vaqtdagi poytaxti – Gurganj (arabchada –Jurjoniya) IX-X asr manbalarida ham yirik shahar sifatida eslatiladi. Gurganj, ayniqsa, Sharqiy Yevropa bilan savdo-sotiq aloqalarining rivojlanishi bilan yildan-yilga taraqqiy eta borgan va Xorazmning birinchi darajali ahamiyatga ega bo'lgan savdo markaziga aylanadi. Al-Istaxriy u haqda: "Bu – Xorazmning poytaxtidan (ya'ni, Kat (Kos)dan) keyin turuvchi eng katta shahridir; u – guzlar bilan savdo qilinadigan joy, Jurjonga, xazorlar tomon va

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13 МИТТ, т.I, с.188; yana qarang: Бурханов А. А. Города и поселения Дарганского оазиса левобережья Амударьи в системе древних и средневековых торгово-караванных путей (по материалам археологических исследований в Лебапском веляте Туркменистана) // Вестн. Новосиб. гос. ун-та. Серия: История, филология. 2015. Т. 14, вып. 7: Археология и этнография. С. 172–183.

14 Воробьева М.Г., Лапиров–Скобло М.С., Неразик Е.Е. Археологические работы в Хазараспе в 1958-1960 гг. –МХЭ, вып.6, -М.: 1963.

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Xurosonga ketadigan karvonlar o'sha yerdan yo'lga chiqadi", -deb yozadi16. Buni "Hudud al Olam"ning noma'lum muallifining ma'lumoti ham tasdiqlaydi: "Juda boy bo'lmish bu shahar Turkistonga kiradigan darvoza, hamma joylardan keladigan savdogarlar to'planadigan bir joydir" 17. X asr oxirida Kosni Amudaryo yuvib ketishi bilan Gurganj Xorazm poytaxtiga va birinchi darajali shaharga aylangan. Maqdisiy asarida ham u Xorazmning poytaxti va eng yirik shahri sifatida qayd etiladi18.

Gurganjdan janubi-sharqda, Qoraqalpog'istonning hozirgi Xo'jayli tumanida joylashgan va o'rta asr manbalaridagi Mizdahqonga to'g'ri keluvchi Gavurqal'a yodgorligini arxeologik o'rganish davomida bu hudud IX-X asrlarda va undan keyingi davrlarda ham juda serunum, boy rustoq (tuman) bo'lganligi aniqlandi. Makdisiy o'z asarida u haqda: "Mizdahqon – katta shahar, uning atrofida o'n ikki ming qal'a va juda keng rustoq mavjud" -deb yozadi19. Amudaryo IX-X asrlarda hozirgidan g'arbroqda oqqani uchun Istaxriy uni o'ng qirg'oq Xorazmda joylashganligini ta'kidlaydi va: "Mizdahqon bilan Gurganj bir-biriga qarama-qarshi 3 farsax (18-24 km) masofa oraliqda, daryoning ikki sohilida joylashgan", -deb yozadi20.

Xorazmning X asr oxirigacha poytaxti va eng yirik shahri, yuqorida ta'kidlab o'tganimizdek, Kat (Kos) shahri bo'lgan. Bu yerda VIII-IX asrlarda afrig'iylar, abbosiy va somoniy noiblar tomonidan kumush va mis tangalar zarb etilgan edi, ya'ni zarbxona mavjud bo'lgan21. "Hudud al Olam"da: "Kat – Xorazmning bosh shahri, g'uzlar Turkistoniga kiriladigan darvoza, turklar, Turkiston, Movarounnahr va xazorlar muzofoti mollarining ombori, savdogarlar to'planadigan joy..." ekanligi ta'kidlanadi22.

IX-XI asrlarda o'ziga xos xususiyatlari bilan ajralib turgan Kardor (Kurdor) shahri ham yirik shaharlardan sanaladi. U Amudaryoning quyi oqimining sharqiy qismida joylashgan hamda shu nomli tuman markazi bo'lgan. Uning yaqinidan oqib o'tuvchi kanal ham Kardor deb nomlangan. Ammo o'rta asr manbalarida bu shaharning joylashgan o'rni turlicha ko'rsatilgani uchun hozirgi kunda ham bu to'g'rida biron-bir aniq fikr bildirish qiyin. Bizningcha, bu nom bilan bir necha shahar nomlangan bo'lishi mumkin yoki Amudaryo quyi o'zanining tez-tez o'z oqimini o'zgartirib turishi (qurib qolishi, toshib ketishi, boshqa hududdan oqishi) bilan bog'liq bo'lsa kerak. "Hudud al Olam"da Kardor dasht bilan chegara yerdagi kichik bir savdo manzilgohi sifatida, Kardorning aholisi ko'pligi, ekinlarga boyligi, u yerdan ko'plab qo'zi terisi chiqarilishi ta'kidlanadi23.

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16 *МИТТ, т.1, с.178.*

17 *МИТТ, т.1, с.216.*

18 *МИТТ, т.1, с.187-188.*

19 *МИТТ, т.1, с.187.*

20 *МИТТ, т.1. с.181.*

21 *Кочнев Б.Д. Среднеазиатские куфические фельсы с изображением коня. //Нумизматика Центральной Азии. – Т.: 1999, с.47-51.*

22 *МИТТ, т.1. с.216.*

23 *МИТТ, т.1, с.217.*

Al-Maqdisiy esa Kardorni yirik shahar-qal'a ekanligini ta'kidlab, uning Nukfagdan kattaroq va mustahkamroq ekanligini eslatib o'tadi24.

Ya.G'ulomov Kardorni hozirgi CHimboy o'rnida bo'lganligini taxmin qilgani holda, S.P.Tolstov hozirgi Hayvonqal'a yodgorligi aynan shu Kardor shahri bo'lganligini ta'kidlaydi25. Keyingi arxeologik tadqiqotlar natijasida shu narsa aniqlandiki, somoniylar davrida Kardor rustog'ida hozirgi kundagi To'qqal'a va Hayvonqal'a yodgorliklari o'rnida ikkita yirik shahar mavjud bo'lib, ulardan To'qqal'a manbalardagi Darsonga, Hayvonqal'a esa Kardorga to'g'ri keladi. Arxeologik tadqiqotlar Hayvonqal'aning IX-X asrlarda juda ham o'sib, Kardor markaziga aylanganini ko'rsatadi26.

Ardaxushmisan (yoki Xushmisan) (hozirgi Xorazm viloyati SHovot tumani-dagi Voyangan yodgorligi) bozorlari gavjum va aholisi farovon katta shahar. Maydoni 17 ga bo'lgan. SHahar X asrlardan mavjud. Ibn Fadlanning ma'lumotlariga ko'ra, Ardaxushmisan Kat va Gurganj oralig'ida joylashgan, Amudaryo bo'yidagi shahar bo'lib, unga suv yo'li orqali borilgan27.

"Xudud al-Olam"da Ardaxushmisan (Xushmisan) savdogarlarning to'planish joyi sifatida eslatilgan28. Istaxriy va Maqdisiylar uni Xorazmning Kat (Kos) va Gurganj (Jurjoniya)dan keyingi yirik shahri sifatida ko'rsatishgan29. Istaxriyga ko'ra Kosdan Jurjoniyagacha masofa 3 kunlik yo'l, Ardaxushmisangacha esa 1 kunlik yo'l, ya'ni 30-40 km bo'lgan30. Xivadan Raxushmisangacha (Ardaxushmisangacha) ham masofa shuncha bo'lganligini Maqdisiy ham ko'rsatib o'tadi31. Ardaxushmisanda 1219-1220 yillarda bo'lgan Yoqut Hamaviy, u haqda yozib, bozorlari, mahalliy mollari ko'pligi, aholisi badavlat bo'lganligini ko'rsatadi, uni Suriyaning yirik shaharlaridan Nisibin bilan tenglashtiradi, ammo Ardaxushmisan undan aholisi ko'proq va muhtashamroq ekanligini ta'kidlaydi32. Demak, shahar aslida Ma'muniylar davrida taraqqiy qilib, XIII asr boshlarida ham o'z salohiyatini saqlab qolgan.

Ardaxushmisan orqali Xivani chetlab, to'g'ri Hazorasp bilan Gurganjni bog'lovchi yo'l ham o'tgan bo'lib, Hazoraspdan Ardaxushmisangacha masofa 16 farsaxdan iborat

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24 *МИТТ, т.1, с.187.*
25 *Ғуломов Я.Г. Қадимги Хоразм суғорилиш тарихи. 157-бет., Толстов С.П. ХАЭЭ 1947 года, ИАН СССР, серия истории и философии, т.V, 1948, №2, с.190.*
26 *Ягодин В.Н. К вопросу о локализации Кердера. ВКФ АН УзССР, 1963, N 2, с.70-72. Ви haqda qarang:: Очерки истории Каракалпакской АССР. т.1, с.88; Городище Хайванкали – раннесредневековый Кердер. //В кн.; Археологические исследования в Каракалпакии. – Т.: «Фан», 1981, с.78-102.*
27 *МИТТ, т.1, с.156.*
28 *МИТТ, т.1, с.216.*
29 *МИТТ, т.1, с.181; с.206.*
30 *МИТТ, т.1, с.181.*
31 *МИТТ, т.1, с.206.*
32 *МИТТ, т.1, с.410.*

bo'lgan33. Ardaxushmisan o'rnidagi hozirgi Voyangan yodgorligida olib borilgan arxeologik tadqiqotlar manbalardagi fikrlarni to'la tasdiqlab, Ardaxushmisanning o'rta asrlarda yirik savdo-hunarmandchilik markazi bo'lganligini ko'rsatadi34.

Maqdisiy va Istaxriy asarlarida ham (ya'ni X asrda) katta, boy shahar deb eslatib o'tilgan Xiva Xorazmshoh-Ma'muniylar-Ma'muniylar davrida o'zining eng gullab-yashnagan davrini boshdan kechirgan. SHu davrda Xorazmdan o'tgan barcha tashqi va ichki savdo yo'llarining Xivadan o'tganligi uning taraqqiy qilishiga imkon bergan. Bundan tashqari, Xiva atroflarini sug'organ Xeykonik (Polvonyop) kanalidan kemalar qatnab, nafaqat ichki, balki tashqi savdoda ham muhim rolь o'ynagan. Xivaning X asr oxiri – XI asr boshlarida yirik savdo markazlaridan biri bo'lganligini arxeologik ma'lumotlar ham tasdiqlaydi.

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TYPES OF SENTENCES BASED ON THEIR COMMUNICATIVE PURPOSE

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

Marina I. Solnyshkina Dr.Prof., Department of Theory and Practice of Foreign

Language Teaching, Kazan Federal University, Russia

Student of group 302-21: **Muxtorova Madina Avaz qizi**

Annotation: This article explores the classification of sentences based on their communicative purpose, emphasizing the importance of understanding their unique functions in everyday language. The four main sentence types—declarative, interrogative, imperative, and exclamatory—are explained in detail, with examples provided to illustrate their usage. The article highlights how declarative sentences serve to convey information, interrogative sentences seek answers, imperative sentences provide directions or commands, and exclamatory sentences express strong emotions. Additionally, it underscores the practical application of these sentence types in enhancing both written and spoken communication. By discussing the role of sentence types in conveying meaning effectively, the article serves as a guide for students, educators, and anyone interested in improving their language skills. The inclusion of two conclusions reinforces the significance of these sentence types in fostering clarity, emotional resonance, and engagement in communication.

Key words: Sentence types, declarative sentences, interrogative sentences, imperative sentences, exclamatory sentences, communication, language skills, sentence classification, purpose of expression, effective communication, writing, speaking, examples of sentences, emotional expression, clarity in language.

Sentence Types According to the Purpose of Expression

Language is a powerful tool, and the way we construct our sentences plays a significant role in how we communicate our thoughts and emotions. Sentences can be classified into different types based on their purpose of expression. Understanding these types helps us use language effectively, whether to inform, question, command, or exclaim. The four primary sentence types are declarative, interrogative, imperative, and exclamatory.

Declarative Sentences

Purpose: To state facts, provide information, or express an opinion.

Declarative sentences are the most common type of sentence in both written and spoken communication. They end with a period and are used to convey information straightforwardly.

Examples:

- The Earth revolves around the Sun.
- She enjoys reading novels in her free time.
- Learning a new language can be challenging but rewarding.

Declarative sentences form the backbone of communication, as they allow us to share knowledge and ideas clearly.

Interrogative Sentences

Purpose: To ask questions and seek information.

Interrogative sentences are designed to elicit a response. They typically begin with question words like *what, where, when, why, who,* or *how,* or are formed using auxiliary verbs like *do, is, can,* or *will*. These sentences end with a question mark.

Examples:

- What is your favorite hobby?
- Can you help me with this project?
- Why are you late?

Interrogative sentences facilitate dialogue and exploration, making them essential for learning and interaction.

Imperative Sentences

Purpose: To give commands, make requests, or offer advice.

Imperative sentences express instructions or directions. They often omit the subject, as it is implied to be "you," and they can end with either a period or an exclamation mark, depending on the tone.

Examples:

- Close the door quietly.
- Please pass the salt.
- Stop talking right now!

Imperative sentences are direct and efficient, making them ideal for giving orders or guiding actions.

Exclamatory Sentences

Purpose: To express strong emotions or excitement.

Exclamatory sentences convey feelings such as joy, surprise, anger, or frustration. They end with an exclamation mark and often emphasize heightened emotions.

Examples:

- What a beautiful sunset!
- I can't believe we won!
- Watch out!

While exclamatory sentences add emotion and vibrancy to communication, they should be used sparingly in formal contexts to maintain a professional tone.

Importance of Sentence Types

Understanding the purpose behind different sentence types enhances both written and spoken communication. Each type serves a distinct function:

- **Declarative** sentences inform and explain.
- **Interrogative** sentences promote curiosity and interaction.
- **Imperative** sentences guide actions.
- **Exclamatory** sentences add emotional depth.

By skillfully combining these sentence types, speakers and writers can create more engaging and effective communication.

Conclusion

Mastering the use of sentence types according to their purpose allows for precise and impactful expression. Whether stating a fact, asking a question, giving a command, or expressing excitement, choosing the appropriate sentence type helps convey meaning effectively and ensures that the message resonates with the audience. Incorporating the appropriate sentence type into communication not only enhances clarity but also enriches the emotional and intellectual connection between the speaker or writer and their audience. By recognizing and utilizing declarative, interrogative, imperative, and exclamatory sentences, one can tailor their message to suit various contexts, from casual conversations to formal presentations. Ultimately, understanding sentence types empowers us to express

ourselves with precision, evoke the desired response, and engage in meaningful dialogue, making language a versatile and impactful tool for human connection.

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HISTORICAL AND CONTEMPORARY UTILIZATION OF DICTIONARIES

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: **Abduraxmanova Zilola Yoqubjon qizi**

Student of group 401-22: Isoqova Rayhon Abdulla qizi

Annotation: This article provides a comprehensive overview of the primary challenges in English lexicography, highlighting the complexities lexicographers face in defining and documenting an ever-evolving language. The article concludes by emphasizing the importance of maintaining inclusivity and accuracy, positioning lexicography as both a linguistic and cultural endeavor essential for reflecting the language accurately. This summary provides insight into the intricate work that underpins English lexicography and highlights its ongoing importance in adapting to linguistic and social changes.

Key words: English lexicography, language evolution, word sense disambiguation, slang and jargon, regional variations, descriptivism, prescriptivism, digital dictionaries, cultural sensitivity, inclusivity, nonstandard English, language documentation, linguistic challenges, dictionary-making.

Dictionaries have been essential tools for centuries, providing clarity and guidance for language learners, scholars, writers, and everyday users. Yet, how people use dictionaries and what they expect from them have evolved dramatically with technology. From printed lexicons to digital platforms, the role of dictionaries continues to adapt to the changing landscape of communication. Here, we explore how dictionary use has transformed over time.

In the past, dictionaries were seen as authoritative repositories of language. The earliest dictionaries were created in ancient Sumer and Egypt as lists of translated words, primarily for scribes. However, the concept of a dictionary as we know it began to take shape with the publication of Samuel Johnson's A Dictionary of the English Language in 1755. Johnson's dictionary standardized English and provided definitions, historical context, and examples of usage. This was a significant innovation and turned dictionaries into essential tools for learning and understanding language. For centuries, printed dictionaries were essential for students, writers, and professionals. Before widespread literacy and access to books, dictionaries were often used to teach reading and writing, as they contained definitions, pronunciation guides, and sometimes even grammar tips.

Modern Dictionary Use: The Digital Shift

Today, dictionaries are widely available in digital formats, accessible via computers, smartphones, and even smart devices. The internet brought immediate access to definitions, translations, and usage examples from sources such as Merriam-Webster, Oxford, and Cambridge dictionaries, as well as newer resources like Urban Dictionary, which captures contemporary slang and colloquial expressions. With digital dictionaries, users can now hear pronunciations, read about grammatical usage, find synonyms, and even check for translations with ease. Online platforms have transformed dictionary use by offering real-time updates, which reflect language changes and trends much faster than printed editions could. For example, as new words enter popular vocabulary, digital dictionaries are updated to include them, sometimes within months of their first usage. Additionally, the convenience of mobile dictionaries has influenced the way people learn languages. Language learners can now quickly look up words as they encounter them, whether they're reading an article or having a conversation in another language. Tools like Google Translate even provide instant translations by capturing words through a smartphone camera, making multilingual dictionaries accessible to everyone.

The Role of Artificial Intelligence in Dictionary Use

Artificial intelligence (AI) and natural language processing (NLP) have revolutionized dictionary use. These tools can even suggest context-appropriate words or phrases based on the intended meaning, offering more sophisticated support for users. Furthermore, AI has enabled speech-to-text functionality, which allows people to search for words and definitions simply by speaking. This is particularly helpful for individuals with visual impairments or those who prefer voice commands over typing. AI has also made dictionaries more personalized, with some apps and platforms tracking commonly searched words to suggest learning materials tailored to users' language needs. In the past, dictionaries served as reference books—static, comprehensive resources meant to answer specific questions. Today, people expect dictionaries to be interactive learning tools. Many dictionary apps offer features like "Word of the Day," quizzes, and vocabulary-building exercises that encourage users to engage with new words continuously. This shift reflects a broader trend of self-directed learning, where people actively seek to expand their language skills. Modern users also expect dictionaries to cover a broader scope, including regional dialects, slang, and technical jargon. Resources like the Urban Dictionary cater to these needs, allowing users to look up trendy words and phrases that reflect current culture, social media language, and memes. Traditional dictionaries, while comprehensive, often struggle to keep up with the rapidly evolving lexicon of slang, which is why user-generated dictionaries have gained popularity.

Conclusion

The evolution of dictionary use reflects humanity's broader journey with language and learning. From printed pages to AI-powered apps, dictionaries have transformed from static books to dynamic tools embedded in our daily lives. Today's dictionaries not only provide definitions but also serve as interactive learning resources, cultural artifacts, and real-time translators. As technology progresses, so too will the dictionary, continuing its role as an essential companion in language mastery and communication. The evolution of dictionary use from the past to the present reflects the ongoing interaction between language and society. Once limited to select social groups and scholarly institutions, dictionaries now exist as accessible, adaptive resources that cater to a global, digital audience. As language continues to evolve, dictionaries will undoubtedly adapt, remaining a vital part of human communication and understanding for generations to come.

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THE ROLE OF SPEECH SOUNDS AND PHONEMES IN MEANING CONSTRUCTION

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek

The faculty of Psychology, department of Foreign languagesPhylology and foreign languages

Teshaboyeva Nafisa Zubaydulla qizi

Marina I. Solnyshkina Dr.Prof., Department of Theory and Practice of Foreign Language Teaching, Kazan Federal University, Russia

Student of group 302-21**: Umarova Sevinch Navro'z qizi**

Annotation: This article explores the semantic functions of speech sounds and phonemes, highlighting their roles as fundamental components of spoken language. Speech sounds, or phones, are described as the physical units of sound produced by the vocal apparatus, while phonemes are presented as abstract units that distinguish meaning within a language. The article examines how phonemes function as differentiators of meaning by creating contrasts between words, and how speech sounds provide the medium for their realization. The interaction between the variability of speech sounds and the stability of phonemes is discussed, emphasizing the brain's ability to categorize variable inputs into consistent phonemic units. Additionally, the article delves into the broader implications of phonemic distinctions, including their role in morphology, cultural significance, and symbolic associations. The duality of language as both a physical and abstract system is underscored, with conclusions pointing to the significance of this interplay in fields such as linguistics, cognitive science, and communication studies.

Key words: speech sounds, phonemes, semantic functions, language, phonetic structure, language differentiation, acoustic features, linguistic system, morphemes, sound variation, phonemic contrasts, cognitive processes, language acquisition, communication, linguistic structure, prosody, dialects, speech perception, language processing.

Semantic Functions of Speech Sounds and Phonemes

Language is a complex system that facilitates human communication, and at its core lie speech sounds and phonemes. These elements serve as the building blocks of spoken language, enabling us to encode and convey meaning. While speech sounds are physical manifestations of vocal articulation, phonemes represent their abstract, functional counterparts. This article explores their semantic functions and the crucial roles they play in communication.

Speech Sounds and Their Role in Language

Speech sounds, or phones, are the basic units of sound produced by the human vocal apparatus. They encompass the full range of sounds a speaker can produce, including vowels, consonants, and glides. However, not all speech sounds carry equal weight in conveying meaning.

The primary semantic function of speech sounds is to serve as the medium through which phonemes (and by extension, words) are realized. For instance, in the word *cat*, the sounds /k/, /æ/, and /t/ form a sequence that we interpret as meaningful. While the physical attributes of speech sounds—such as pitch, volume, and duration—can contribute to emotional or prosodic meaning, they function semantically by supporting the transmission of abstract linguistic structures.

Phonemes: Abstract Units of Meaning

Phonemes are the smallest units of sound in a language that can distinguish one word from another. They are abstract entities stored in the mental lexicon and are not tied to specific acoustic features. For example, the English phonemes /p/ and /b/ are distinct because they can change meaning, as in the words *pat* and *bat*.

The semantic function of phonemes lies in their role as differentiators of meaning. By contrasting one phoneme with another, languages create a system of distinctions that allow for a rich vocabulary. These distinctions are often language-specific; a sound contrast important in one language may be irrelevant in another. For example, the distinction between aspirated and unaspirated /p/ is meaningful in Hindi but not in English.

Interaction Between Speech Sounds and Phonemes

While phonemes represent the functional layer of sound, their realization depends on speech sounds, which vary due to individual accents, dialects, and contexts. This variability raises an important question: how do listeners extract stable phonemic information from fluctuating speech sounds?

The answer lies in the brain's ability to categorize sounds into phonemes despite variability. This process ensures that the semantic functions of phonemes remain intact. For instance, whether the /t/ sound in *cat* is pronounced with a crisp articulation or with a softer flap (as in some American English accents), it is still recognized as the phoneme /t/, preserving the word's meaning.

Semantic Implications of Phonemic Structure

Phonemic distinctions often carry cultural and contextual significance. In many languages, phonemes are used to create morphologically distinct forms, such as pluralization, verb conjugation, or tense marking. For instance, in English, adding the phoneme /s/ or /z/ to a word (as in *cat* to *cats* or *dog* to *dogs*) indicates plurality.

In some cases, phonemes may also acquire symbolic or iconic meanings. For example, certain sound patterns are associated with specific semantic fields, such as the use of /gl/ in English words related to light or reflection (*glitter, glow, gleam*).

Conclusion

Speech sounds and phonemes are foundational to the semantic functioning of language. Speech sounds provide the physical substrate, while phonemes serve as abstract, functional units that differentiate meaning. Together, they form an intricate system that enables humans to encode, transmit, and interpret complex ideas. Understanding their interaction deepens our appreciation of the remarkable linguistic systems that define human communication. As linguistics continues to evolve, exploring the nuances of speech sounds and phonemes will remain essential for unlocking the mysteries of language and meaning. The study of speech sounds and phonemes highlights the duality of language as both a physical and abstract system. Speech sounds, with their variability and richness, serve as the raw material through which phonemes operate to encode meaning. Phonemes, in turn, are the foundational units that distinguish one word or concept from another, forming the bedrock of linguistic structure and communication. By understanding the semantic functions of these elements, we gain insights into the cognitive processes that allow humans to produce, perceive, and interpret language despite variations in pronunciation, accent, or context. This knowledge not only sheds light on how meaning is constructed in everyday interactions but also informs fields such as language acquisition, artificial intelligence, and speech therapy. Ultimately, the interplay between speech sounds and phonemes underscores the adaptability and precision of human language—a system uniquely designed to connect minds and convey the full spectrum of human thought and emotion. As we continue to study these linguistic building blocks, we open doors to deeper explorations of how language shapes and reflects our shared human experience.

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HOW SPEECH SOUNDS ARE PRODUCED: ARTICULATION AND ACOUSTIC FEATURES OF HUMAN SPEECH

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: **Umarova Sevinch Navro'z qizi**

Annotation: This article explores the fundamental aspects of speech sound production, focusing on the articulatory and acoustic features that define human communication. It provides a clear explanation of the speech organs involved, such as the lungs, larynx, and vocal tract, and how they contribute to the articulation of different sounds. The article also covers key concepts like the manner and place of articulation, voicing, and the acoustics of speech, including frequency, amplitude, and formants. By integrating both physiological and acoustic perspectives, it offers a comprehensive understanding of how speech sounds are created, transmitted, and perceived. This resource is valuable for students and professionals in linguistics, phonetics, and speech sciences, as it bridges the gap between the physical mechanics of speech production and the acoustic properties that shape language.

Key words: articulatory features, acoustic features, speech organs, vocal tract, manner of articulation, place of articulation, voicing, frequency, amplitude, formants, timbre, harmonics, phonetics, speech production, speech sounds, vocal cords, resonance, language processing, speech technology, linguistics, phonology.

Articulatory and Acoustic Features of Sounds: An Exploration of Speech Organs

Language is a sophisticated system that relies on the production and transmission of sounds. These sounds are shaped by both the articulatory mechanisms of the human body and the acoustics of sound transmission. Understanding how speech sounds are produced and how they propagate is essential for the study of linguistics, phonetics, and speech science. This article delves into the articulatory and acoustic features of speech sounds, along with the role of the speech organs in their production.

Articulatory Features of Speech Sounds

Articulation refers to the process by which speech sounds are produced by the movement and positioning of various parts of the vocal tract. The vocal apparatus—consisting of the lungs, larynx, vocal cords, and other speech organs—functions together to generate a variety of sounds. These sounds can be classified based on how they are articulated and which parts of the vocal tract are involved.

1. Articulatory Organs

The speech organs, or articulators, include several structures within the vocal tract. These organs work together to modify the airflow from the lungs to create distinct sounds:

- **Lungs:** The source of air pressure, which is essential for sound production.
- **Larynx:** Contains the vocal cords (or vocal folds), which vibrate to produce voiced sounds. The larynx also regulates pitch and volume.
- **Pharynx:** A passage that connects the nasal and oral cavities, helping to modify sound.
- **Oral Cavity:** The space where many speech sounds are articulated, with the tongue, teeth, and lips playing crucial roles.
- **Nasal Cavity:** Used in the production of nasal sounds, where air is directed through the nose rather than the mouth.
- 2. Manner of Articulation

Speech sounds can be categorized based on how the airflow is manipulated within the vocal tract. The manner of articulation refers to the way in which the airstream is obstructed or modified:

- **Plosives (Stops):** Involves complete obstruction of the airflow, followed by a release (e.g., /p/, /b/, /t/, /d/).
- **Fricatives:** Air is forced through a narrow constriction, creating turbulent airflow (e.g., /f/, /s/, /z/).
- **Affricates:** A combination of a plosive and a fricative, where airflow is first stopped and then released through a constriction (e.g., /ch/ as in "church").
- **Nasals:** Air is allowed to flow through the nasal cavity, with a complete closure in the mouth (e.g., /m/, /n/).
- **Liquids and Glides:** Involves minimal obstruction, allowing smooth airflow (e.g., /l/, /r/, /w/).
- 3. Place of Articulation

This refers to where in the vocal tract the constriction or closure occurs:

- **Bilabial:** Both lips are involved (e.g., /p/, /b/).

- **Alveolar:** The tongue makes contact with the alveolar ridge just behind the upper teeth (e.g., /t/, /d/).
- **Velar:** The back of the tongue makes contact with the soft part of the roof of the mouth (e.g., /k/, /g/).
- **Palatal:** The tongue contacts the hard palate (e.g., /sh/ as in "ship").
- 4. Voicing

Voicing refers to whether or not the vocal cords vibrate during the production of a sound. Sounds are either voiced or voiceless:

- **Voiced sounds:** The vocal cords vibrate (e.g., /z/, /d/, /g/).
- **Voiceless sounds:** There is no vocal cord vibration (e.g., /s/, /t/, /k/).
- Acoustic Features of Speech Sounds

While articulation deals with how sounds are produced, acoustics concerns the physical properties of sound waves that travel through the air. Understanding the acoustics of speech involves analyzing the frequency, amplitude, and timing of sound waves.

1. Frequency (Pitch)

The frequency of a sound refers to the number of vibrations per second, measured in Hertz (Hz). Higher frequencies correspond to higher pitches, and lower frequencies to lower pitches. In speech, pitch is important for conveying aspects of meaning such as intonation, emphasis, and emotion.

2. Amplitude (Loudness)

Amplitude measures the intensity of a sound wave, influencing its perceived loudness. Greater amplitude results in louder sounds, while lower amplitude produces softer sounds. Loudness in speech is affected by the amount of air pressure from the lungs, vocal cord tension, and resonance in the vocal tract.

3. Formants

Formants are the resonant frequencies of the vocal tract that enhance particular aspects of speech sounds. They are primarily shaped by the size and shape of the oral cavity and the position of the tongue. For example, the first two formants (F1 and F2) are key in determining vowel quality. Each vowel sound has a distinct set of formants that are crucial for distinguishing between them.

4. Harmonics and Timbre

The sound produced by the vocal cords is made up of a fundamental frequency (the lowest pitch) and a series of harmonics (higher frequencies). The relative strength of these harmonics contributes to the timbre or color of the sound, which helps distinguish different voices and speech sounds.

The Interaction Between Articulation and Acoustics

The articulatory and acoustic features of speech are inextricably linked. The shape and movement of the vocal tract organs determine the acoustic properties of the sound wave produced. For instance:

- When a person articulates a stop consonant, such as /t/, the airflow is briefly obstructed, and this creates a burst of sound when released.
- A fricative, such as /s/, involves creating a narrow constriction that produces turbulent airflow, which translates into high-frequency energy in the acoustic signal.
- The tongue's position affects the formants of vowels, which in turn determines their acoustic characteristics.

The interaction of these features allows speakers to produce a wide variety of sounds, each with unique articulatory and acoustic properties.

Conclusion

Speech sounds are complex phenomena influenced by both the physical processes of articulation and the acoustic characteristics of the resulting sound waves. By examining the speech organs, the manner and place of articulation, and the acoustics of speech sounds, we gain valuable insight into how humans communicate. Understanding these aspects is crucial for fields ranging from linguistics to speech therapy, and it deepens our appreciation for the intricacies of human speech. In summary, the production of speech is a dynamic and intricate process that involves both the physical manipulation of the vocal tract and the transmission of sound waves through the air. The interaction between articulatory features, such as the movements of the tongue, lips, and vocal cords, and the acoustic properties of the resulting sounds, such as pitch, loudness, and resonance, enables humans to produce a rich variety of speech sounds. This interplay not only allows for the communication of complex ideas but also plays a key role in the expression of emotions, emphasis, and intonation. A deeper understanding of the articulatory and acoustic features of speech provides critical insights into language processing, pronunciation, and even the development of speech technologies. As such, this knowledge serves as the foundation for advancing fields like linguistics, phonetics, and speech recognition, contributing to a more comprehensive understanding of how language is both produced and perceived.

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AN OVERVIEW OF WORD COMBINATIONS AND THEIR CLASSIFICATIONS

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**: Umarova Sevinch Navro'z qizi**

Annotation: This article explores the concept of word combinations in language, focusing on their various types and their role in enhancing communication. It provides an in-depth look at collocations, phrasal verbs, idiomatic expressions, fixed expressions, compounds, and prepositional phrases, explaining their structures, meanings, and usage. The article emphasizes the importance of understanding these combinations for fluency and naturalness in language, highlighting how they contribute to more precise and culturally aware communication. By mastering word combinations, learners can improve both their vocabulary and grammatical skills, enabling them to communicate more effectively and with greater nuance.

Key words: word combinations, collocations, phrasal verbs, idiomatic expressions, fixed expressions, compounds, prepositional phrases, language fluency, communication, vocabulary, grammar, language mastery, language nuances, natural language use, language proficiency.

Word Combinations and Their Types

Word combinations are integral to language structure, helping to convey clear and precise meaning in communication. They are formed by the combination of two or more words that function together to express a specific concept. While individual words carry their own meanings, word combinations (or collocations) contribute to the development of more complex ideas. Understanding the different types of word combinations is essential for effective language use, whether in writing or speech.

What are Word Combinations?

A word combination is a group of words that come together to express a particular meaning or concept. These words are usually closely linked in meaning, and their order is typically fixed or follows conventional patterns. Word combinations are often influenced by

the grammatical rules of a language, but they can also be idiomatic or reflect cultural nuances.

In English, word combinations can range from simple pairs of words to more complex structures. These combinations often follow certain patterns, and their meanings may not always be obvious from the meanings of the individual words.

Types of Word Combinations

There are several different types of word combinations in English, which can be classified based on their structure and function. Below are the main types:

Collocations

Collocations are combinations of words that are frequently used together in natural language. These combinations are not random but are established through common usage. They may include combinations of verbs, nouns, adjectives, and adverbs that sound natural to native speakers but might be difficult for learners of the language to predict.

Examples of collocations:

- **Strong coffee** (not "powerful coffee")
- **Make a decision** (not "do a decision")
- **Fast food** (not "quick food")
- **Heavy rain** (not "big rain")

Collocations can be categorized into different types based on the parts of speech involved:

- **Verb** + **Noun:** make a mistake, take a break
- **Adjective** + **Noun:** fast food, heavy rain
- **Adverb** + **Adjective:** highly successful, deeply emotional
- **Noun** + **Noun:** bus stop, swimming pool

Collocations are critical for language fluency because using them correctly helps speakers sound more natural and avoids awkward or incorrect phrasing.

Phrasal Verbs

Phrasal verbs are combinations of verbs and one or more particles (prepositions or adverbs). These combinations often have meanings that are not directly derived from the meanings of the individual words, which can make them particularly challenging for

learners. Phrasal verbs are commonly used in informal language, especially in spoken English.

Examples of phrasal verbs:

- **Look after** (to care for)
- **Give up** (to stop doing something)
- **Run into** (to meet by chance)
- **Turn on** (to activate)

Phrasal verbs can be separable (where the verb and particle can be split by an object) or inseparable (where the verb and particle must stay together).

Idiomatic Expressions

An idiom is a type of word combination where the meaning cannot be directly inferred from the meanings of the individual words. Idiomatic expressions often have cultural or historical significance, and their meanings are understood by native speakers through common usage.

Examples of idiomatic expressions:

- **Break the ice** (to initiate conversation or ease tension)
- **Bite the bullet** (to endure something unpleasant)
- **Hit the nail on the head** (to describe something exactly right)
- **Under the weather** (feeling unwell)

Idioms are typically fixed in structure and cannot be altered without changing the meaning or rendering the expression nonsensical.

Fixed Expressions

Fixed expressions are another form of word combinations that consist of two or more words used together in a fixed or conventional way. Unlike idiomatic expressions, fixed expressions are often more neutral in meaning and are frequently used in formal or professional settings.

Examples of fixed expressions:

- **By the way**
- **In the meantime**
- **As a result**

- **In conclusion**

These combinations are predictable and form part of everyday language use, especially in writing or formal speeches.

Compounds

Compounds are word combinations that create new words by joining two or more independent words together. These can be formed by combining nouns, adjectives, verbs, or prepositions. Compound words can be written in different forms, such as open (with a space), hyphenated, or closed (as one word).

Examples of compound words:

- **Toothbrush** (noun + noun)
- **Full-time** (adjective + noun, hyphenated)
- **Postman** (noun + noun)
- **Well-known** (adjective + noun, hyphenated)

The meaning of a compound word is usually related to the meanings of its parts but is often specific to the combination itself.

Word Groups (Prepositional Phrases)

Word groups that function as prepositional phrases often combine a preposition with a noun or pronoun to express time, place, or direction. These combinations are essential for constructing meaningful sentences.

Examples of prepositional phrases:

- **In the morning**
- **At the park**
- **Under the table**
- **On time**

Prepositional phrases are common in both spoken and written language and help to provide more detailed and descriptive information.

Conclusion

Understanding word combinations and their various types is essential for mastering any language. Whether you're speaking, writing, or reading, word combinations help to enrich

the expression of ideas and make communication more natural and fluent. By recognizing and using collocations, phrasal verbs, idiomatic expressions, and other types of word combinations, speakers and writers can better navigate the complexities of the language and achieve a higher level of proficiency. In addition to enhancing fluency and naturalness in communication, understanding word combinations allows learners to engage more deeply with the nuances of a language. Each type of word combination—whether it's a collocation, phrasal verb, idiomatic expression, or compound—adds layers of meaning that contribute to the richness and variety of language. Mastery of these combinations not only improves vocabulary and grammar skills but also fosters a better understanding of cultural contexts and language patterns. As language evolves, so too do word combinations, and staying attuned to these changes can help speakers and writers maintain relevance and effectiveness in their communication. Ultimately, the ability to use word combinations accurately and creatively is a key aspect of becoming a proficient and expressive language user.

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THE CONCEPT OF PHONOLISTICS: AN INTERDISCIPLINARY APPROACH TO THE STUDY OF SOUND SYSTEMS, COGNITIVE PROCESSING, AND SOCIAL COMMUNICATION

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: **Teshaboyeva Nafisa Zubaydulla qizi**

Student of group 302-21: **Eshbekova Laziza Xayrulla qizi**

Annotation: This article explores the emerging field of phonolistics, an interdisciplinary approach to the study of sound that combines aspects of phonology, cognitive science, social theory, and acoustic studies. It examines how sound functions not only in verbal communication but also in non-verbal contexts, such as music, environmental noise, and emotional expression. The article discusses the cognitive and emotional impact of sound, exploring how variations in pitch, rhythm, and timbre can influence perception and communication. It also highlights the social dimensions of sound, such as how speech patterns reflect identity and cultural context. Ultimately, the piece positions phonolistics as a holistic framework that deepens our understanding of sound in both linguistic and broader societal contexts, offering insights into its role in technology, culture, and human experience.

Key words: Phonolistics, phonology, sound systems, acoustic phonetics, articulatory phonetics, auditory phonetics, cognitive science, emotional resonance, social communication, non-verbal communication, language, identity, dialects, accents, pitch, rhythm, timbre, sound patterns, cultural context, technology, sound perception, environmental sounds, voice recognition, interdisciplinary study, cognitive processing, sound and meaning, modern communication, music theory, psychological impact of sound.

Phonolistics: The Concept of Phonolistics

In the field of linguistics, phonology traditionally studies the sound systems of languages, focusing on how sounds function in particular languages and how they are organized. However, in recent years, an emerging interdisciplinary field called *phonolistics* has captured the attention of scholars and language enthusiasts alike. Phonolistics blends phonology with a broader range of acoustic, cognitive, and social aspects of sound, offering a more holistic view of sound's role in communication, culture, and human experience.

Defining Phonolistics

Phonolistics is not merely a subfield of phonology; rather, it represents a synthesis of various dimensions of sound study. This emerging discipline takes into account the physical properties of sound (acoustic phonetics), how humans produce and perceive sound (articulatory and auditory phonetics), as well as the socio-cultural implications of sound patterns across different communities. It also explores how sound functions in non-verbal contexts, such as music, environmental noises, and human emotions, all of which convey meaning without words.

At its core, phonolistics examines the relationship between the materiality of sound and its abstract functions in communication. It proposes that to understand a language or a culture fully, one must look beyond the lexical and grammatical aspects and explore how sounds convey deeper meanings and connect individuals.

Phonolistics and Acoustic Dimensions

Phonolistics places significant emphasis on the physical properties of sound. The study of phonetics—particularly acoustic phonetics—looks at the transmission of sound waves, their frequency, amplitude, and how they are received by the human ear. Phonolistics goes further by incorporating the cognitive processing of sound, such as how humans identify and interpret tones, pitches, rhythms, and timbres in various contexts.

For example, in music, the intricate use of tone and pitch can communicate mood, emotion, or a narrative without any spoken language. In the same way, in spoken languages, subtle variations in pitch (intonation) or rhythm can drastically change the meaning of a sentence, even without changing any of its lexical content. Phonolistics studies these nuances in sound patterns and their effects on communication.

Phonolistics and Cognitive Dimensions

Phonolistics draws on insights from cognitive science, particularly in its exploration of how the brain processes sound. Linguistic sounds are not just abstract symbols; they are intricately tied to how humans experience the world. This connection between sound and cognition is especially apparent in the way humans perceive emotional states, such as the calming qualities of certain sounds or the anxiety-inducing effect of others.

The cognitive aspect of phonolistics involves understanding how sound can trigger mental imagery, memories, and emotional responses. For instance, research has shown that high-pitched sounds are often associated with excitement or urgency, while lower-pitched sounds can convey calmness or authority. In phonolistics, these associations are not merely

seen as cultural or linguistic conventions but are understood in terms of the cognitive mechanisms that govern human experience.

Phonolistics and Social Contexts

Another essential aspect of phonolistics is its exploration of sound in social and cultural contexts. Language is deeply embedded in the social fabric, and phonolistic analysis seeks to understand how sounds and sound patterns convey identity, status, and power dynamics. Accents, dialects, speech patterns, and the use of vocalizations (such as laughter, sighs, or exclamations) reveal information about one's social background and emotional state.

Phonolistics also emphasizes the role of sound in non-verbal communication. The sounds of everyday life—whether it be the hum of a city, the rustle of trees, or the tones of a family conversation—can carry significant social and cultural meanings. In this sense, phonolistics moves beyond linguistic boundaries, recognizing that every sound in our environment contributes to the cultural narrative of a community.

Phonolistics and the Future of Language Study

As the world becomes increasingly interconnected through technology, there is an ever-growing need to understand how sound shapes our interactions. The rise of virtual assistants, voice-activated systems, and audio-based communication platforms highlights the centrality of sound in modern life. Phonolistics has the potential to inform these technologies, improving how systems understand and interact with human voices in more nuanced and human-like ways.

Moreover, phonolistics holds promise for breaking down barriers between different fields of study. By bridging linguistics with music theory, psychology, sociology, and even environmental science, it offers an integrated approach to sound that recognizes its multifaceted role in human existence.

Conclusion

Phonolistics, as a concept, offers a fresh and interdisciplinary approach to the study of sound. By expanding the scope of phonology to include cognitive, social, and environmental dimensions, it allows researchers to uncover the complex ways in which sound influences human behavior, culture, and communication. As we continue to explore the intersections of language, technology, and society, phonolistics promises to be a valuable framework for understanding the profound impact of sound in the world around us. In essence, phonolistics represents a paradigm shift in how we understand the role of sound in human life. By incorporating insights from diverse disciplines, it goes beyond the

traditional study of language sounds, inviting us to consider how sound influences not just communication, but our emotions, cognitive processes, and social interactions. As we move further into an era where sound is a central medium for technology, media, and cultural expression, phonolistics will likely play an increasingly vital role in reshaping our understanding of human connection. Whether it's through examining the subtleties of speech, the emotional resonance of music, or the ambient sounds that shape our environments, phonolistics offers a holistic view of sound as a powerful tool for meaning-making in our everyday lives.

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THE DEVELOPMENT AND CREATION OF ENCYCLOPEDIC, ETYMOLOGICAL, SPELLING AND DESCRIPTIVE DICTIONARIES

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**: Abduraxmanova Zilola Yoqubjon qizi**

Student of group 402-22**: Valiyev Islom Sherali ugli**

Annotation: This article explores the creation and significance of four key types of dictionaries: encyclopedic, etymological, spelling, and explanatory. It traces their historical origins, development processes, and the roles they play in language and society. Encyclopedic dictionaries combine linguistic information with detailed knowledge on various topics, serving as repositories of cultural and scientific data. Etymological dictionaries reveal the historical evolution of words, while spelling dictionaries ensure consistency in written communication. Explanatory dictionaries focus on defining words clearly and accessibly for diverse audiences. The article also addresses the challenges faced by lexicographers, such as adapting to new linguistic trends and incorporating technological innovations like AI and corpus linguistics. It highlights the cultural and educational importance of dictionaries as tools that preserve language, promote understanding, and adapt to societal changes. This comprehensive examination underscores dictionaries' role as dynamic, evolving resources that reflect the complexities of human language and knowledge.

Key words: dictionaries, encyclopedic dictionaries, etymological dictionaries, spelling dictionaries, explanatory dictionaries, lexicography, language preservation, linguistic tools, word origins, corpus linguistics, dictionary creation, cultural knowledge, language evolution, orthography, technological innovation, artificial intelligence, historical linguistics, communication, education, linguistic diversity

The Creation of Encyclopedic, Etymological, Spelling, and Explanatory Dictionaries

Dictionaries have long been integral tools in human communication, learning, and cultural preservation. From recording the meanings of words to tracking their origins and explaining their proper usage, dictionaries provide a foundation for linguistic understanding. Encyclopedic, etymological, spelling, and explanatory dictionaries, each with its unique purpose, reflect the evolution of human knowledge and linguistic scholarship.

The Genesis of Dictionaries

The origins of dictionaries trace back to ancient civilizations. Early word lists, such as Sumerian-Akkadian bilingual tablets from Mesopotamia, served as lexical aids for translation. Similarly, ancient Indian texts like *Nighantu*, a precursor to Sanskrit dictionaries, focused on explaining Vedic vocabulary. These early efforts laid the groundwork for the specialized dictionaries we use today.

Encyclopedic Dictionaries: A Repository of Knowledge

Encyclopedic dictionaries differ from conventional ones by providing in-depth information on subjects beyond word meanings. These works combine linguistic data with broad cultural, historical, and scientific knowledge. The creation of such dictionaries involves meticulous research and collaboration among experts in various fields. Modern encyclopedic dictionaries like the *Encyclopaedia Britannica* or *Larousse* require extensive editorial teams and access to academic resources. Topics are thoroughly researched, with entries balanced for accuracy, accessibility, and cultural diversity. Advances in digital tools now allow such dictionaries to continuously update their content, enhancing their relevance in the information age.

Etymological Dictionaries: Tracing the Roots of Words

Etymological dictionaries delve into the history and origins of words, revealing their evolution over time. These dictionaries are indispensable for linguists, historians, and language enthusiasts. The creation of an etymological dictionary demands a comprehensive understanding of historical linguistics and philology. Lexicographers study ancient texts, trace word borrowings across languages, and analyze sound shifts to reconstruct the linguistic ancestry of terms. Renowned examples, such as the *Oxford English Dictionary* (OED), incorporate etymological insights alongside definitions, showcasing the historical context of words.

Spelling Dictionaries: Upholding Orthographic Standards

Spelling dictionaries are practical tools for maintaining uniformity in written language. They serve as references for correct word forms, accommodating linguistic variation while adhering to standard conventions. The development of spelling dictionaries typically involves gathering extensive word lists and standardizing spellings according to the norms of a particular language or region. National language academies, such as the Académie Française, often oversee such projects to ensure orthographic consistency. Digital advancements have also enabled spelling dictionaries to integrate seamlessly into word processors, making them more accessible and widely used.

Explanatory Dictionaries: Defining and Clarifying Words

Explanatory dictionaries focus on providing precise definitions, contextual examples, and usage notes for words. These dictionaries aim to cater to both native speakers and language learners, ensuring clarity and accessibility.

The process of creating an explanatory dictionary begins with compiling a corpus, a large collection of texts that represents the language's usage. Lexicographers analyze this corpus to identify word meanings, frequencies, and patterns of use. Definitions are crafted to be concise yet comprehensive, often accompanied by illustrative sentences. Examples include the *Merriam-Webster Dictionary* and the *Collins English Dictionary*.

Challenges and Innovations in Dictionary Creation

Creating dictionaries is a labor-intensive process that balances linguistic expertise with technological innovation. Lexicographers face challenges like accommodating new words, reflecting societal changes, and addressing regional variations. For example, the rise of internet slang and globalized vocabulary necessitates frequent updates to maintain relevance. Modern dictionaries increasingly rely on artificial intelligence and computational linguistics. Machine learning algorithms analyze vast corpora to identify emerging words and trends, expediting the lexicographical process. Online platforms and apps also enable user feedback, fostering community involvement in dictionary development.

Conclusion

The creation of encyclopedic, etymological, spelling, and explanatory dictionaries represents humanity's enduring commitment to understanding and preserving language. These works not only document linguistic richness but also serve as bridges across cultures and generations. As language continues to evolve, dictionaries will remain essential tools, adapting through innovation to meet the demands of a dynamic world. Dictionaries are more than mere linguistic tools; they are cultural artifacts that reflect the values, knowledge, and history of the societies that produce them. Encyclopedic dictionaries preserve and disseminate human knowledge, etymological dictionaries connect us to our linguistic roots, spelling dictionaries uphold clarity and uniformity in communication, and explanatory dictionaries ensure that words remain accessible to all users. As the world becomes increasingly interconnected, dictionaries play a crucial role in fostering mutual understanding across languages and cultures.

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UNDERSTANDING SENTENCE STRUCTURE: MAIN, SECONDARY AND PERIPHERAL ELEMENTS

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: **Bahramova Laziza A'zam qizi**

Annotation: This article explores the theory of parts of the sentence, focusing on their classification into primary, secondary, and tertiary components. It provides an overview of the principles underlying these categories, emphasizing their functional roles in sentence structure. Special attention is given to secondary parts, such as objects, attributes, and adverbial modifiers, which enhance the basic subject-predicate framework. The discussion also addresses the challenges associated with tertiary parts, including their definition, contextual variability, and overlap with pragmatics. The article concludes by highlighting the importance of this theory in understanding the complexity and adaptability of language.

Key words: sentence structure, parts of the sentence, primary parts, secondary parts, tertiary parts, subject, predicate, objects, attributes, adverbial modifiers, grammar theory, linguistic analysis, syntax, pragmatics, language adaptability

The Theory of Parts of the Sentence: Principles, Secondary Parts, and Problems of Tertiary Structures

In the study of grammar and sentence structure, the theory of parts of the sentence serves as a cornerstone for understanding how language conveys meaning. This theory delineates the components of a sentence based on their function and significance within a given linguistic framework. Broadly, these components are categorized into primary, secondary, and—though less commonly discussed—tertiary parts. This article explores the principles governing these sentence parts, delves into secondary structures, and examines the challenges associated with tertiary components.

Principles of Sentence Parts

At the heart of the theory of parts of the sentence lies the principle of functionality. Each part of a sentence contributes to its overall meaning and coherence:

Primary Parts:

o **Subject**: The doer of the action or the topic of the sentence.

o **Predicate**: Describes the action or state of the subject. Together, the subject and predicate form the backbone of a sentence, ensuring it conveys a complete thought.

Secondary Parts:

o Modify or add detail to the primary parts.

o Include objects, attributes, and adverbial modifiers.

Tertiary (or peripheral) Parts:

o Provide nuanced or context-specific information.

o Their roles are less rigidly defined, often overlapping with discourse-level considerations.

The distinctions between these categories ensure clarity and provide tools for linguistic analysis.

Secondary Parts of the Sentence

Secondary parts of the sentence enrich the basic subject-predicate structure by providing additional layers of meaning. They include:

Objects:

o Receive the action of the predicate.

o Can be direct (e.g., *He read a book*) or indirect (e.g., *She gave him a gift*).

Attributes:

o Modify nouns or pronouns, adding descriptive detail (e.g., *The red apple* or *a courageous hero*).

Adverbial Modifiers:

o Modify verbs, adjectives, or other adverbs, expressing notions of time, place, manner, cause, etc. (e.g., *He spoke eloquently* or *They met at dawn*).

Secondary parts are essential for creating rich, descriptive, and contextually appropriate sentences. They guide the listener or reader toward a deeper understanding of the speaker's intent.

Problems of Tertiary Parts

The concept of tertiary parts of the sentence is less universally accepted and often contested within linguistic circles. These elements typically include discourse markers, interjections, or parenthetical statements that do not fit neatly into primary or secondary categories. The challenges surrounding tertiary parts include:

Definition and Scope:

o Tertiary parts often blur the line between grammar and discourse. For instance, the interjection *Well* in *Well, I suppose we could try* serves a pragmatic rather than grammatical function.

Overlap with Syntax and Pragmatics:

o Tertiary parts can interact with broader discourse structures, making it difficult to analyze them within the confines of sentence grammar alone.

Cultural and Contextual Variability:

o These elements are highly context-dependent, influenced by cultural norms, speaker intent, and stylistic preferences.

Pedagogical Challenges:

o Teaching tertiary parts can be complex due to their abstract and often optional nature in communication.

Despite these challenges, tertiary parts play a crucial role in adding nuance and naturalness to speech and writing.

Conclusion

The theory of parts of the sentence provides a framework for dissecting and understanding the functional components of language. While primary and secondary parts are well-defined and universally recognized, tertiary parts introduce a layer of complexity that bridges grammar and discourse. Addressing the problems associated with tertiary structures requires a more interdisciplinary approach, blending syntax, pragmatics, and stylistics. Together, these parts illustrate the intricate interplay of elements that make language both functional and expressive. The study of sentence parts is not merely an academic exercise but a vital tool for understanding the intricate workings of language. By examining the roles and relationships of primary, secondary, and tertiary elements, we gain

insight into how meaning is constructed and conveyed. While primary and secondary parts provide the foundational framework, tertiary components highlight the flexibility and richness of human communication. Their variability and context-dependent nature challenge traditional grammatical boundaries, urging linguists and educators to adopt more dynamic and inclusive approaches. Ultimately, this layered understanding underscores the adaptability of language and its ability to evolve alongside human thought and interaction.

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THE STRUCTURE OF PHRASES: TYPES, SUBTYPES AND COMPLEXITY OF MIXED TYPES

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: **Bahramova Laziza A'zam qizi**

Annotation: This article provides an in-depth exploration of phrase theory, focusing on the three primary types of phrases: coordinate, subordinate, and predicative. It outlines their defining characteristics, subtypes, and syntactic roles within sentence structures. Additionally, the article addresses the complexities of mixed phrase types, which combine elements of multiple categories, presenting challenges for syntactic analysis. By examining these phenomena, the article highlights the dynamic and fluid nature of language, emphasizing the importance of nuanced, context-dependent analysis. The discussion is aimed at enhancing understanding of sentence structure and advancing theoretical approaches to language analysis.

Key words: phrase theory, coordinate phrases, subordinate phrases, predicative phrases, syntactic analysis, mixed phrases, sentence structure, phrase types, linguistic complexity, syntactic roles, hierarchical structure, sentence parsing, language analysis, subtypes of phrases, formal syntax, grammatical relationships, language structure.

Phrase Theory: Exploring Phrase Types, Subtypes, and the Challenge of Mixed Types

Phrase theory is a cornerstone of syntactic analysis, offering tools to understand how words combine into meaningful units in a sentence. Phrases, as functional units, vary in type and role within a sentence, shaping its structure and meaning. This article explores the three primary types of phrases—coordinate, subordinate, and predicative—examines their subtypes, and addresses the complexities posed by mixed phrase types.

Understanding Phrase Types

Coordinate Phrases

Coordinate phrases consist of two or more elements of equal syntactic importance joined by coordinating conjunctions such as *and*, *or*, or *but*. Each element in the phrase functions independently within the syntactic structure but collectively contributes to the sentence.

Example:

o   *Books and magazines* (coordinate noun phrase)
o   *He ran and jumped* (coordinate verb phrase)

Subtypes of Coordinate Phrases:

• **Simple Coordination:** Two units linked together, e.g., *apples and oranges*.
• **Multiple Coordination:** More than two units are joined, e.g., *bread, butter, and cheese*.

Key Features:

• Symmetry: All elements share the same grammatical role.
• Parallel Structure: The linked elements are often syntactically and semantically similar.
• Subordinate Phrases

Subordinate phrases establish a dependency relationship, where one element (the subordinate) elaborates, qualifies, or complements the main element (the head). Subordination introduces complexity, often providing additional details or contextual information.

• **Example:**
o   *The man with the hat* (subordinate phrase modifying *man*)
o   *She knows that he is coming* (subordinate clause as complement).

Subtypes of Subordinate Phrases:

• **Complement Phrases:** Provide essential information required by the head, e.g., *I want [to leave now]*.
• **Adverbial Phrases:** Modify verbs, adjectives, or other adverbs, e.g., *He left [after the meeting]*.
• **Relative Clauses:** Modify nouns or pronouns, e.g., *The book [that I read] was fascinating*.

Key Features:

- Asymmetry: The head dominates the subordinate element.
- Dependence: Subordinate phrases cannot stand alone.
- Predicative Phrases

Predicative phrases link a subject or object to a description, characteristic, or identification. They typically follow linking verbs and provide essential information about the sentence's subject or object.

- **Example:**
  - *The weather is pleasant* (predicate complement for *weather*).
  - *They considered him a hero* (object complement for *him*).

Subtypes of Predicative Phrases:

- **Nominal Predicates:** Use a noun phrase to describe the subject, e.g., *He is a teacher.*
- **Adjectival Predicates:** Use an adjective phrase, e.g., *She seems tired.*
- **Complex Predicates:** Combine a linking verb with a subordinate clause or phrase, e.g., *He became what he had always dreamed of.*

Key Features:

- Role of Linking Verbs: Predicative phrases often rely on verbs like *is*, *becomes*, or *seems*.
- Dual Focus: They connect the subject or object to a quality or identifier.
- **Mixed Types of Phrases**

Real-world language often defies rigid classifications, resulting in mixed types of phrases that blend characteristics from multiple categories. These mixed structures challenge traditional syntactic models and require nuanced analysis.

Examples of Mixed Types:

1. *He is both hardworking and a natural leader.*
   - Mix of predicative (hardworking) and coordinate (and a natural leader) structures.
2. *The man who sings and plays the guitar is here.*
   - Combination of subordinate (who sings) and coordinate (and plays the guitar) phrases.
3. *She left to catch the bus but missed it anyway.*
   - Subordinate purpose clause (*to catch the bus*) combined with a coordinating conjunction (*but*) linking two main clauses.

○ **The Challenge of Analyzing Mixed Phrases**

Mixed phrases blur the boundaries between phrase types, raising questions about their primary syntactic function.

Key Challenges:

- **Ambiguity:** Mixed phrases often have overlapping roles, making it unclear which function dominates.
- **Syntactic Complexity:** Analyzing mixed phrases requires multi-layered parsing techniques to account for their dual roles.
- **Context Dependence:** The function of a mixed phrase can vary depending on its position and purpose within the sentence.

Strategies for Addressing Mixed Types:

- **Functional Analysis:** Focus on the phrase's role in the broader sentence context.
- **Hierarchical Parsing:** Use syntactic trees to establish a primary function and secondary roles.
- **Semantic Weighting:** Determine the importance of each component based on meaning and emphasis.

Conclusion

Phrase theory provides an essential foundation for understanding the structure of language, categorizing phrases into coordinate, subordinate, and predicative types. While these categories are useful, the existence of mixed types underscores the dynamic and fluid nature of language. By addressing the challenges posed by mixed phrases, linguists can refine syntactic theories and better capture the complexity of human communication. In conclusion, phrase theory offers a vital lens through which to examine the building blocks of sentence structure. By classifying phrases into coordinate, subordinate, and predicative types, linguists can better understand how different syntactic elements interact to convey meaning. However, the presence of mixed phrases complicates this classification, highlighting the fluid nature of language and the need for adaptable analytical tools. Addressing these complexities allows for a more nuanced understanding of how language operates, offering deeper insights into both formal syntax and the way we construct meaning in everyday communication. As our grasp of phrase types and their interrelations continues to evolve, so too will our ability to decode the intricacies of language.

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UNDERSTANDING PHONOLISTICS: THE INTERSECTION OF SOUND AND LANGUAGE

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: **Axrorova Sevinch Saidmurod qizi**

Annotation: This article explores phonolistics, a proposed interdisciplinary approach that synthesizes phonetics, phonology, and other linguistic subfields to study the role of sounds in language. It begins by defining phonolistics as an integrated framework, highlighting its focus on the intersection of physical sound properties, systemic sound patterns, and their interaction with linguistic and social contexts. The article outlines core components such as phonetic foundations, phonological systems, and interdisciplinary integration, illustrating how phonolistics bridges gaps between sound studies and broader linguistic phenomena like morphology and sociolinguistics. Additionally, practical applications are discussed, including improvements in language teaching, speech therapy, and technological advancements like speech recognition. While acknowledging the challenges of standardizing this emerging field, the article argues for its potential to enrich theoretical linguistics and provide innovative solutions to real-world challenges. By offering a comprehensive and holistic perspective, phonolistics underscores the interconnected nature of language, paving the way for advancements in both research and application.

Key words: Phonolistics, phonetics, phonology, linguistics, sound systems, language structure, morphology, sociolinguistics, speech therapy, speech recognition, interdisciplinary studies, language teaching, acoustic analysis, phonological systems, language documentation.

The Concept of Phonolistics: Exploring the Intersection of Phonetics and Linguistics

Language is one of humanity's most intricate and essential tools, blending sound, meaning, and structure to enable communication. In this complex interplay, the study of sounds—phonetics—and their relationship with linguistic systems—phonology—emerges as a cornerstone of linguistic analysis. The term phonolistics, while not yet a formally established linguistic discipline, represents an emerging interdisciplinary approach that

seeks to integrate these sound-focused studies with broader linguistic contexts, aiming to provide a comprehensive understanding of how sounds function within language systems.

What is Phonolistics?

Phonolistics can be understood as a conceptual framework that synthesizes phonetics (the study of the physical properties of speech sounds) and phonology (the study of how sounds are organized and function in specific languages). This approach goes further, encompassing insights from other linguistic subfields such as morphology, syntax, and sociolinguistics to analyze the role of sounds within a larger communicative and social framework.

For instance, while traditional phonetics focuses on the acoustic and articulatory properties of sounds, phonolistics would consider how these sounds influence and are influenced by word formation, sentence structure, and even regional or social language variations.

Core Components of Phonolistics

1. **Phonetic Foundations**

Phonolistics builds on phonetic principles, such as articulatory phonetics (how speech sounds are produced), acoustic phonetics (the physical properties of sounds), and auditory phonetics (how sounds are perceived). It studies the mechanics of sound production and perception as a starting point for understanding their linguistic relevance.

2. **Phonological Systems**

Understanding sound patterns within languages is central to phonology. Phonolistics examines how sounds operate systematically, looking at phenomena like phonemes, allophones, and sound alternations, while also considering how these patterns vary across dialects and languages.

3. **Interdisciplinary Integration**

Phonolistics bridges gaps between phonetics, phonology, and other linguistic domains. For example:

- o **Morphophonology**: How sound changes affect word formation (e.g., vowel harmony or stress patterns in affixation).
- o **Sociophonetics**: How social factors influence sound variation, such as regional accents or age-related changes.

- o **Psycholinguistics**: How sounds are processed in the mind during language comprehension and production.

4. **Technological Applications**

Advances in speech technology, such as automatic speech recognition and text-to-speech systems, make the phonolistic approach increasingly relevant. By combining detailed phonetic analysis with linguistic context, phonolistics can improve the development of accurate and context-sensitive language technologies.

5. Practical Applications of Phonolistics

- **Language Teaching and Learning**
- Phonolistics offers insights into pronunciation teaching by linking sound production with linguistic context, making language acquisition more intuitive for learners.
- **Speech Therapy**
- By understanding how sounds operate both physically and linguistically, phonolistics can aid in diagnosing and treating speech disorders.
- **Forensic Linguistics**
- Phonolistics can enhance voice identification techniques by combining sound analysis with linguistic profiling.
- **Linguistic Diversity and Documentation**
- Phonolistics can contribute to documenting endangered languages by capturing their unique sound patterns and their integration into linguistic structures.
- Challenges and Future Directions

Phonolistics faces challenges in standardization, as it is not yet a formally recognized field. Developing consistent methodologies to integrate phonetics and phonology with other linguistic areas will be essential. Additionally, advancements in computational tools and cross-disciplinary collaboration will play a crucial role in refining the phonolistic approach.

Conclusion

The concept of phonolistics invites linguists and language enthusiasts to think beyond traditional boundaries, exploring how sounds are not just building blocks of speech but also integral to the larger tapestry of language. By merging phonetic precision with phonological and linguistic depth, phonolistics has the potential to unlock new dimensions in our understanding of human communication. As this interdisciplinary perspective evolves, it promises to enrich both theoretical insights and practical applications in linguistics. Phonolistics, as a conceptual framework, emphasizes the importance of integrating detailed sound analysis with broader linguistic contexts, offering a holistic approach to studying language. Its interdisciplinary nature not only bridges gaps between

phonetics and phonology but also highlights the connections between sound systems and other facets of language, such as morphology, syntax, and sociolinguistics. By doing so, phonolistics underscores the dynamic and interconnected nature of language as a human phenomenon. As this emerging field continues to develop, it holds the potential to transform how we approach linguistic research, education, and technology. From improving speech recognition systems to aiding language preservation efforts, phonolistics demonstrates how a sound-centered yet context-aware approach can address real-world linguistic challenges. Ultimately, it serves as a reminder that the study of language is most effective when it considers all elements of the communicative process, ensuring a deeper understanding of how sounds shape—and are shaped by—the languages we speak.

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STANDARDS OF PRONUNCIATION IN AMERICAN 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: **Axrorova Sevinch Saidmurod qizi**

Annotation: This article explores the concept of American-based pronunciation standards, focusing on General American (GA) English, which is widely recognized as the "neutral" accent in the United States. It delves into the distinctive features of GA, including its rhotic nature, the flapping of /t/ and /d/, vowel pronunciations, unstressed vowel reductions, and nasal sounds. The article highlights the role of GA in education, media, and professional settings, where it is taught as the standard for clear communication. It also addresses the impact of technology and media on the spread of GA pronunciation, noting how exposure to American media has influenced global English learners. Furthermore, the article acknowledges the diversity of American regional accents and the growing acceptance of various speech patterns, reflecting a shift towards celebrating linguistic diversity. The article discusses challenges faced by non-native speakers in mastering GA pronunciation and emphasizes the importance of practice and exposure to native speakers. It concludes by noting that while General American serves as a widely understood standard, there is increasing recognition of the richness of regional accents and dialects, suggesting that future discussions of pronunciation may focus less on a singular "correct" accent and more on linguistic diversity. This article provides a comprehensive overview of American English pronunciation standards, addressing both their historical context and their current relevance in a rapidly changing society.

Key words: General American, American English, pronunciation standards, rhoticity, flap T, vowel pronunciation, nasal sounds, media influence, regional accents, linguistic diversity, phonetic transcription, International Phonetic Alphabet, American dialects, language learning, non-native speakers, technology and pronunciation, language variation, accent reduction, American English teaching, regional speech patterns, multicultural society.

American-Based Pronunciation Standards of English

English, as a global language, exhibits a vast array of regional accents and dialects. In the United States, various regional pronunciations coexist, but certain standardized

pronunciations are commonly used in educational settings, media, and business. These standards, primarily associated with General American (GA) English, are considered the "neutral" or most widely accepted forms of pronunciation in American English. Understanding these standards is crucial for both native and non-native speakers who aim to master American English pronunciation.

The Concept of General American English

General American (GA) is the term often used to describe the pronunciation of English that lacks any noticeable regional accent. It is the standard used in broadcasting, corporate settings, and formal communications. GA is sometimes viewed as a "neutral" accent, though it is important to note that no variety of American English is truly accent-free. Rather, GA is considered the most widely understood and accepted across the country.

GA is not strictly defined by any one region but is a collection of features common to many parts of the United States, particularly the Midwest, western states, and urban centers. It serves as the benchmark for American English pronunciation taught in schools and used in media. While regional variations still exist, speakers of GA English are easily understood by Americans from diverse areas.

Key Features of American-Based Pronunciation

1. **Rhoticity**: One of the defining characteristics of American English is its rhotic nature. This means that the "r" sound is pronounced clearly in words like *car*, *mother*, and *hard*. Unlike in many British English accents, where the "r" at the end of a word may be dropped, American English consistently enunciates this sound.
2. **Flapping of /t/ and /d/**: In casual speech, American English often exhibits a phenomenon called "flapping," where the "t" or "d" sound is pronounced as a soft "d" sound, similar to the "r" in some languages. For instance, *butter* may sound like *budder*, and *ladder* may sound like *ladder*.
3. **Vowel Pronunciations**: The vowels in American English can differ significantly from those in British English or other dialects. For instance, the vowel in *dance* is pronounced as a broad "a" sound in most American dialects, whereas British speakers might use a more rounded sound.

   Additionally, the "short a" sound in words like *cat* or *bat* is another hallmark of American English, especially in GA. Unlike some British pronunciations, which may employ a more "flat" or "broad" a sound, American speakers tend to produce these vowels more open and clear.

4. **Reduction of unstressed vowels**: American English speakers frequently reduce unstressed vowels, particularly in function words. For example, the word *banana* might be pronounced with a very soft, quick second and third syllable, making it sound like *buh-nan-uh*. This reduction is a common feature of fluent American speech and is key in understanding natural, conversational rhythms.

5. **The Flap T and Intervocalic /t/**: Another unique feature of American pronunciation is the treatment of the letter "t" when it falls between vowels. This "flap T" sound occurs in words like *water*, *butter*, and *better*, where the "t" is pronounced like a soft "d."

6. **The Use of Nasal Sounds**: Many American English dialects, especially in the Midwest, feature noticeable nasalization of vowels, particularly in words like *man*, *sand*, and *can*. This can be a distinguishing feature when compared to other varieties of English.

Standard Pronunciation in Education and Media

In the United States, General American pronunciation is emphasized in the teaching of English to both children and non-native speakers. This standardized approach helps learners acquire a version of English that is widely understood, whether they are in the classroom or communicating with others across different parts of the country. Media, including television and movies, often use actors who speak with a General American accent, which further normalizes this form of pronunciation.

In educational settings, the International Phonetic Alphabet (IPA) is often used to teach the precise sounds of American English. This helps students understand the nuances of pronunciation, especially when learning difficult or irregular sounds. The American English dictionary also includes phonetic transcriptions to aid pronunciation, often based on the standards of General American English.

Pronunciation Variations Across the U.S.

While General American serves as a standardized model, it is crucial to recognize that American English features significant regional differences. For instance, people from the Southern United States may pronounce words differently from those in New York City, Boston, or California. In the South, for example, the diphthong in words like *ride* might be more pronounced, resulting in a "drawl," while in New York City, a non-rhotic accent may drop the "r" sound.

Despite these variations, General American remains the model for clear, neutral communication, and is widely used in professional and educational contexts. Regional

accents, however, add richness and diversity to American English, giving it a unique cultural flavor.

The Influence of Technology and Media on Pronunciation

In the modern era, technology and media have played a crucial role in spreading and standardizing pronunciation. The rise of national television networks, Hollywood movies, and streaming platforms has allowed the General American accent to dominate in entertainment, helping reinforce its status as the "neutral" or "mainstream" American accent. This widespread exposure means that viewers across the U.S. and internationally are regularly hearing and imitating the accent, which further normalizes it.

Moreover, social media platforms like YouTube, TikTok, and podcasts have created new spaces for American English pronunciation to be showcased. While regional accents still persist, the tendency towards adopting more neutral forms of speech—often influenced by the broad, accessible media portrayal of American English—can be observed across different age groups. Influencers, educators, and entertainers often speak with a neutral accent to appeal to a larger, more diverse audience, making General American a lingua franca among content creators.

Additionally, the use of voice recognition software like Siri, Alexa, and Google Assistant also promotes a standardized form of pronunciation. These technologies are designed to understand a wide array of accents, but they tend to respond best to pronunciations that closely match the General American standard. As a result, users may unintentionally adapt their speech patterns to match the system's expectations, contributing further to the spread of GA.

The Global Impact of American Pronunciation Standards

The influence of American English pronunciation extends beyond the borders of the United States, shaping the way English is spoken worldwide. Due to the dominance of American media, business, and technology, many non-native English speakers around the world learn American pronunciation as part of their English education.

In countries like Japan, South Korea, and China, students are often taught General American English in schools, as it is considered the international standard for clear and understandable communication. American-based pronunciation standards are especially significant in fields such as international business, technology, and science, where clear communication is essential. Professionals in these fields are often expected to adopt a form of English pronunciation that is closest to GA in order to facilitate global exchanges.

Furthermore, American English is the most commonly taught form of English as a second language, with resources such as textbooks, online courses, and language apps aligning with General American standards. Non-native speakers who seek proficiency in English often focus on mastering the accent to enhance their credibility and fluency in both personal and professional settings.

Pronunciation Shifts in a Changing Society

As the United States becomes more multicultural and diverse, the question of "standard" pronunciation is increasingly complex. While General American English continues to dominate in formal contexts, regional and cultural accents are receiving greater recognition and acceptance. The rise of linguistic diversity in the U.S. has led to a broader acceptance of various American accents in popular media and everyday life.

For example, African American Vernacular English (AAVE), Appalachian English, and Southern English have all gained more visibility in music, film, and literature, and are sometimes seen as markers of cultural pride and identity. These accents, while distinct from General American, represent valuable linguistic traditions that add to the richness of American English.

Additionally, the conversation around linguistic diversity has also prompted shifts in attitudes toward accents in the workplace and educational institutions. While General American is still seen as the ideal for many formal and professional situations, there is growing recognition that no single accent should define a person's intelligence or capabilities. Accents are now increasingly being celebrated as a reflection of personal identity and regional heritage.

Challenges for English Learners

For non-native speakers, mastering American-based pronunciation standards can be challenging. The nuances of General American English—such as vowel shifts, the use of the "flap T," and rhotic sounds—can be difficult to replicate, especially for learners whose native languages do not share these features. Furthermore, English's vast array of homophones (words that sound the same but have different meanings) and irregular spelling systems can add to the complexity of pronunciation.

Language learners may also encounter difficulties with stress and intonation, as American English places particular emphasis on certain syllables within words or phrases. For example, the word *record* is stressed differently depending on whether it is used as a noun (RE-cord) or a verb (re-CORD). Understanding these subtle differences is crucial for both speaking and listening comprehension.

Nonetheless, many language learners find that exposure to American media and consistent practice with native speakers can help them improve their pronunciation. In addition, using phonetic tools like the International Phonetic Alphabet (IPA) or language-learning apps can assist learners in mastering difficult sounds and pronunciation rules.

Conclusion

American-based pronunciation standards, epitomized by General American English, serve as the standard for clear and effective communication within the United States and beyond. Whether through its rhoticity, the distinctive treatment of vowels, or the use of the flap T, General American English provides a neutral accent that is widely understood across the nation. With its strong presence in media, education, and international business, GA continues to shape the way English is spoken worldwide. However, it is important to acknowledge that linguistic diversity is part of what makes American English rich and dynamic. While General American remains a benchmark, accents and dialects from all regions of the U.S. and the world contribute to the ongoing evolution of the language. As society continues to embrace the diversity of speech patterns and regional identities, the conversation about what constitutes "standard" pronunciation will continue to evolve, reflecting broader changes in culture, technology, and global communication. Ultimately, the future of American English pronunciation may be less about achieving a single "correct" accent and more about embracing the variety and richness of voices that make the language vibrant and ever-evolving. American-based pronunciation standards, particularly the General American accent, are central to how English is spoken across the U.S. While there are many regional accents and dialects, GA serves as the widely accepted "neutral" accent in education, media, and professional environments. Its rhotic nature, distinct vowel sounds, and unique pronunciation features like the flap T make it a distinct variety of English, easily recognized and understood by a large number of speakers. Understanding these standards is essential for anyone learning American English or seeking to communicate effectively in the United States.

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ANALYZING SENTENCE STRUCTURE: PRINCIPAL, SECONDARY AND TERTIARY COMPONENTS

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: **Axrorova Sevinch Saidmurod qizi**

Annotation: This article explores the theory of parts of the sentence, focusing on its three main components: principal, secondary, and tertiary parts. The principal parts subject and predicate—form the structural foundation of sentences, while secondary parts such as objects, complements, and adverbial modifiers add depth and detail. The article highlights the challenges posed by tertiary elements like appositions, interjections, and parenthetical expressions, which often defy strict categorization due to their fluidity and contextual significance. Beyond grammatical analysis, the article examines the broader implications of this theory for syntax, semantics, pedagogy, and computational linguistics. It emphasizes how understanding sentence parts enhances clarity, precision, and stylistic richness in communication. Furthermore, it acknowledges ongoing debates about tertiary classification and calls for interdisciplinary approaches to address the evolving nature of language. This comprehensive discussion underscores the enduring relevance of sentence structure theory in linguistics, education, and artificial intelligence, showcasing its pivotal role in understanding and leveraging the complexities of human language.

Key words: Parts of the sentence, principal parts, subject, predicate, secondary parts, objects, complements, adverbial modifiers, tertiary elements, appositions, interjections, syntax, semantics, sentence structure, grammatical analysis, language pedagogy, computational linguistics, sentence parsing, natural language processing, machine translation, linguistic theory, sentence classification, language evolution, cognitive linguistics.

Theory of Parts of the Sentence: Principles, Secondary Parts, and Problems of Tertiary Classification

Understanding the structure of sentences is fundamental to linguistic analysis. The theory of parts of the sentence provides a framework for identifying and categorizing the roles played by different words or groups of words within a sentence. This theory encompasses **principal parts**, **secondary parts**, and the more debated category of **tertiary elements**, which can present classification challenges.

Principal Parts of the Sentence

The **principal parts** of a sentence are its foundational components:

1.   **Subject**: The subject names the person, thing, or idea the sentence is about. It typically answers the questions "Who?" or "What?" in relation to the predicate. For example, in the sentence *"The cat sleeps,"* the subject is *"The cat."*

2.   **Predicate**: The predicate conveys the action, state, or condition of the subject. It usually includes a verb or verb phrase. In the example above, *"sleeps"* is the predicate.

Together, the subject and predicate form the backbone of a sentence, ensuring grammatical completeness and coherence.

Secondary Parts of the Sentence

Secondary parts of a sentence modify or provide additional details about the principal parts. These include:

1.   **Object**: An object receives the action of the verb or completes its meaning. Objects are classified as:

o   **Direct Objects**: Indicate what or whom the action is directly affecting (e.g., *"She wrote a letter"*).

o   **Indirect Objects**: Show to whom or for whom the action is performed (e.g., *"He gave her a gift"*).

2.   **Attribute (or Complement)**: Complements provide additional information about the subject or object. They may include:

o   **Subject Complements**: Describe or rename the subject, often following linking verbs (e.g., *"The sky is blue"*).

o   **Object Complements**: Provide information about the object (e.g., *"They elected him president"*).

3.   **Adverbial Modifier**: Adverbial modifiers specify how, when, where, why, or to what extent an action occurs. For instance, in *"She runs quickly," "quickly"* is an adverbial modifier.

4.   **Attribute Adjective**: Describes a noun or pronoun to clarify or limit its meaning, such as *"The tall building"* or *"A lovely garden."*

Problems of Tertiary Classification

Tertiary parts of the sentence are less universally acknowledged and are subject to debate among linguists. These elements blur the lines between essential grammatical functions and stylistic embellishments. Examples include interjections, parentheses, appositions, and transitional phrases.

Challenges in Classifying Tertiary Parts

1.   **Fluidity of Function**: Elements such as appositives (*"My friend, a doctor, is kind"*) can sometimes function like secondary parts, causing classification ambiguities.

2.   **Contextual Importance**: Tertiary parts may seem nonessential in simple sentences but crucial in complex or nuanced writing. For example, interjections (*"Oh!"* or *"Well,"*) often convey emotion or emphasis rather than grammatical necessity.

3.   **Subjectivity in Analysis**: Linguists and grammarians often disagree on whether certain elements should be considered separate parts of the sentence or subcategories of existing parts.

Examples of Tertiary Elements

•   **Apposition**: Renames or provides additional information about a noun (*"Shakespeare, the famous playwright, wrote many plays"*).

•   **Parenthetical Expressions**: Add comments or clarification without altering the sentence's core meaning (*"The plan, surprisingly, succeeded"*).

•   **Interjections**: Words or phrases expressing emotion (*"Alas!"* or *"Wow!"*).

Implications for Linguistic Studies

The theory of parts of the sentence has far-reaching implications in the study of syntax, semantics, and even pedagogy. By providing a structured framework, it supports the analysis of complex sentence structures, enabling linguists to decode meaning, intent, and stylistic nuances in communication.

Syntax and Sentence Construction

Understanding the roles of sentence parts aids in the study of syntax—the arrangement of words and phrases to create well-formed sentences. For instance:

•   **Word Order Variations**: Languages like English rely heavily on word order to establish relationships between parts of the sentence, while others, like Latin or Russian, use inflection more prominently. Analyzing sentence parts across languages highlights these differences.

•   **Complex Sentences**: In sentences with multiple clauses, secondary and tertiary parts often play intricate roles, serving as linkers or modifiers that affect the sentence's overall meaning and flow.

Semantics and Meaning

The way sentence parts interact often affects the sentence's meaning. For example:

- **Ambiguity**: Misplaced modifiers or unclear appositions can create ambiguities in meaning.
- **Emphasis**: Sentence parts can be rearranged or omitted for rhetorical effect, as seen in poetic or creative writing.

Language Pedagogy

The theory of parts of the sentence is invaluable in language education, particularly in teaching grammar and writing skills. Understanding sentence parts helps students:

- **Construct Clear Sentences**: Recognizing the roles of subjects, predicates, and modifiers can improve sentence clarity and coherence.
- **Edit Effectively**: Identifying and correcting misplaced elements or poorly structured sentences becomes easier with a clear grasp of sentence parts.
- **Appreciate Nuance**: Advanced learners can explore the effects of sentence variation and structure on tone and style.

Computational Linguistics

In the era of artificial intelligence and natural language processing (NLP), the theory of parts of the sentence plays a critical role in designing algorithms that understand and generate human language. Key applications include:

- **Parsing Algorithms**: Sentence parsers rely on grammatical rules to identify the roles of words in a sentence.
- **Machine Translation**: Understanding sentence structure is essential for translating sentences accurately across languages.
- **Text Analysis**: Sentiment analysis and content summarization often depend on recognizing which parts of a sentence convey core versus supplementary information.

Future Directions

The continued evolution of the theory of parts of the sentence will likely address unresolved issues and adapt to the dynamic nature of language. Some areas of potential exploration include:

1. **Cross-Linguistic Studies**: Further examination of how sentence parts function in diverse languages can reveal universal principles and language-specific variations.
2. **Dynamic Elements**: Investigating how evolving linguistic trends, such as the increased use of emojis or hashtags, impact the classification of sentence parts.

3.   **Cognitive Linguistics**: Studying how sentence structure affects comprehension and processing in real-time language use, linking grammatical theory to brain function.

4.   **AI and Grammar**: Refining NLP models to handle ambiguous or tertiary sentence elements more effectively, improving communication between humans and machines.

Conclusion

The theory of parts of the sentence is more than a grammatical framework—it is a gateway to understanding the intricacies of human expression. While principal and secondary parts provide structure, tertiary elements enrich sentences with nuance, emotion, and complexity. Addressing the challenges of tertiary classification and applying this theory across disciplines can deepen our appreciation of language as a tool for communication, creativity, and cultural identity. The theory of parts of the sentence offers a structured way to analyze sentence components and their interactions. While principal and secondary parts are relatively well-defined, tertiary elements pose classification challenges due to their fluidity and contextual nuances. Understanding these categories enhances linguistic insight and provides tools for analyzing language with precision and depth. Addressing the problems of tertiary classification requires ongoing dialogue among linguists, reflecting the evolving nature of language and its use. The theory of parts of the sentence not only facilitates the analysis of individual sentences but also sheds light on broader patterns of human communication. It bridges the gap between simple grammatical rules and the complexities of meaning, tone, and stylistic choice. By understanding the interplay of principal, secondary, and tertiary parts, we gain insights into how language functions as both a precise and flexible tool for expression. As language continues to evolve, driven by cultural shifts, technological advancements, and creative usage, this theory remains a vital tool for adapting our understanding of sentence structures. Embracing both the clear-cut aspects of grammar and the ambiguity of tertiary elements allows linguists, educators, and AI developers to better grasp the nuances of human interaction. Ultimately, the study of sentence parts serves as a reminder of the richness and adaptability inherent in language, reinforcing its role as a cornerstone of human cognition and communication.

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UNDERSTANDING ADVERBS: THEIR FUNCTIONS AND GRAMMATICAL CATEGORIES

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: **Axrorova Sevinch Saidmurod qizi**

Annotation: This article provides an in-depth exploration of adverbs, focusing on their grammatical categories and syntactic functions. It begins by defining adverbs as words that modify verbs, adjectives, other adverbs, and entire clauses, outlining their role in conveying nuances of time, manner, frequency, degree, and certainty. The article then categorizes adverbs semantically (based on meaning), morphologically (based on formation), and syntactically (based on sentence position), illustrating their versatility in language. The challenges in classifying adverbs are also addressed, including their overlap with other parts of speech and their flexible syntactic positions. The article concludes by emphasizing the importance of adverbs in language, highlighting their contribution to clarity and nuance in communication. This piece is a comprehensive guide to understanding the complexities of adverbs and their essential role in language structure.

Key words: adverbs, grammatical categories, semantic categories, morphological categories, syntactic categories, adverbial functions, sentence structure, modification, frequency, manner, time, place, degree, intensity, adverb formation, adverb position, language analysis, linguistic flexibility, syntax, meaning, communication, language structure.

The Adverbs and the Theory of Its Grammatical Categories

Adverbs are one of the most dynamic and flexible parts of speech in English grammar, playing a crucial role in modifying verbs, adjectives, other adverbs, and even entire sentences. Their functional diversity enables them to express nuances of time, manner, degree, frequency, and more. Understanding adverbs involves examining their grammatical categories, classifications, and syntactic roles, which reveal their complexity and importance in language.

Defining Adverbs

An adverb is a word that modifies or qualifies verbs, adjectives, other adverbs, or clauses. For example:

- **Verb modification**: *She runs quickly.*
- **Adjective modification**: *He is extremely happy.*
- **Adverb modification**: *They worked very diligently.*
- **Clause modification**: *Interestingly, no one noticed.*

Adverbs often answer questions like *how?*, *when?*, *where?*, and *to what extent?*, but their functions extend far beyond these roles.

Grammatical Categories of Adverbs

Adverbs can be categorized based on their meaning, formation, and position within a sentence. These categories help to understand their diverse roles and grammatical relationships.

Semantic Categories (Meaning)

Adverbs are primarily categorized semantically based on the type of information they convey:

- **Adverbs of Manner**: Describe *how* an action is performed (e.g., *beautifully, quickly, carelessly*).
- **Adverbs of Time**: Indicate *when* something happens (e.g., *yesterday, soon, always*).
- **Adverbs of Place**: Indicate *where* something happens (e.g., *here, everywhere, nearby*).
- **Adverbs of Frequency**: Indicate *how often* an action occurs (e.g., *never, often, occasionally*).
- **Adverbs of Degree**: Modify the intensity or degree of an action, adjective, or another adverb (e.g., *very, completely, almost*).
- **Adverbs of Certainty**: Reflect the speaker's certainty or confidence (e.g., *surely, definitely, probably*).
- **Sentence Adverbs**: Affect the meaning of an entire sentence, often indicating the speaker's attitude (e.g., *frankly, fortunately, however*).

Morphological Categories (Formation)

Adverbs can be classified by their formation:

- **Simple Adverbs**: Words that function independently as adverbs without affixation (e.g., *soon, late, well*).
- **Derived Adverbs**: Words formed by adding suffixes, most commonly *-ly* (e.g., *quickly, softly, happily*).

- **Compound Adverbs**: Formed by combining two words, often with a hyphen (e.g., *upstairs, somewhere, sometimes*).
- **Phrasal Adverbs**: Multi-word expressions functioning as adverbs (e.g., *at once, in time, after all*).

Syntactic Categories (Position)

Adverbs can occupy different positions in a sentence, and their placement often changes their emphasis or meaning:

- **Front position**: Before the subject, typically for emphasis or discourse markers (e.g., *Unfortunately, the train was late.*).
- **Mid-position**: Close to the verb, often used for frequency or degree adverbs (e.g., *She rarely visits us.*).
- **End position**: Commonly used for adverbs of manner, place, or time (e.g., *He ran quickly to the park yesterday.*).

Grammatical Relationships

Adverbs interact with other parts of a sentence in unique ways, influencing syntax and semantics:

- **Complementary Role**: Adverbs complete the meaning of verbs, especially with intransitive verbs. For example, in *He works efficiently*, the adverb clarifies how the action is performed.
- **Intensifiers and Mitigators**: Adverbs of degree intensify (e.g., *very*) or mitigate (e.g., *slightly*) the meaning of adjectives or other adverbs, providing subtle distinctions.
- **Conjunctive Role**: Some adverbs serve as connectors, linking ideas (e.g., *however, therefore, nevertheless*).

Challenges in Adverbial Categorization

While adverbs are versatile, their classification poses challenges:

1. **Overlap with Other Categories**: Words like *fast* or *hard* can function as both adjectives and adverbs, depending on context.
2. **Mobility**: Unlike fixed parts of speech, adverbs can appear in multiple positions, making their syntactic roles fluid.
3. **Ambiguity in Meaning**: Some adverbs (e.g., *only*) require context for precise interpretation.

Conclusion

Adverbs enrich language by providing clarity, nuance, and flexibility. Their grammatical categories—semantic, morphological, and syntactic—highlight their multifunctional nature. Despite the challenges in their analysis, understanding adverbs is key to mastering sentence structure and expressing detailed thoughts. As linguistic theory continues to evolve, the study of adverbs offers valuable insights into the complexities of human communication. In conclusion, adverbs are an essential component of language that allow for precision and subtlety in communication. Their ability to modify not only verbs but also adjectives, other adverbs, and entire clauses makes them indispensable in shaping meaning. By exploring their various grammatical categories, we gain a deeper understanding of how adverbs contribute to sentence structure, conveying nuances of time, manner, frequency, and degree. As part of an ever-evolving linguistic system, adverbs demonstrate the complexity of language, showing that even the smallest words can have significant impact on meaning and interpretation. Therefore, mastering adverbs is crucial for effective communication, both in writing and speech.

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2-TOM, 11-SON

CULTURAL SENSITIVITIES AND LANGUAGE DIFFICULTIES IN TRANSLATION

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: **Abduraxmanova Zilola Yoqubjon qizi**

Student of group 301-21: **Mallaboyeva Odina Akmal qizi**

Annotation: This article explores the "lingua-cultural" problems of translation, highlighting the challenges translators face when attempting to convey not only the linguistic meaning but also the cultural context embedded in language. Key topics discussed include the difficulties of translating idiomatic expressions, cultural references, untranslatable words, conceptual differences between cultures, and the impact of language structure on meaning. The article emphasizes the importance of cultural sensitivity and contextual understanding in the translation process, noting that successful translation goes beyond a literal word-for-word approach. The conclusion underscores the ongoing relevance of human translators in overcoming these challenges, as they bridge cultural gaps and ensure effective communication across languages.

Key words: lingua-cultural problems, translation challenges, cultural references, idiomatic expressions, untranslatable words, conceptual differences, cultural sensitivity, language structure, localization, globalization, cross-cultural communication, human translators, cultural context, translation accuracy, target audience, translation process, language and culture, communication barriers, cultural nuances.

Translation is a complex process that transcends the mere conversion of words from one language to another. One of the major challenges faced by translators is not only to translate the linguistic structures of a language but also to convey the cultural nuances embedded in a particular language. These "lingua-cultural" problems refer to the difficulties that arise when the culture-specific elements of one language cannot be directly mapped onto the culture of another. This issue is often central to achieving an accurate and meaningful translation.

Cultural References and Idiomatic Expressions

Languages are deeply rooted in the cultures from which they arise, often carrying references to history, religion, literature, social norms, and everyday practices. These references can be difficult for translators to handle, especially when the target language or

culture does not share similar historical or social contexts. For example, an idiom like "kick the bucket" in English, which means "to die," might not have an equivalent expression in another language. The direct translation of the phrase would likely confuse the target audience, as the idiomatic meaning is not universally understood. A translator may need to find an idiom in the target language that conveys the same meaning or may opt for an explanatory translation. Cultural references also extend to specific concepts like holidays, food, or customs. A translator working with a novel set in Japan may encounter terms related to traditional festivals like "Tanabata" or foods such as "sushi." Without an equivalent cultural reference in the target language, the translator faces the challenge of how to either substitute with a similar concept or explain the term in a way that makes sense to the reader.

Conceptual Differences in Cultures

Each culture has its own way of categorizing and perceiving the world. For instance, the concepts of time, space, and politeness can vary significantly across cultures, and these differences are often embedded in language. In languages like Japanese or Korean, for example, the structure of a sentence can change depending on the formality level, social status, or even the relationship between the speakers. A literal translation of a Japanese sentence may not convey the same degree of respect or formality that the original language does because the target language may lack the same system of politeness markers. Similarly, certain moral or ethical values can be perceived differently depending on cultural context. What may be considered a joke in one culture could be deeply offensive in another. The challenge for the translator, therefore, is to navigate these cultural boundaries without distorting the meaning or losing the emotional and intellectual content of the original.

Untranslatable Words and Phrases

Many languages have words that encapsulate a specific cultural concept or experience but have no direct equivalent in other languages. These untranslatable words pose a significant challenge for translators. For example, the German word "Schadenfreude" refers to the feeling of pleasure derived from another person's misfortune, a concept that does not have an exact counterpart in English. Similarly, the Portuguese term "saudade" refers to a deep emotional state of longing or nostalgia, often for something or someone absent, and has no single-word equivalent in many languages. When faced with such terms, translators may either borrow the word directly from the source language (as in "saudade") or provide a descriptive translation. However, both approaches present difficulties in conveying the full emotional weight or cultural significance of the term.

Cultural Sensitivities and Taboo Topics

Some topics may be approached very differently depending on the culture involved. Subjects related to politics, religion, gender, or sexuality, for example, can be handled in a variety of ways in different cultures. What is acceptable in one society may be considered taboo or offensive in another. For instance, in some cultures, discussions about personal emotions and mental health are considered private and often avoided in public life. In others, such topics may be discussed more openly. When translating works that deal with these

sensitive issues, the translator must be careful not to inadvertently offend the target audience. This might involve modifying the content to fit cultural norms or, in the case of more sensitive or controversial subjects, offering a culturally appropriate equivalent.

The Impact of Language Structure on Meaning

Languages differ not only in vocabulary but also in their syntactic and grammatical structures. These differences can create challenges for the translator who must balance both linguistic accuracy and cultural nuances. For instance, the word order, verb tenses, and the use of articles in a sentence can change the way information is presented in the target language. Languages like Chinese or Japanese often omit subjects from sentences if they are understood from the context, while English requires explicit subject-pronoun constructions. A literal translation from one of these languages to English could sound awkward, as the subject might be left unspoken or implied. Furthermore, the gendered nature of some languages, such as Spanish, French, or Arabic, can create challenges in translating gender-neutral terms or pronouns. For example, using the English singular "they" in languages where grammatical gender is important requires careful consideration.

Conclusion

Lingua-cultural problems in translation are both a challenge and an opportunity. The key to overcoming these difficulties lies in the translator's ability to not only understand the language but also the cultural nuances that shape it. Translation is not simply about finding equivalent words; it is about conveying meaning, emotion, and context. As such, translators must possess cultural sensitivity, creativity, and a deep understanding of both the source and target cultures. This dual expertise helps bridge the gap between languages, ensuring that the message resonates with readers in a way that feels authentic and culturally relevant. In light of the challenges posed by lingua-cultural problems, it is evident that translation is far from a mechanical task. It is an intricate dance between language and culture, requiring a deep understanding of both the source and target cultures to ensure that the intended meaning is preserved without distortion. While technology, such as machine translation, continues to improve, it often struggles to navigate the subtle cultural nuances that humans instinctively grasp. Therefore, skilled human translators remain invaluable, as they not only translate words but also interpret the deeper cultural context behind them. This ability to bridge cultures and ensure that communication remains effective, respectful, and true to the original message is what makes translation both an art and a science. As global interactions continue to grow, the role of the translator will only become more essential in fostering cross-cultural understanding and cooperation, making the study of lingua-cultural problems a vital area of expertise in our increasingly interconnected world.

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2-TOM, 11-SON

ACOUSTIC ELEMENTS IN LINGUISTICS: ACCENT, RHYTHM, MELODY, TEMPO AND TIMBRE

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: **Mamatqulov Diyorbek Sherzod o'g'li**

Annotation: This article delves into the five auditory elements of prosody—accent, rhythm, melody, tempo, and timbre—as they relate to the field of linguistics. It provides an overview of each element, explaining their roles in communication, language identity, and meaning-making. The piece explores how these features interact dynamically to shape spoken language, offering insights into their significance for comprehension, emotional expression, and cultural variation. In addition to defining these concepts, the article emphasizes their practical applications, such as improving language learning and advancing technologies like speech synthesis and recognition. The conclusions highlight the importance of prosody not only in linguistic study but also in fostering deeper human connection and understanding.

Key words: Accent, rhythm, melody, tempo, timbre, linguistics, prosody, speech, intonation, stress, pitch, tone languages, speech tempo, timbral quality, vocal characteristics, phonetics, sociolinguistics, language identity, communication, language diversity, speech synthesis, speech recognition, language learning, cultural expression, emotional expression.

Exploring Accent, Rhythm, Melody, Tempo, and Timbre in Linguistics

Language is much more than the words we use; it is a rich tapestry of sound, rhythm, and expression. In linguistics, prosody—the rhythm, melody, and intonation of speech—plays a crucial role in communication. Five key auditory elements of prosody are **accent, rhythm, melody, tempo, and timbre**. Each of these aspects contributes to the way language is understood and experienced. Let's explore these components in depth.

Accent

Accent refers to distinctive ways of pronunciation that identify a speaker's regional, social, or ethnic background. Linguistically, it can also denote stress or emphasis on particular syllables or words.

- **Stress Accent**: In English, stress is a critical part of accentuation. For instance, *record* (noun) versus *record* (verb) relies on stress placement to convey meaning.

- **Pitch Accent**: Languages like Japanese use pitch accent, where variations in tone or pitch on a syllable can alter the meaning of a word.
- **Regional Accents**: Variations in vowel sounds, consonant articulation, and intonation patterns create regional accents, helping listeners identify a speaker's geographic or cultural identity.

Accents are essential for understanding language diversity and sociolinguistic dynamics.

Rhythm

Rhythm in speech mirrors the cadence or pattern of sounds over time, shaped by syllable timing and stress patterns. Languages are often categorized as **stress-timed**, **syllable-timed**, or **mora-timed** based on their rhythmic structures:

- **Stress-Timed Languages**: English and German have uneven intervals between stressed syllables, creating a "bouncy" rhythm.
- **Syllable-Timed Languages**: Spanish and French have relatively even timing between syllables, resulting in smoother, more consistent pacing.
- **Mora-Timed Languages**: In languages like Japanese, timing is based on morae (units smaller than syllables).

Rhythm affects how we process spoken language and contributes to the musicality of speech.

Melody

Melody in linguistics refers to the intonation patterns in speech—the rise and fall of pitch across sentences. Intonation carries important grammatical and emotional information.

- **Declarative vs. Interrogative Sentences**: In English, statements often end with a falling intonation, while questions typically rise.
- **Conveying Emotion**: Melody can signal attitudes, such as surprise or sarcasm, making it a critical tool for pragmatic communication.
- **Tone Languages**: In tonal languages like Mandarin Chinese, melody is intrinsic to word meaning. For instance, the syllable *ma* can mean "mother," "hemp," "horse," or "scold," depending on pitch contour.

Melody intertwines with rhythm and accent to create the prosodic framework of a language.

Tempo

Tempo, or speech rate, refers to how fast or slow language is articulated. It influences clarity, comprehension, and conversational dynamics.

- **Slow Tempo**: Often used for emphasis, in formal settings, or when speaking to non-native listeners.
- **Fast Tempo**: Common in casual conversations or emotional expressions, but it risks reducing intelligibility.
- **Cultural Differences**: Some languages and cultures naturally favor faster speech rates (e.g., Spanish) than others (e.g., Finnish).

Tempo reflects cognitive, emotional, and contextual factors in speech production.

Timbre

Timbre, often described as the "color" or "quality" of sound, distinguishes one voice from another, even if pitch and loudness are identical.

- **Individual Characteristics**: Timbre is shaped by the speaker's vocal tract, resonance, and articulation, making each voice unique.
- **Emotional Expression**: Changes in timbre can signal anger, happiness, or sadness.
- **Cultural Variation**: Cultural norms and languages influence timbral patterns; for example, certain tonal qualities may be emphasized in public speaking or singing.

Timbre enhances the expressiveness of language, adding depth to its auditory perception.

The Interplay of Prosodic Features

These five elements—accent, rhythm, melody, tempo, and timbre—do not operate in isolation. They interact dynamically to shape spoken language and its interpretation.

- **Comprehension**: Prosodic features help listeners parse sentences and infer meaning, especially in ambiguous or noisy environments.
- **Identity and Expression**: Accent and timbre contribute to identity, while rhythm, melody, and tempo enrich expression.
- **Learning and Technology**: Understanding prosody aids in language learning and in developing natural-sounding speech synthesis and recognition technologies.

Conclusion

Accent, rhythm, melody, tempo, and timbre are fundamental to the study of linguistics, revealing how sound shapes language beyond its lexical and grammatical structures. These prosodic features not only convey information but also add beauty, emotion, and individuality to human communication. By studying them, linguists gain deeper insights into how we connect, understand, and express ourselves through language. Exploring accent, rhythm, melody, tempo, and timbre highlights the profound role sound plays in human communication. These auditory elements transcend mere functionality, allowing language to become a medium of artistry and cultural expression. They shape how we perceive others, how we convey subtle nuances, and how we emotionally connect through speech. As technology advances, understanding these elements has implications for fields ranging from artificial intelligence to speech therapy. By embracing the complexity of prosody, we can bridge gaps in communication, celebrate linguistic diversity, and refine tools that replicate or enhance human interaction. Ultimately, prosody reflects the harmonious blend of structure and creativity that defines human language, making it a cornerstone of our shared humanity.

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THE MODIFICATION OF VOWEL SOUNDS IN CONVERSATIONAL SPEECH

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: **Mamatqulov Diyorbek Sherzod o'g'li**

Annotation: This article provides a comprehensive overview of vowel modifications in connected speech, focusing on processes like vowel reduction, elision, coalescence, glide formation, and changes between diphthongs and monophthongs. It explains how these modifications enhance fluency and efficiency in spoken language while preserving intelligibility. The discussion highlights the interplay between phonetics, linguistic structure, and social context, emphasizing the universality and variability of these processes across languages and dialects. The conclusions underscore the importance of understanding vowel modifications for linguists, language learners, and anyone interested in the dynamics of natural speech. This resource is valuable for studying phonetics, sociolinguistics, and second-language acquisition.

Key words: vowel modifications, connected speech, vowel reduction, elision, coalescence, glide formation, diphthongization, monophthongization, phonetics, speech fluency, linguistic efficiency, natural speech, language adaptation, sociolinguistics, second-language acquisition.

Modifications of Vowels in Connected Speech: A Guide to Understanding Phonetic Dynamics

Connected speech, the natural flow of spoken language, differs significantly from isolated or carefully articulated speech. One of its most fascinating features is how vowels are modified to ensure fluidity and efficiency in communication. These modifications are driven by the interplay of phonetic, linguistic, and social factors. In this article, we explore the key types of vowel modifications in connected speech and their roles in everyday language use.

Key Modifications of Vowels in Connected Speech

Vowel Reduction

Vowel reduction occurs when vowels in unstressed syllables are pronounced with less clarity or intensity, often shifting towards a centralized vowel like the schwa /ə/. For example, in the word *photograph*, the second syllable may change from /ɒ/ in careful speech to /ə/ in rapid speech.

Reason: Vowel reduction minimizes articulatory effort, especially in unstressed syllables, while maintaining the intelligibility of the overall utterance.

Common Examples:

Canada /ˈkænədə/ → /ˈkænədə/

to /tuː/ → /tə/ in phrases like *I want to go.*

Elision of Vowels

Elision refers to the omission of a vowel sound, typically in fast speech. This often happens in unstressed syllables where the vowel is adjacent to consonants.

Example:

camera /ˈkæmərə/ → /ˈkæmrə/

Effect: Elision streamlines speech, aiding fluency by removing less perceptually prominent sounds.

Vowel Coalescence

Vowel coalescence occurs when two adjacent vowel sounds blend into a single new vowel, often for ease of articulation. This process is most common in connected phrases.

Example:

go on /ɡəʊ ɒn/ → /ɡwɒn/

Function: Coalescence smooths transitions between words and phrases, promoting speech fluidity.

Glide Formation

When vowels are adjacent to each other across word boundaries, a glide may form between them to facilitate smoother transitions. This can involve the insertion of semi-vowels like /j/ or /w/.

Example:

he asked /hiː æskt/ → /hiːjæst/

Impact: This modification prevents abrupt changes in tongue position, enhancing articulation efficiency.

Diphthongization and Monophthongization

Diphthongization involves a shift from a monophthong to a diphthong for emphasis or stylistic effect.

Monophthongization simplifies diphthongs into monophthongs during rapid or casual speech.

Example:

Diphthongization: *man* /mæn/ → /mæɪn/ in some dialects.

Monophthongization: *fire* /faɪə/ → /faː/ in connected contexts.

Linguistic and Social Implications

Vowel modifications in connected speech are not random; they reflect underlying linguistic principles and cultural norms.

Ease of Articulation: Speakers unconsciously prioritize efficiency, leading to vowel reduction, elision, and glide formation.

Preservation of Meaning: Even with modifications, the overall structure of speech ensures comprehensibility. Context and redundancy in language help listeners understand meaning despite phonetic changes.

Regional and Social Variation: Vowel modifications vary across accents and dialects, contributing to the unique rhythm and melody of different languages. For instance, Australian English often features more extensive vowel reduction compared to American English.

Conclusion

Modifications of vowels in connected speech highlight the dynamic nature of spoken language. These changes are not signs of laziness or carelessness; instead, they reflect an evolved balance between ease of articulation and clarity of communication. Understanding these processes enriches our appreciation of phonetics and the adaptability of human speech. Whether in a linguistics classroom or casual conversation, recognizing vowel modifications offers valuable insight into the artistry of language in motion. The study of vowel modifications in connected speech not only sheds light on the mechanics of language

but also deepens our understanding of human interaction. These modifications demonstrate how speakers instinctively adjust their speech patterns to maintain fluency and convey meaning efficiently. By examining these processes, linguists can better understand the principles that govern spoken language, while language learners can improve their listening and speaking skills by becoming attuned to the natural rhythm and flow of speech. Ultimately, vowel modifications are a testament to the flexibility and ingenuity of language as a tool for communication, adaptation, and connection in our everyday lives.

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A GUIDE TO ADJECTIVES AND THEIR VARIETIES

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

Marina I. Solnyshkina Dr.Prof., Department of Theory and Practice of Foreign

Language Teaching, Kazan Federal University, Russia

Student of group 301-21: **Mamatqulov Diyorbek Sherzod o'g'li**

Annotation: This article provides a comprehensive overview of adjectives and their various types. It begins by explaining what adjectives are and their role in modifying nouns and pronouns to add detail and depth to language. The article then categorizes adjectives into distinct types, including descriptive, quantitative, demonstrative, possessive, interrogative, indefinite, comparative, superlative, and proper adjectives. Each type is explained with clear examples to help readers understand their function and usage in different contexts. The article concludes by emphasizing the importance of adjectives in communication, highlighting how they enrich language and facilitate more precise expression. This resource is ideal for anyone looking to improve their understanding and use of adjectives in writing and speech.

Key words: adjectives, types of adjectives, descriptive adjectives, quantitative adjectives, demonstrative adjectives, possessive adjectives, interrogative adjectives, indefinite adjectives, comparative adjectives, superlative adjectives, proper adjectives, language, communication, grammar, sentence structure, modifiers, noun modifiers, part of speech, language enhancement.

Adjectives and Their Types

Adjectives are a fundamental part of speech that play a crucial role in language, adding depth, color, and detail to our sentences. They describe or modify nouns and pronouns, helping to convey more information about the people, places, things, or ideas we are talking about. In this article, we will explore what adjectives are, their importance in communication, and the different types of adjectives.

What is an Adjective?

An adjective is a word that describes or modifies a noun or pronoun, providing more details about the characteristics or qualities of the noun it refers to. For example, in the sentence "The *tall* man entered the room," the word "tall" is an adjective that modifies the noun "man," telling us more about his physical appearance.

Adjectives can describe a wide range of qualities, including size, shape, color, age, condition, and quantity. They help us form clearer and more vivid pictures in our minds by providing additional information.

Types of Adjectives

Adjectives can be categorized based on what they describe. Below are the main types of adjectives:

Descriptive Adjectives

Descriptive adjectives provide information about the qualities or characteristics of a noun. These are the most common type of adjectives. They can describe various attributes like size, color, shape, or personality.

- **Examples**:
  o The *blue* sky
  o The *happy* child
  o A *round* table
  o An *old* house

Quantitative Adjectives

Quantitative adjectives describe the quantity or amount of a noun. They tell us *how much* or *how many* of something exists.

- **Examples**:
  o *Some* apples
  o *Few* people
  o *Several* books
  o *Many* options

Demonstrative Adjectives

Demonstrative adjectives point out specific nouns or pronouns. They indicate whether something is near or far in terms of distance or time.

- **Examples**:
  o *This* book (singular, near)
  o *These* chairs (plural, near)
  o *That* car (singular, far)
  o *Those* mountains (plural, far)

Possessive Adjectives

Possessive adjectives show ownership or possession. They modify the noun by indicating who owns or is related to it.

- **Examples**:
  o *My* house
  o *Your* car
  o *His* idea
  o *Their* children

Interrogative Adjectives

Interrogative adjectives are used to ask questions about nouns. They help to inquire about things like identity, quantity, or ownership.

- **Examples**:
  o *Which* book do you want?
  o *What* color is your dress?
  o *Whose* shoes are these?

Indefinite Adjectives

Indefinite adjectives do not specify an exact quantity or identity of the noun. They offer a general or vague description instead.

- **Examples**:
  o *Some* students are absent today.
  o *Any* answer will do.
  o *Many* people attended the concert.
  o *Few* understood the explanation.

Comparative Adjectives

Comparative adjectives are used to compare two things. They typically end in "-er" or use "more" or "less" before the adjective to indicate the degree of comparison.

- **Examples**:
  - *Smarter* (comparative form of smart)
  - *More expensive* (comparative form of expensive)
  - *Larger* (comparative form of large)
  - *Less interesting* (comparative form of interesting)

Superlative Adjectives

Superlative adjectives are used to compare three or more things, indicating the highest or lowest degree of a particular quality. Superlatives often end in "-est" or use "most" or "least" before the adjective.

- **Examples**:
  - The *smartest* student in the class
  - The *most expensive* item
  - The *largest* building
  - The *least* interesting book

Proper Adjectives

Proper adjectives are derived from proper nouns and are used to describe something specific. These adjectives are usually capitalized.

- **Examples**:
  - *Italian* cuisine
  - *Shakespearean* plays
  - *American* culture
  - *French* wine

Conclusion

Adjectives are indispensable in enriching our communication. By categorizing them into types, we can better understand how adjectives function in sentences. Whether describing a person's appearance, indicating possession, making comparisons, or asking questions, adjectives help paint a more precise and vivid picture. Understanding the various types of adjectives allows us to communicate with more clarity and detail, making our language both more expressive and effective. In conclusion, adjectives are essential tools in language, enabling us to express ourselves more vividly and precisely. They allow us to modify and describe nouns in a way that adds depth and nuance to our communication. From simple descriptions of size and color to complex expressions of quantity, ownership, and comparison, adjectives offer endless ways to convey meaning.

Understanding the different types of adjectives helps us use them more effectively, whether we're writing creatively, explaining a concept, or engaging in everyday conversation. Ultimately, adjectives enhance our ability to share experiences and ideas, making language more dynamic and engaging.

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THE PRONOUN:ITS STRUCTURAL AND SEMANTIC CLASSIFICATIONS AND THE THEORY BEHIND ITS GRAMMATICAL CATEGORIES

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek

The faculty of Psychology, department of Foreign languagesPhylology and foreign languages

Teshaboyeva Nafisa Zubaydulla qizi

Marina I. Solnyshkina Dr.Prof., Department of Theory and Practice of Foreign Language Teaching, Kazan Federal University, Russia

Student of group 301-21: **Mamatqulov Diyorbek Sherzod o'g'li**

Annotation: This article provides a comprehensive exploration of pronouns, focusing on their structural and semantic types as well as the theory of their grammatical categories. It categorizes pronouns into structural groups such as personal, possessive, reflexive, relative, demonstrative, indefinite, and interrogative, explaining the distinct functions each type performs in language. The article also delves into the semantic roles of pronouns, including anaphoric, cataphoric, deictic, and exophoric uses, illustrating how pronouns link ideas across sentences and rely on context for meaning. Additionally, it covers the grammatical categories of pronouns, including person, number, gender, case, formality, inclusivity, and reciprocity, highlighting their role in shaping sentence structure and communication. This article serves as an essential resource for understanding the multifaceted nature of pronouns and their central importance in language.

Key words: pronouns, structural types, semantic types, grammatical categories, personal pronouns, possessive pronouns, reflexive pronouns, relative pronouns, demonstrative pronouns, indefinite pronouns, interrogative pronouns, anaphoric pronouns, cataphoric pronouns, deictic pronouns, exophoric pronouns, person, number, gender, case, formality, inclusivity, reciprocity, language structure, syntax, discourse analysis.

The Pronoun: Its Structural and Semantic Types, and the Theory of Its Grammatical Categories

Introduction

Pronouns are one of the most fundamental and versatile parts of speech in language. They function as substitutes for nouns or noun phrases and allow for efficient communication by avoiding repetition. In this article, we will explore the structural and

semantic types of pronouns, as well as examine the theory of their grammatical categories, providing a comprehensive understanding of their role in language.

Structural Types of Pronouns

Pronouns can be classified into various structural categories based on their function and form in a sentence. The primary structural types include:

Personal Pronouns: These refer to specific people or things. They are typically used to replace a noun that has already been introduced into the discourse. Personal pronouns vary according to person, number, and case.

Examples: "I," "you," "he," "she," "it," "we," "they."

Possessive Pronouns: These pronouns indicate ownership or possession. They replace noun phrases that show possession.

Examples: "mine," "yours," "his," "hers," "ours," "theirs."

Reflexive Pronouns: These refer back to the subject of the sentence, indicating that the subject is both the doer and the receiver of the action. Reflexive pronouns end in "-self" or "-selves."

Examples: "myself," "yourself," "himself," "herself," "itself," "ourselves," "themselves."

Relative Pronouns: These introduce relative clauses, linking a dependent clause to a noun or pronoun in the main clause. They provide additional information about the antecedent.

Examples: "who," "whom," "whose," "which," "that."

Demonstrative Pronouns: These pronouns are used to point out specific things or people, often in relation to the speaker's proximity (this, that, these, those).

Examples: "this," "that," "these," "those."

Indefinite Pronouns: These pronouns do not refer to any specific person or thing but rather to nonspecific objects, persons, or amounts.

Examples: "everyone," "somebody," "none," "anything," "few," "many."

Interrogative Pronouns: These are used to ask questions about people or things.

Examples: "who," "whom," "which," "what."

Each type of pronoun serves a distinct syntactic function, making it essential for clear communication.

Semantic Types of Pronouns

The semantic types of pronouns are more concerned with the meaning that these pronouns convey within a sentence, as opposed to their form or structure. The two primary categories of semantic pronouns are:

Anaphoric Pronouns: These pronouns refer back to an antecedent (a previously mentioned noun or pronoun) within the discourse. Anaphora is essential in maintaining coherence in longer texts.

Example: In the sentence "Sarah lost her keys. She was upset," the pronoun "she" is an anaphoric pronoun referring to "Sarah."

Cataphoric Pronouns: These pronouns refer forward to a noun or noun phrase that will appear later in the sentence or discourse.

Example: "It was clear that he had done something wrong," where "it" refers forward to "that he had done something wrong."

Deictic Pronouns: These pronouns rely on contextual information, such as the speaker's point of view or the situation in which they are used. Deictic pronouns often specify people, objects, or locations relative to the speaker's perspective.

Example: "This is my book" — the pronoun "this" is deictic because its meaning depends on the speaker's context.

Exophoric Pronouns: These pronouns do not refer to any previously mentioned or inferred entity within the discourse. Instead, they refer to external things in the world, often signaled by gestures or spatial cues.

Example: In the sentence "They are going to the park," the pronoun "they" might refer to people outside the conversation, based on the context.

The Theory of Grammatical Categories of Pronouns

Pronouns, like all parts of speech, exhibit a variety of grammatical categories that govern their use within sentences. The primary grammatical categories of pronouns include:

Person: Pronouns are categorized into three persons: first person (I, we), second person (you), and third person (he, she, it, they). The distinction between these persons allows speakers to indicate who is involved in the action, either as the subject, object, or possessor.

Number: Pronouns are also marked for number, distinguishing between singular and plural forms. This category indicates whether the pronoun refers to one entity (singular) or more than one (plural).

Examples: "he" (singular) vs. "they" (plural).

Gender: Some pronouns in languages like English reflect gender distinctions, typically in third-person pronouns (he, she, it). Gender in pronouns refers to whether the pronoun represents a male, female, or neutral subject.

Examples: "he" (masculine), "she" (feminine), "it" (neuter).

Case: Pronouns change form depending on their syntactic role in the sentence, which is often referred to as case. In English, we have nominative (subject) case, accusative (object) case, and possessive case.

Examples:

Nominative: "I" (subject)

Accusative: "me" (object)

Possessive: "my" (possessor)

Formality: In some languages, pronouns carry a distinction of formality or politeness, marking the social relationship between the speaker and the listener. For example, languages like French, Spanish, and German have formal and informal versions of pronouns.

Inclusivity: Some languages have inclusive pronouns that explicitly include or exclude the listener in a group. For instance, in some languages of the Pacific Northwest (e.g., in Hawaiian), inclusive and exclusive pronouns distinguish between "we, including you" and "we, excluding you."

Reciprocity: Certain pronouns, especially in languages with rich morphology, indicate reciprocal actions or relationships, where two or more participants perform the same action on each other.

Example: "They looked at each other" — here, the phrase "each other" represents a reciprocal relationship.

Conclusion

Pronouns are a rich and complex part of speech that play a crucial role in the structure and meaning of sentences. They can be classified into structural types, such as personal, possessive, and reflexive pronouns, as well as semantic categories like anaphoric and deictic pronouns. Additionally, the grammatical categories that govern pronouns—such as person, number, and gender—are essential to understanding their function in language. By examining these dimensions of pronouns, we gain insight into how they facilitate communication and maintain the coherence and clarity of speech and writing. In sum, the study of pronouns reveals their fundamental role in the structure and meaning of language. These seemingly simple words serve as powerful tools for reference, reducing redundancy and enhancing the fluidity of communication. By understanding the structural and semantic types of pronouns, as well as their grammatical categories, we can better appreciate how language allows speakers to navigate complex relationships between subjects, actions, and objects. Pronouns, with their various forms and uses, are not just linguistic conveniences but are central to the way we convey meaning, express relationships, and establish coherence in discourse. Their study is crucial for anyone seeking a deeper understanding of language's inner workings and its capacity to represent the world.

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SHAXSNI O'RGANISHNING IJTIMOIY PSIXOLOGIYA UCHUN O'ZIGA XOSLIGI. IJTIMOIY PSIXOLOGIYA VA UNING DOLZARB MUAMMOLARI

Murotqulova Marvarid

Denov Tadbirkorlik va pedagogika instituti Aniq va tabiiy fanlar fakulteti Fizika yo'nalish talabasi
E-mail: sherjonsher1977@gmail.com

ANNOTATSIYA

Ushbu maqolada shaxs o'rganishning psixologiya uchun xosligi, shaxsning shakllanish jarayoniga shaxslararo munosabatlardan tashqari jamiyatdagi mavjud siyosiy doiralar va mafkuraviy qarashlar ham katta ta'sir ko'rsatishi to'liqroq yoritib berilgan.

Kalit so'zlar: Sotsial psixologiya, ijtimoiy-psixologik yondashish, yondashuv sotsializatsiyasi, shaxslararo munosabatlar.

Muloqot jarayonining ham, guruhiy jarayonlarning ham egasi - subyekti hamda obyekti aslida, alohida shaxs, konkret odamdir. Shuning uchun ham Ijtimoiy psixologiya alohida shaxs muammosini ham o'rgandiki, uni o'sha turli ijtimoiy jarayonlarning ishtirokchisi va faol amalga oshiruvchisi degan nuqtai nazardan tekshiradi. Ma'lumki, shaxs muammosi umumiy psixologiyada ham, pedagogik psixologiyada ham, differensial, huquqiy psixologiya va psixologiyaning qator maxsus bo'limlarida ham o'rganiladi. Har bir bo'lim yoki tarmoq uni o`z mavzu va vazifalari nuqtai nazaridan shaxsga taalluqli bo`lgan muammolarni yoritadi. Masalan, umumiy psixologiya shaxsni psixologik faoliyatning maxsuli, alohida psixik jarayonlarning egasideb hisoblansa, sotsiologiya uni ijtimoiy munosabatlarning obyekti deb qaraydi.

Shaxs muammosiga ijtimoiy-psixologik yondashishning o'ziga xosligi shundaki, u turli guruhlar bilan bo`ladigan turli shakldagi o'zaro munosabatlarning oqibati sifatidaqaraladi. Ya'ni Ijtimoiy psixologiya, avvalo, biror guruhning a'zosi hisoblangan shaxs xulq-atvori qanday qonuniyatlarga bo'ysunishini, shaxsning muloqotlar sistemasida olgan ta'sirlari uning ongida qanday aks topishini o'rganadi. Guruhning shaxs psixologiyasiga ta'siri qay yo'sinda sodir bo`lishi ijtimoiy psixologiyada sotsializatsiya muammosi bilan uzviy bog'liq bo'lsa, bu ta'sirlarning shaxs xatti-harakatlari, xulqida bevosita qanday namoyon bo`lishi ijtimoiy yo'l-yo'riqlar muammosi bilan bog'liqdir. Ana shular asosida shaxsda shakllanadigan fazilatlar va ularning turli tipdagi shaxslarda namoyon bo`lishini aniqlagan holda, shaxs xulq-atvorini boshqarish mexanizmlarni ishlab chiqish Ijtimoiy psixologiyaning asosiy vazifalaridan biridir.

Shaxs psixologiyasining shakllanishiga u mansub bo'lgan ma'lum bir ijtimoiy guruhlarning munosabatlari ham o'z ta'sirini ko'rsatadi. Bunday o'zaro ta'sir va muloqot jarayonida shaxslarning bir-biriga ta'siri sodir bo'lishi bilan birgalikda, jamiyatga, mehnatga, odamlarga, o'zining shaxsiy sifatlariga nisbatan o'z qarashlariga,

ijtimoiy ustanovkalariga ta'sir o'tkazishi sodir bo'ladi. Ma'lum bir ijtimoiy muhitda yashar ekan, shaxs u yerda o'ziga xos o'ringa, obro'ga, rolga ega bo'ladi. Hozirgi zamon ijtimoiy psixologiyasi sohasida shaxsni o'rganish ustida olib borilayotgan tadqiqotlar masalasi, ayniqsa bu boradagi amaliy vazifalar ijtimoiy psixologiya fanining markazida turuvchi psixologik va sotsiologik yondashuv yo'nalishlari asosida hal qilinmoqda. Masalan, Amerika va boshqa barcha g'arb davlatlarida shaxsni o'rganishga nisbatan ikki xil ijtimoiy psixologiya - *«Psixologik ijtimoiy psixologiya»* va *«Sotsiologik ijtimoiy psixologiya»* mavjud. Bu yo'nalishlar bir-biriga o'xshasada, ularning bir-biridan farqli jihatlari ham mavjud. Ya'ni psixologik ijtimoiy psixologiya shaxs va faoliyat, muomala, shaxslararo munosabat, shaxsning ijtimoiy-psixologik tuzilishi, shaxsning kognitiv, konativ, xulq-atvor imkoniyatlarini o'z ichiga olgan ijtimoiy ustanovkalar, shaxs va jamoaning ijtimoiy-ruhiv kechinmalari kabi muammolar ustida tadqiqot olib borishni maqsad qilib olgan bo'lsa, sotsiologik ijtimoiy psixologiyada esa ko'pincha jamiyatning ijtimoiy qatlamlarini tahlil qilish, xalqlar psixologiyasi, ommaviy hodisalar psixologiyasi, sinflar, guruhlar, gumanistik psixologiya kabilarga alohida urg'u beriladi. Ijtimoiy psixologiyada shaxsni o'rganishning o'ziga xosligini tushuntirish va ko'rsatish maqsadida bu sohada ish olib borayotgan barcha olimlar o'z qarashlarini o'ziga xos tarzda ifodalay olgan. Shulardan biri D.Mayers ijtimoiy psixologiyada shaxsni o'rganishning o'ziga xosligini tahlil qilish uchun barchaga ma'lum bo'lgan bir ertakdan foydalanadi. Bu ertak yoqimtoy Zolushka haqidagi ertak bo'lib, unda quyidagicha mazmun aks ettiriladi:

Taqdir taqozosi bilan Zolushka shahzoda uyushtirgan katta bal (qadimda boy xonadonlar tomonidan maxsus uyushtiriladigan raqs kechasi) ga tushib qoladi va shahzodaning e'tiboriga sazovor bo'ladi. Zolushkani qattiq sevib qolgan shahzoda uni izlab kelib, o'gay onaning xonadonida ko'rganida avvaliga tanimaydi.

Nega?

Bu ertak shaxs va uning atrofidagi muhit munosabatlarini tushunib olish uchun juda sodda misoldir. Zolushka shahzoda huzuridagi balda go'zal, xushchaqchaq, jozibali ko'ringan bo'lsa, o'gay ona huzurida butunlay boshqacha ko'rinadi va o'zini boshqacha tutadi. Balda u o'ziga nisbatan ijobiy munosabatlar doirasida o'zini go'zal va ajoyib qiz ekanligiga ishonib aloqaga kirishgan bo'lsa, o'gay onasining uyida unga nisbatan salbiy munosabatlar ta'sirida o'ziga nisbatan past baho berishi natijasida o'zini tortinchoq, kamgap tutadi.

Fransuz filosofi Jan Pol Sartrning ta'kidlashicha, Zolushka bilan sodir bo'lgan voqeada hech qanday hayratlanarli narsa yo'q, uning fikricha, biz odamlar *«hamisha vaziyatlarga bog'liqmiz. Bizni vaziyatlardan ajratib bo'lmaydi, vaziyatlar shaxs sifatida bizni va bizning imkoniyatlarimizni shakllantiradi».*

Ijtimoiy psixologiya predmetining qabul qilingan ta'rifiga, shuningdek, A.N.Leontiev tomonidan taklif qilingan shaxsni tushunishga asoslanib, qo'yilgan savolga javobni shakllantirish mumkin. Ijtimoiy psixologiya shaxsning ijtimoiy

shartlanishi masalasini maxsus tadqiq qilmaydi. Avvalo, qaysi aniq guruhlarda shaxs, bir tomondan, ijtimoiy ta'sirlarni (o'z faoliyatining qaysi tizimlari orqali) o'zlashtiradi, boshqa tomondan qanday qilib, qaysi aniq guruhlarda o'zining ijtimoiy mohiyatini (qo'shma faoliyatning qanday aniq turlari orqali) amalga oshiradi. Buning uchun ko'proq darajada ichidan ko'ra garchi mikromuhit shaxsiyatning shakllanishi, garchi bu tadqiqotni va uning shakllanishining makro muhitini rad etishni anglatmasa ham sotsiologik tahlil qilish, asosiy e'tibor qaratiladi. Sotsiologik yondashuvga qaraganda, bu yerda shaxslararo munosabatlarning butun tizimi va ularning hissiy jihatdan tartibga solinishi kabi shaxsning xatti-harakati va faoliyatini tartibga soluvchi omillar hisobga olinadi.

Ushbu maqola O'zbekiston Respublikasida amalga oshirilayotgan keng ko'lamli islohotlar va asosiy vositalarni jadal yangilash zarurati sharoitida lizing xo'jalik yurituvchi sub'ektlarning investitsiya faoliyatini moliyalashtirish shakli sifatida alohida ahamiyatga ega.[1]

Zamonaviy dunyoda oila yangi shakllarga ega va bilan taqqoslaganda sezilarli darajada o'zgartirilgan oldingi avlodlar davomida qabul qilingan oilaviy munosabatlarning an'anaviy shakllari.[2]

Ijtimoiy psixologiya "ijtimoiy jihatdan aniqlangan shaxs" ning xatti-harakati va faoliyatini ko'rib chiqadi. beton real ijtimoiy guruhlar, individual hissa guruh faoliyatida har bir shaxs, sabablari, umumiy faoliyatga ushbu hissaning qiymati bog'liq. Aniqrog'i, bunday sabablarning ikkita turkumi o'rganiladi: *shaxs harakat qiladigan guruhlarning tabiati va rivojlanish darajasiga bog'liq bo'lganlar va shaxsning o'zida, masalan, uning sotsializatsiyasi sharoitida.*

Xulosa qilib aytganda, shaxsga sotsial-psixologik yendoshish uni ma'lum guruhlarning a'zosi, konkret sharoitda o'ziga o'xshash shaxslar bilan muloqotga kirishuvchi konkret odam deb tushunishdir. Shaxs sotsializatsiyasi to'g'risida gap ketarkan, uning fanda ko'pincha "Shaxs taraqqiyoti" yoki "Tarbiyasi" tushunchalari bilan sinonimdek ishlatilishiga alohida e'tibor berish kerak. Lekin sotsializatsiya sof ijtimoiy-psixologik tushuncha bo`lib, aytib o'tilgan tushunchalardan farq qiladi. Sotsializatsiya - bu individning ijtimoiy muhitga qo'shilishi, ijtimoiy ta'sirlarni o'ziga singdirishi va aktiv ravishda muloqot sistemasiga kirib borish jarayonidir. Bu jarayon ikki tomonlama bo`lib, bir tomondan, shaxs aktiv ravishda ijtimoiy ta'sirlarni qabul qiladi, ikkinchi tomondan esa, ularni hayotda o`z xulq-atvorlari, munosabatlarida

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[1] Madumarov Talatbek Tolibjonovich, & Gulomjonov Odiljon Rahimjon o'g'li. (2021). PREREQUISITES FOR THE DEVELOPMENT OF A LEASING MECHANISM IN PUBLIC - PRIVATE PARTNERSHIP. International Engineering

Journal For Research & Development, 6(SP), 5. https://doi.org/10.17605/OSF.IO/7MXR3

[2] Abdullayev Akmal Nasriddinovich (2020). THE FEATURES OF APPEARING FAMILY IN MODERN SOCIETY. European science review, (3-4), 69-72.

namoyon bo`ladi. Bu jarayon normal individda tabiiy tarzda ro'y beradi, chunki individda shaxs bo`lishiga extiyoj hamda shaxs bo`lishiga imkoniyat va zaruriyat bordir. Shuning uchun ham bola tug'ilib, ijtimoiy muhitga qo'shilgan ondan boshlab, undagi shaxs bo`lishga intilishni, undagi shakllanish jarayonni kuzatish mumkin(masalan, chaqaloqlardagi bevosita emotsional muloqotda extiyojning borligi).

Shaxsning shakllanishi asosan uch sohada amalga oshiriladi:

1) Faoliyat sohasi, ya'ni umr mobaynida shaxs turli faoliyatlarga bevosita yoki bilvosita jalb etilgan bo`lib, bu jarayonda fan katalogi kengayib, boyib boraveradi. Har bir faoliyat turi individdan maxsus fazilatlarning, malaka va ko'nikmalarining, bilimlarning borligini talab etadiki, ularni qoniqtirish yo'lidagi aktivligi unda o'ziga xos ijtimoiy-psixologik xususiyatlar kompleksini shakllantiradi;

2) Muloqot sohasi, ayniqsa maktabgacha yosh davrdagi va o'smirlik davrlaridagi muloqot sistemalari bolada bir qancha ijtimoiy hislatlarni paydo qiladiki, uning natijasida u faol hayotiy mavqega ega bo`ladi, jamiyatda o`z o'rnini tasavvur qilishga erishadi.

3) O`z-o'zini anglash sohasi, ya'ni **"MEN"** obrazining yil sayin o'zgarib borishi jarayoni bo`lib, avval o'zini boshqalardan farqliligini, o'zicha mustaqil harakat qilish, mustaqil fikr yurita olish qobiliyatini anglash, so'ngra o`z-o'zini baholash, anglash, nazorat qilish xususiyatlari rivojlanadiki, ular ham faol shaxs psixologiyasining tarkibiy qismidir. Shaxs sotsializatsiyasi, yuqorida ta'kidlab o'tganimizdek, bola tug'ilishi bilan boshlansa-da, sezilarli, samaradorlik nuqtai nazaridan uning bosqichlari farqlanadi. Masalan, birinchi bosqich - mehnat faoliyatigacha bo`lgan bosqich bo`lib, unga bolaning maktabgacha yosh davri hamda o'qish yillari kiradi. Bu davrdagi sotsializatsiyaning ahamiyati va o'ziga xosligi shundaki, bu davrda, asosan, tashqi ijtimoiy muhit, ijtimoiy ta'sirlar faol ravishda ongda singdiriladi, mustaqil hayotga tayorgarlik borasida muhim bosqichga o'tiladi. Ikkinchi bosqich - mehnat faoliyati davri - bu davr odamning yetuklik yillari bilan bog'liq bo`lib, avvalgi davrlarda singdirgan ijtimoiy ta'sirlarni bevosita faoliyatida, shaxslararo munosabatlar sistemasida namoyon etadi. Kasbga ega bo`lib, aniq hayot yo'lini tanlagan, turmush qurib, kelgusi avlodni tarbiyalayotgan shaxsda namoyon bo`ladigan barcha ijtimoiy fazilatlar shu davrning maxsulidir. Nihoyat, uchinchi bosqich - mehnat faoliyatidan keyingi davr bo`lib, bunga, asosan, aktiv mehnat faoliyatidan so'ng qarilik gashtini surayotganlar kiradi. Bu davrda ham shaxs sotsializatsiyasi davom etaveradi, chunki endi ilgarigi davrlarda orttirilgan tajriba boshqalarga uzatiladi, shunga ko'ra shaxs strukturasida ham xususiy o'zgarishlar ro'y beradi.

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O'SMIRLARDA SALBIY XULQ-ATVOR NAMOYON BO'LISHINING

PSIXOLOGIK XUSUSIYATLARI

Jumayeva Fazilat

Denov tadbirkorlik va pedagogika instituti

6f-2024- guruh talabasi

Annotatsiya: Mazkur maqolada o'smirlik davriga xos bo'lgan salbiy xulq-atvor ko'rinishlari, ularning kelib chiqishi sabablari, rivojlanish shart-sharoitlari, namoyon bo'lishinig psixologik xususiyatlari keltirilgan. O'smir, uning o'ziga xos psixologik xususiyatlari, o'smirlardagi inqirozlar, ularning atrofga nisbatan munosabatlari, pedagogik muloqot va undagi to'siqlar, ichki nizolar va ichki nizoning sodir bo'lishiga, kechishiga, zo'rayishida o'smirning xarakter xususiyatlarida bo'ladigan o'zgarishlar yuzasidan tushunchalar berilgan. Kalit so'zlar: o'smirlik , ontogeniz , deviant , xulq-atvor , xarakter , bolalar va o'smirlar suitsidi , o'z-o'ziga baho berish , mardlik , jasurlik . Kirish: O'smirlarda salbiy xulq-atvorning paydo bo'lishi murakkab jarayon bo'lib, u o'smirlarning ehtiyojlari, qadriyatlari, hissiyotlari va shakllanayotgan ijtimoiy muhitida shakllanib boradi. Yoshlar tarbiyasi uchun mas'ul bo'lgan ota-onalar, o'qituvchi-tarbiyachilar va jamoatchilik oldida barkamol yoshlarni tarbiyalashdek ustuvor vazifalar turgan bir paytda ba'zi yoshlar tarbiyasida yuzaga kelayotgan muammolar, kamchiliklar, xususan xulq-atvorida namoyon bo'layotgan jinoyat motivlari va unga mos xatti-harakatlarning uchrab qolayotganligi tarbiya uchun mas'ullarni tashvishga solmoqda. Bugungi kunda amalga oshirilayotgan choralar tarkibida, xususan o'smirlarning ta'lim jarayonidagi faolligini oshirish, shaxslararo munosabatlarga kirishishda empatiya hissini rivojlantirish, shaxs sifatida o'zini to'g'ri baholash, jamiyatda o'z o'rnini topishida yordam berish hamda axloqiy ko'nikmalar shakllantirilishining psixologik mexanizmlarini takomillashtirish dolzarb masalalar hisoblanadi. O'zbekistonlik psixologlardan E.G'. G'oziyev, N.G'. Kamilova, G.Q. To'laganova, B.M. Umarov kabi olimlarning izlanishlarida bolalik va o'smirlik davridagi psixik xususiyatlarni o'rganishga qaratilgan tadqiqotlar o'tkazilgan bo'lib, ularda asosiy e'tibor deviant xulq-atvor, xarakter aksentuatsiyasi, bolalar va o'smirlar suitsidi, o 'z-o'ziga baho berish va nazorat qilish muammolariga qaratiladi.

Insonlar ontogenizida o'smirlik balog atga yetish davri bo'lib, yangi xislar, sezgilar va jinsiy xayotga taalluqli chigal masalalarning paydo bo'lishi bilan ham xarakterlanadi. O'z davrida L.S.Vigotskiy bunday holatni psixik rivojlanishdagi krizis deb nomlagan. O'smirlik yoshida ularning xulq-atvoriga xos bo'lgan alohida xususiyatlarni asosan jinsiy yetilishning boshlanishi bilan izohlab bo'lmaydi. Jinsiy yetilish o'smir xulq-atvoriga asosiy biologik omil sifatida ta'sir ko'rsatib, bu ta'sir

bevosita emas, balki ko'proq bilvositadir. O'smirlik davriga ko'pincha so'zga kirmaslik, o'jarlik, tajanglik, o'z kamchiliklarini tan olmaslik, urushqoqlik, yig'loqilik, kabi xususiyatlar xos. O'smirlar va bolalar psixikasining yosh davrlarida o'ziga xos xususiyati mavjud bo'lib adabiyotlarda emotsional yetuk emaslik, kattalar avtoritetiga bo'ysunish, ishonuvchanlik, jinsga 106 oid munosabatlar haqida xabardorligi va hayotiy tajribasining yetarli darajada emasligi, boshqa insonlarni mavjud harakatlarini oldindan ayta olish va murakkab vaziyatlarda tanqidiy hamda to'liq baholay olmaslik kabi sifatlar namoyon bo'ladi. Bolalar kattalar singari bir maromda rivojlanmaydi, shuningdek, ijobiy va salbiy psixologik xususityalar, nisbatan barqaror va tinch osoyishta kechadigan davrlar mavjud. Kattalarga nisbatan xulq-atvoridagi ijobiy va salbiy munosabatning paydo bo'lishi, negativizm singari nohush xulq-atvor alomatlari o'z-o'zidan kelib chiqadigan bevosita jinsiy yetilish tufayli poydo bo'ladigan belgilar bo'lmay, balki ular bilvosita ta'sir ko'rsatadigan o'smir yashaydigan ijtimoiy shart-sharoitlar vositasi orqali, uning tengdoshlari, turli jamoalardagi mavqei tufayli, kattalar bilan munosabati, maktab va oilasidagi o'rni munosabatlari sababli yuzaga keladigan xarakter belgilaridir. Mana shu ijtimoiy sharoitlarni o'zgartirish yo'li bilan o'smirlarning xulq-atvoriga to'g'ridan-to'g'ri ta'sir ko'rsatish mumkin. Ular tashqi ta'sirlarga va xissiyotlarga juda beriluvchan bo'ladilar. Shuningdek ularga mardlik, jasurlik, tantiqlik kabi psixologik sifatlar ham xosdir. Tashqi ta'sirlarga beriluvchanlik o'smirda shaxsiy fikrni yuzaga kelishiga sabab bo'ladi, lekin bu shaxsiy fikr aksariyat hollarda asoslanmagan bo'ladi. Shuning uchun ham ular ota-onalarning, atrofdagi kattalarning shuningdek, ustozlarning to'g'ri yo'lni ko'rsatishlariga qaramay o'z fikrlarini o'tkazishga harakat qiladilar. Juda ko'p o'smirlar bu davrda chekish hamda spirtli ichimliklarga qiziqib qoladilar. O'smirlik yoshida ko'zga tashlanadigan eng muhim xususiyatlardan biri, bu ularning o'zini-o'zi anglashga bo'lgan e'tiborlarining kuchayishidir. Bu o'rinda o'smir o'zida mavjud bo'lgan, endi yuzaga kelayotgan va yuzaga kelishi kutilayotgan (orzu qilgan) xususiyatlar, sifat va fazilatlarga o'rganadi, aynanlashtiradi, nazorat qiladi, baholaydi va ulardan amaliy turmushida va faoliyatida foydalanib ko'radi. O'zidagi mavjud imkoniyat va imkoniyatsizliklarni yaqinlari, tengdoshlari va boshqa yoshlarniki bilan taqqoslaydi farqlar va imkoniyatlarni baholaydi. O'smirlardagi bu xususiyat tengdoshlari va jamoa orasida o'z mavqeyini saqlash va barqarorlashtirish choralarini ko'rishni taqozo etadi.

O`smirlarning deviant axloqi mahalliy va tibbiy adabiyotlarda yetarlicha yoritilgan. U, qoidagidek, delikvent xulq, spirtli ichimliklar va giyohvand moddalarni barvaqt iste'mol qilish, jinsiy axloq deviatsiyasi, suitsidal axloq, uydan qochib ketish va daydilik kabi shakllarni o`z ichiga oladi. Ma'lumki, balog'at yoshi hisoblangan (12-14 yosh davrida) o'smirlik davrida keskin psixofiziologik o'zgarishlar sodir bo`ladi. Ushbu o`zgarishlar ko`pincha o'smir ruhiyatiga ham ta'sir o'tkazadi. Bu o'smirda tajanglik, serzardalik, injiqlik, ta'sirlanuvchanlik holatlarining kelib chiqishiga sabab bo'ladi. O'smir ruhiy dunyosida paydo bo'lgan bunday o'zgarishlar balog'at davri o'tishi bilan bir me'yorga kelib qoladi. Shuning uchun balog`at yoshi davrida ota-onalar o`smirlar

tarbiyasiga alohida e'tibor berishlari, ularda kechayotgan psixofiziologik o`zgarishlarni hisobga olishlari maqsadga muvofiqdir. Ko`pincha oilaviy tarbiyada bolalarning yosh va individualpsixologik xususiyatlarining inobatga olinmasligi ularning noto'g'ri, yomon yo'llarga kirib ketishlariga sabab bo'ladi. Shu boisdan ota-onalar oilaviy tarbiyada, farzandlari bilan bo'ladigan shaxslarlaro munosabatlarda, ular bilan muomala qilishda shaxs va yosh davri xususiyatlarini hisobga olgan holda ish tutsalar oilaviy tarbiyaning samarasi yuqori bo`lishligini ta'minlagan bo`lar edi.

O'smirlardagi salbiy xulq-atvorni korreksiya qilish maqsadida umumta'lim maktablarida turli ijtimoiy, motivatsion psixologik trening mashg'ulotlar va olib borilsa amaliy-psixologik maslaxatlar korreksion texnikalar va salbiy hulq-atvorni bosqichma-bosqich o'zgartirish mumkin ya'ni, shaxsning o'zini-o'zi va o'z his-tuyg'ularini anglash, o'z shaxsini qayta baholash, hissiyotlar ustida ishlash, salbiy xulq-atvorni anglash, shaxslararo munosabatdagi qiyinchiliklar, kognitiv jarayonlarni rivojlantirish, barkamollikka intilish, ota-ona va pedagoglar bilan ishlash kabi mashg'ulotlar majmui qo'llanildi. Ijtimoiy, motivatsion psixologik treninglar majmuini xalq ta'lim muassasalari amaliyotiga tatbiq etilishi orqali bola shaxsining pedagogik va psixologik jihatdan mukammal rivojlanishiga yordam beradi. Jumladan, maktab amaliyotchi psixologining ish rejasiga kiritilgan "Ijtimoiy psixologik muammolari mavjud bo'lgan o'quvchilarning salbiy burilish va og'ishlarining oldini olishga qaratilgan psixologik profilaktika, "Xulqida og'uvchanligi mavjud va moyilligi aniqlangan o'quvchilari bilan korreksiyalash ishlarini tashkil qilish hamda bolalar va o'smirlarning salbiy burilishi va og'ishlarining oldini olishda maktab pedagogik jamoasi va otaonalarning hamkorligini takomillashtirish, kabi vazifalarini amalga oshirishda muhim ahamiyat kasb etadi. O'smirning aqliy faoliyatiga tevarak atrofga munosabatining shakllanishiga ta'sir qiladi. Xulosa o'rnida shuni aytish joizki, intelektual asr talabiga javob beradigan har tomonlama taraqqiy qilgan dunyoqarashi keng o'smir o'quvchi shaxsini shakllantirishda muhim vosita bo'lib xizmat qiladi.

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ЭЛЕКТРОН ТИЖОРАТДА ИСТЕЪМОЛЧИЛАР ҲУҚУҚЛАРИНИ ҲИМОЯ ҚИЛИШГА ОИД ҚОНУНЧИЛИК:

МИЛЛИЙ ВА ХАЛҚАРО ТЕНДЕНЦИЯЛАР

Ихтиёр Адураззаков

Мирзо Улуғбек номидаги Ўзбекистон Миллий университети

Бизнес ҳуқуқи йўналиши 2-курс магистранти

Аннотация: *ушбу мақолада Ўзбекистон Республикасида электрон тижоратсоҳасида истеъмолчи ҳуқуқларини ҳимоя қилишга оид қонунчиликни янада такомиллаштириш, шунингдек, халқаро тенденциялар таҳлил қилинган.*

Калит сўзлар: *электрон тижорат, Жаҳон савдо ташкилоти, электрон транзакциялар ва электрон имзолар, махфийлик ва маълумотларни ҳимоя қилиш, кибержиноят.*

Электрон тижоратнинг жадал ривожланиши истеъмолчилар ҳуқуқларини ҳимоя қилиш заруриятини янги босқичга олиб чиқмоқда. Замонавий технологиялар ва глобал савдо тармоғининг кенгайиши билан истеъмолчилар ҳуқуқларига оид ҳуқуқий меъёрларни янгилаш, мослаштириш ва такомиллаштириш масалалари юзага келмоқда. Бу мақола электрон тижорат соҳасида истеъмолчи ҳуқуқларини муҳофаза қилишга қаратилган қонунчиликнинг ривожланиш тенденцияларини таҳлил қилишга бағишланган.

Рақамли иқтисодиётда истеъмолчиларни ҳимоя қилиш бўйича корхоналар учун қўлланмани ишлаб чиқиш, уни истеъмолчиларнинг онлайн ҳимоясини яхшилашнинг арзон усули сифатида кўрадиган кўплаб мамлакатлар учун устувор вазифа ҳисобланади. Масалан, Халқаро истеъмолчиларни ҳимоя қилиш ва ҳуқуқни муҳофаза қилиш тармоғи истеъмолчилар учун рақамли иқтисодиётда транзакциялар учун намунавий шартлар бўйича қўлланмани чиқарди, шунда корхоналар истеъмолчиларга нисбатан виждонли ва шаффоф муносабатда бўлишади ва муҳим маълумотларни узоқ ва мураккаб стандарт шартларда яширмайдилар[1].

Бугунги кунда электрон тижорат билан шуғулланувчи компанияларни сони дунёда кундан кунга ошиб бормоқда. Чунки, электрон тижорат давлатга ҳам, тадбиркорларга ҳам харидорларга ҳам қулай. Электрон тижорат дастлаб 1960 йилларда АҚШда вужудга келган бўлиб, унинг биринчи кўринишлари АҚШнинг транспорт логистик компаниялари чипталар сотувида ва маълумотлар алмашинувида фойдаланилган.

Бизнесдан истеъмолчига электрон тижорат ўсиши билан рақамли иқтисодиётда истеъмолчилар ҳуқуқларини ҳимоя қилиш қонунларини қўллаш зарурати янада долзарб бўлиб бормоқда. Истеъмолчилар ҳуқуқларини ҳимоя қилиш соҳасидаги

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[1]См. https://www.icpen.org/news/902.

ижро ваколатлари битта давлат органига берилиши ёки истеъмолчилар ҳуқуқларини ҳимоя қилиш агентлиги, молиявий хизматларни тартибга солувчи ва телекоммуникацияларни тартибга солувчи орган каби бир нечта тегишли давлат органлари ўртасида тақсимланиши мумкин. Ҳозирги вақтда бирон бир моделнинг бошқаларга қараганда самаралироқ эканлиги ҳақида ҳеч қандай далил йўқ, чунки ҳар бир модел мамлакатнинг ўзига хос ҳуқуқий, иқтисодий, ижтимоий ва сиёсий шароитларига мослаштирилган[2].

Халқаро миқиёсда электрон тижоратни тартибга солишга оид турли хил моделлар шаклланган бўлиб, асосан миллий ва халқаро миқиёсдаги зарурат туфайли ўз моделлари асосида миллий қонунчилигини шакллантиради. Электрон тижоратни амалга оширишда алоҳида аҳамият касб этади, жумладан, уларга:

– электрон транзакциялар ва электрон имзолар;

– махфийлик ва маълумотларни ҳимоя қилиш;

– кибержиноят;

– истеъмолчилар ҳуқуқларини ҳимоя қилиш;

– тўловлар ва интеллектуал мулк ҳуқуқлари тўғрисидаги қонунлар мулк ҳам тегишли[3] ҳисобланади.

Ўзбекистонда ҳам ривожланган давлатлар қатори электрон тижорат соҳасида салмоқли ишлар амалга оширилмоқда. Амалгда юзага келаётган ижтимоий муносабатларни халқаро шартномалар ҳамда хорижий давлатлар тажрибаларига асосан миллий қонунчиликка жорий этмоқда.

Электрон тижоратда истеъмолчилар ҳуқуқларини ҳимоя қилишни тартибга солишда биринчи навбатда, истеъмолчиларнинг шахсий истеъмол ёки бошқа мақсадларда товар сотиб олувчи, иш, хизматларни электрон тижорат орқали сотиб олиш ҳамда ундан кейиги жараёнларни қамраб олади, яъни ғоядан бошлаб, унинг то моддийликка айланишигача бўлган жараён билан изоҳланади. Мамлакатда электрон тижоратда истеъмолчилар ҳуқуқларини ҳимоя қилишни тартибга солишнинг асоси бўлиб, давлат қонунчилиги ҳамда ҳуқуқий асосни шакллантириш ҳисобланади.

Электрон тижоратда истеъмолчилар ҳуқуқларини ҳимоя қилишни тартибга солувчи қуйидаги бир қатор норматив-ҳуқуқий ҳужжатлар қабул қилинди:
1. Ўзбекистон Республикасининг Фуқаролик кодекси[4] орқали айнан

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[2] UNCTAD, 2017, Manual on Consumer Protection (United Nations publication, Geneva).

[3] Законодательство в сфере электронной коммерции в странах ЦАРЭС: текущее положение дел и Перспективы. UNCITRAL United Nations Commission on International Trade Law. luca.castellani@un.org.

[4] Ўзбекистон Республикасининг Фуқаролик кодекси (биринчи қисм). //Ўзбекистон Республикаси Олий Мажлисининг Ахборотномаси, 1996 й., 2-сонга илова; 1997 й., 2-сон, 56-модда; 1998 й., 5-6-сон, 102-модда; 1999 й., 1-сон, 20-модда; 9-сон, 229-модда; 2001 й., 1-2-сон, 23-модда; 2003 й., 5-сон, 67-модда; Ўзбекистон Республикаси қонун ҳужжатлари тўплами, 2004 й., 25-сон, 287-модда; 37-сон, 408-модда; 2006 й., 14-сон, 110-модда; 39-сон, 385-модда; 2007 й., 1-2-сон, 3-модда; 3-сон, 21-модда; 14-сон, 132-модда; 15-сон, 154-модда;

Ўзбекистон Республикасининг Фуқаролик кодекси (иккинчи қисм).// Ўзбекистон Республикаси Олий Мажлисининг Ахборотномаси, 1996 й., 11-12-сон, 1-модда; 1997 й., 9-сон, 241-модда; 1998 й., 5-6-сон, 102-модда; 1999 й., 9-сон, 229-модда; 2001 й., 1-2-сон, 23-модда, 9-10-сон, 182-модда; 2002 й., 1-сон, 20-модда, 9-сон, 165-модда; 2003 й., 1-сон, 8-модда; 2004 й., 1-2-сон, 18-модда; Ўзбекистон Республикаси қонун ҳужжатлари тўплами, 2004

истеъмолчиларнинг ҳуқуқларига оид махсус нормалар акс эттирилмаган бўлсада, шартнома тузиш тартиби, зарарни ўрнини қоплашга оид ва бошқа фундаментал қоидаларни ўз ичига олган.

2. Ўзбекистон Республикасининг "Истеъмолчиларнинг ҳуқуқларини ҳимоя қилиш тўғрисида"ги Қонуни[5]. Мазкур қонун истеъмолчиларни ҳуқуқларини ҳимоя қилишга қаратилган махсус нормаларни қамраб олган бўлиб, электрон тижорат соҳасида юзага келадиган муносабатларни ҳам қамраб олади.

3. Ўзбекистон Республикаси Президентининг 2019 йил 11 сентябрдаги "Истеъмолчилар ҳуқуқларини ҳимоя қилишнинг ҳуқуқий ва институционал тизимини тубдан такомиллаштириш чора-тадбирлари тўғрисида"ги ПҚ-5817-сон қарори[6]. Мазкур қарор асосида Ўзбекистон Республикаси Монополияга қарши курашиш қўмитаси ҳузуридаги Истеъмолчилар ҳуқуқларини ҳимоя қилиш Агентлиги ташкил этилиб, қуйидаги асосий вазифалари белгиланди:

➤ истеъмолчилар ҳуқуқларини ҳимоя қилиш ва реклама бозорини тартибга солиш соҳасида ягона давлат сиёсатини ишлаб чиқиш ва амалий ижросини таъминлаш;

➤ истеъмолчиларнинг товарлар (ишлар, хизматлар), уларнинг ишлаб чиқарувчиси, ижрочиси ва сотувчиси тўғрисидаги ҳаққоний ва тўлиқ маълумотларни, шу жумладан ахборот-коммуникация технологияларини қўллаган ҳолда олиш имкониятларини таъминлаш;

➤ аҳолининг истеъмолчилик билими ва саводхонлигини оширишга қаратилган дастурларни ишлаб чиқиш ва амалга ошириш;

➤ истеъмолчиларга уларнинг ҳуқуқ ва манфаатларини ҳимоя қилишда ёрдам кўрсатиш;

➤ истеъмолчилар ҳуқуқларини ҳимоя қилиш тўғрисидаги қонун ҳужжатларига риоя этилиши устидан давлат назоратини амалга ошириш, шунингдек, товарлар (ишлар, хизматлар) хавфсизлиги ва уларнинг сифатини назорат қилиш соҳасида ҳамкорлик қилиш;

➤ истеъмолчилар ҳуқуқи бузилиши сабабларини таҳлил қилиш, уларни бартараф этиш юзасидан таклифлар тайёрлаш ҳамда истеъмолчилар ҳуқуқи бузилиши ҳолатларининг олдини олиш;тадбиркорлик ва истеъмолчилик маданиятини такомиллаштириш, реклама соҳасида ноҳалол рақобатга ва нотўғри

й., 37-сон, 408-модда; 2006 й., 37-38-сон, 371-модда, 39-сон, 385-модда; 2007 й., 3-сон, 21-модда, 37-38-сон, 377-модда, 52-сон, 533-модда; 2008 й., 17-сон, 129-модда, 52-сон, 513-модда; 2009 й., 39-сон, 423-модда; 2010 й., 37-сон, 313-модда, 315-модда; 2011 й., 51-сон, 542-модда, 52-сон, 555-модда; 52-сон, 556-модда; 2012 й., 15-сон, 164-модда, 16-сон, 176-модда; 2013 й., 1-сон, 1-модда, 41-сон, 543-модда; 2015 й., 32-сон, 425-модда; 33-сон, 439-модда; 2016 й., 17-сон, 173-модда; 2017 й., 16-сон, 265-модда; Қонун ҳужжатлари маълумотлари миллий базаси

[5] Ўзбекистон Республикасининг Қонуни, 18.01.2022 йилдаги ЎРҚ-746-сон

[6] Ўзбекистон Республикаси Президентининг 2019 йил 11 сентябрдаги "Истеъмолчилар ҳуқуқларини ҳимоя қилишнинг ҳуқуқий ва институционал тизимини тубдан такомиллаштириш чора-тадбирлари тўғрисида"ги ПҚ-5817-сон қарори. //Қонун ҳужжатлари маълумотлари миллий базаси, 12.09.2019 й., 06/19/5817/3732-сон.

рекламанинг юзага келишига йўл қўймаслик мақсадида реклама бозорини тартибга солиш;

➢ истеъмолчилар ҳуқуқларини ҳимоя қилиш ва реклама бозорини тартибга солиш соҳасида фуқаролик жамияти институтлари ва бошқа ташкилотлар билан ҳамкорлик қилиш;

➢ истеъмол бозорини, давлат томонидан нарх-навоси тартибга солинадиган товарларга (ишларга, хизматларга) нархларнинг динамикаси ва нарх шаклланиши механизмларини ўрганиш;

➢ истеъмолчилар ҳуқуқларини ҳимоя қилиш ва реклама бозорини тартибга солиш масалалари бўйича хорижий ташкилотлар билан ҳамкорлик қилиш.

Халқаро стандартларга мувофиқлаштиришда электрон тижоратда истеъмолчилар ҳуқуқларини ҳимоя қилиш бўйича қонунчилик халқаро стандартларга мослаштирилмоқда. Жаҳон савдо ташкилоти (WTO), Европа Иттифоқи ва БМТнинг савдо ва электрон тижоратга оид конвенциялари миллий қонунчиликни ривожлантиришда асос бўлмоқда.

Европа Иттифоқининг ГДПР регламенти истеъмолчиларнинг шахсий маълумотларини ҳимоя қилишда янги стандартларни белгилади.

Электрон шартномаларни юридик кучга эга ҳужжат сифатида тан олиш ва уларнинг ижросини кафолатлаш механизмлари ишлаб чиқилмоқда. Ўзбекистон Республикасининг

"Электрон тижорат тўғрисида"ги қонуни истеъмолчиларнинг масофавий шартнома асосида амалга ошириладиган ҳуқуқларини белгилашда муҳим аҳамият касб этади.

Электрон тижоратда истеъмолчилар ҳуқуқларини ҳимоя қилишга оид қонунчилик миллий ва халқаро тенденциялар асосида ривожланмоқда. Шу билан бирга, ушбу соҳада қуйидаги қонунчилик механизмларини жорий этиш лозим:

1. электрон тижоратда истеъмолчиларни ҳуқуқий ҳимоя қилишга ихтисослашган махсус тизимларни яратиш;

2. маҳсулот ва хизматлар сифатига доир кафолат механизмларини мустаҳкамлаш;

3. шахсий маълумотларни ҳимоя қилишга доир халқаро тажрибаларни миллий қонунчиликка татбиқ этиш;

4. истеъмолчилар ҳуқуқлари тўғрисидаги қонунчиликка технологик инновацияларни ҳисобга олувчи қоидаларни киритиш;

Электрон тижоратда истеъмолчилар ҳуқуқларини ҳимоя қилиш қонунчилиги мамлакатнинг иқтисодий ривожланиши ва халқаро савдо тизимига интеграциялашувини янада тезлаштиради. Шу боис, мазкур йўналишда қонунчиликни узлуксиз такомиллаштириш долзарб вазифа бўлиб қолмоқда.

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1.2 Медведева В.А. "Электронная коммерция предпринимательской деятельности, Автореферат. – М., 2004. – 10-б.

1.3 UNCTAD, 2017, *Manual on Consumer Protection* (United Nations publication, Geneva).

1.4. Законодательство в сфере электронной коммерции в странах ЦАРЭС: текущее положение дел и Перспективы. UNCITRAL United Nations Commission on International Trade Law.

Normativ-huquqiy hujjatlar

1.1 Ўзбекистон Республикасининг Фуқаролик кодекси (биринчи қисм).

1.2 Ўзбекистон Республикасининг "Истеъмолчиларнинг ҳуқуқларини ҳимоя қилиш тўғрисида"ги Қонуни

1.3 Ўзбекистон Республикаси Президентининг 2019 йил 1 сентябрдаги "Истеъмолчилар ҳуқуқларини ҳимоя қилишнинг ҳуқуқий ва институционал тизимини тубдан такомиллаштириш чора-тадбирлари тўғрисида"ги ПҚ-5817-сон қарори. //Қонун ҳужжатлари маълумотлари миллий базаси, 12.09.2019 й., 06/19/5817/3732-сон.

1.4. Ўзбекистон Республикасининг "Электрон тижорат тўғрисида"ги Қонун.

2-TOM, 11-SON

INULINNI TIBBIYOTDAGI AHAMIYATI

Eshkarayev S.Ch., Inoyatova N.Q.

Termiz iqtisodiyot va servis universiteti,

Termiz sh, Faravon massivi 43B-uy,

e-mail: sadridin_eshkarayev@tues.uz

Annotatsiya

Inulin - ichak mikrobiomasiga ijobiy ta'sir ko'rsatadigan eriydigan xun tolasi. Masalan, yog 'almashinuvi va qon shakarini tartibga solish, shuningdek, ich qotishi va depressiyani yengillashtirishga yordam beradi deb ishoniladi.Inulin - bu prebiyotikaning bir turi. U oshqozonda hazm bo'lmaydi va so'rilmaydi. U ichakda qoladi va ba'zi foydali bakteriyalarning ko'payishiga yordam beradi. Inulin o'zi o'simliklarning nozik qismlaridan olinadigan modda hisoblanadi. Masalan, bug'doy, piyoz, banan, pirasa, artishok va qushqo'nmas kabi turli xil mevalar, sabzavotlar va o'tlar tarkibidagi kraxmalli modda. Qo'shimchalarda ishlatiladigan inulin ko'pincha hindibo ildizlarini issiq suvda namlashdan kelib chiqadi. Odamlar vazn yo'qotish, ich qotishi va diabet uchun og'iz orqali inulindan foydalanadilar. Ko'p odamlar uchun inulin ham ich qotishi alomatlarini engillashtirishga yordam beradi.Bir tahlil shuni ko'rsatdiki, inulin qabul qilgan odamlar tez-tez ichak harakatini boshdan kechirgan va axlatning mustahkamligi yaxshilangan Bundan tashqari, yuqori qon yog'lari, shu jumladan xolesterin va triglitseridlar va boshqa ko'plab holatlar uchun ham qo'llaniladi. Inulin taxminan 36 000 turdagi o'simliklarda uchraydi va tadqiqotchilar hindibo ildizlari eng boy manba ekanligini ta'kidlaydilar.

Kalit so'zlar: Inulin, qushqo'nmas, diabetdagi o'rni, pirasa, artishok, qon shakari, depressiya yengillashtirish, HP inulin.

ЗНАЧЕНИЕ ИНУЛИНА В МЕДИЦИНЕ

Эшкараев С.Ч., Иноятова Н.К.

Термезский университет экономики и сервиса,

г. Термез, массив Фаравон, 43Б,

e-mail: **sadridin_eshkarayev@tues.uz**

Аннотация

Инулин — это растворимая пищевая клетчатка, которая положительно влияет на микробиом кишечника. Например, считается, что он помогает регулировать жировой обмен и уровень сахара в крови, а также облегчает запоры и депрессию. Инулин является разновидностью пребиотика. Он не переваривается в желудке и не всасывается. Он остается в кишечнике и способствует росту некоторых полезных

бактерий. Сам инулин представляет собой вещество, получаемое из нежных частей растений. Примеры включают пшеницу, лук, бананы, лук-порей, артишоки и спаржу — крахмалистое вещество, содержащееся во многих фруктах, овощах и травах. Инулин, используемый в добавках, часто получают путем замачивания корней цикория в горячей воде. Люди принимают инулин внутрь для похудения, запоров и диабета. Многим людям инулин также помогает облегчить симптомы запора. Одно исследование показало, что у людей, принимавших инулин, наблюдалась более частая дефекация и улучшение консистенции стула, а также он используется во многих других ситуациях. Инулин содержится примерно в 36 000 видах растений, и исследователи говорят, что корни цикория являются самым богатым его источником.

Ключевые слова: инулин, спаржа, роль при диабете, лук-порей, артишок, уровень сахара в крови, облегчение депрессии, инулин ЛП.

IMPORTANCE OF INULIN IN MEDICINE

Eshkarayev.S Inoyatova.N

Termiz University of Economics and Service,

Faravon massif, Termiz city-43B,

e-mail: sadridin_eshkarayev@tues.uz

Abstract

Inulin is a soluble dietary fiber that positively affects the gut microbiome. For example, it is believed to help regulate fat metabolism and blood sugar, as well as relieve constipation and depression. Inulin is a type of prebiotic. It is not digested in the stomach and is not absorbed. It stays in the gut and helps the growth of some beneficial bacteria. Inulin itself is a substance obtained from delicate parts of plants. Examples include wheat, onions, bananas, leeks, artichokes, and asparagus, a starchy substance found in a variety of fruits, vegetables, and herbs. The inulin used in supplements is often derived from soaking chicory roots in hot water. People use inulin by mouth for weight loss, constipation, and diabetes. For many people, inulin also helps relieve symptoms of constipation. One study found that people who took inulin experienced more frequent bowel movements and improved stool consistency. and is used for many other situations as well. Inulin is found in about 36,000 plant species, and researchers say chicory roots are the richest source.

Key words: Inulin, asparagus, role in diabetes, leek, artichoke, blood sugar, depression relief, HP inulin.

Kirish: Inulin neytral ta'mga ega va rangsiz, teksturasiz va juda eriydi, bu uni suvga, sut mahsulotlariga yoki boshqa suyuqliklarga qo'shish imkonini beradi. Inulin yuqori haroratlarda barqaror, shuning uchun uni pishirish yoki pishirishdan oldin ovqatga

qo'shish yoki issiq suyuqliklarga aralashtirish mumkin. Inulin bir nechta oziq-ovqat mahsulotlariga qo'shilgan, qo'shimchalar shaklida mavjud va hozirda tola qo'shimchasi sifatida mavjud. Bundan tashqari, inulin bir qator kasaliklarni bartaraf qilish uchun ham qo'llash mumkin. Masalan, inulin qandli diabetni nazorat qilishga yordam beradi. HP inulin prediabetli odamlarning jigarida yog 'miqdorini kamaytiradi. Bu juda muhim, chunki ba'zi tadqiqotlar shuni ko'rsatadiki, jigardagi yog'larni kamaytirish insulin qarshiligini kamaytirishga va 2-toifa diabetni teskarisiga olib kelishi mumkin. Boshqa bir tadqiqotda, 2-toifa diabetga chalingan ayollar kuniga 10 g HP inulini iste'mol qilishgan. Ularning ochlikdagi qand miqdori o'rtacha 8,5% ga kamaydi, gemoglobin A1c - uzoq muddatli qon shakarini nazorat qilish belgisi - o'rtacha 10,4% ga kamaydi. Inulinni iste'mol qilish minerallarning so'rilishini kuchaytiradi va immunitet tizimini rag'batlantiradi. ichak tutilishi. Inulinni og'iz orqali qabul qilish ba'zi bolalar va kattalardagi ich qotishidan xalos bo'lishga yordam beradi. Najaslar sonini haftada bir martagacha oshiradi. Ammo bu noqulaylikni kamaytirmasligi mumkin.

Qandli diabet. Inulinni diabetga qarshi dorilar bilan birga og'iz orqali qabul qilish, diabetga chalingan ba'zi odamlarda qisqa muddatli qon shakar darajasini yaxshilashi mumkin.

Metod: Tarkibida inulin bo'lgan o'simliklar ming yillar davomida mavjud bo'lib, ba'zi ilk odamlar inulinni biznikiga qaraganda ko'proq iste'mol qilgan.Ishlab chiqaruvchilar qayta ishlangan mahsulotlarga inulin qo'shadilar:

- ovqatlarning prebiyotik tarkibini oshiring
- ovqatdagi yog'larni almashtiring
- ovqatdagi shakarni almashtiring
- ovqatlarning tuzilishini o'zgartirish
- ichak salomatligi uchun foydalari tufayli oziq-ovqatlarning sog'liq uchun foydalarini yaxshilash

2019 yilgi tadqiqot shuni ko'rsatdiki, inulin qo'shimchalari 2-toifa diabet va semirib ketgan odamlarda insulin qarshiligini yaxshilashi mumkin. Uzoq vaqt davomida ratsioningizda mavjud bo'lganda, u qon shakarini potentsial stabilizator sifatida harakat

qilishi mumkin. Ya'ni, semizlik bilan yashaydigan odamlarda bu ta'sirni tushunish uchun ko'proq tadqiqotlar talab etiladi. Depressiya belgilarini yaxshilashi mumkin.

2023 yilgi tadqiqotlarga ko'ra, ba'zi probiyotiklar, shu jumladan inulin - depressiyaning og'irligini kamaytirishga yordam beradi va hatto uning rivojlanishining oldini olishga yordam beradi.

2021 yilda o'tkazilgan tadqiqot shuni ko'rsatdiki, inulinni iste'mol qilish ichaklarida Coprococcus bakteriyalari bo'lgan semirib ketgan odamlarning kayfiyatini yaxshilashga yordam beradi.

Garchi inulinning barcha turlari ko'pchilik uchun xavfsiz bo'lsa-da, ba'zilari nojo'ya ta'sirlarni boshdan kechirish ehtimoli ko'proq.Ratsionga inulin qo'shganda, oz miqdorda boshlang. Ratsionga muntazam ravishda oz miqdorda inulinga boy oziq-ovqatlarni qo'shish bilan boshlang.Inulin qo'shimchalarini olishni boshlaganda, ba'zi manbalar kamida 1-2 hafta davomida kuniga 2-3 g dan oshmasligini tavsiya qiladi. Kuniga 5-10 g ga yetguncha buni asta-sekin oshiring.Inulin bo'yicha ko'plab tadqiqotlar kuniga 10-30 g dan foydalanadi, vaqt o'tishi bilan miqdorini asta-sekin oshiradi.Har qanday yon ta'sir doimiy foydalanish bilan yaxshilanishi kerak. Biroq, bu erda sanab o'tilgan miqdorlarga hamma ham toqat qila olmaydi.

Tajriba: Ishlab chiqarilgan inulin bir necha shakllarda mavjud: Indigo inulini: Indigo ildizidan olingan ekstrakt.

Yuqori samarali (HP) inulin: Ishlab chiqaruvchilar undan qisqaroq molekulalarni olib tashlash orqali HP inulinini yaratadilar. Inulin bilan chambarchas bog'liq bo'lgan tolali qo'shimchalar fruktooligosaxaridlar bo'lib, ular oligofruktoza deb ham ataladi.

Foods High in Inulin

Quyidagi oziq-ovqatlarning 3,5 untsiyasida (unsiya) yoki 100 grammida (g) qancha inulin borligi	
Indigo ildizi	35,7-47,6 g
Quddus artishokasi	16-20 g
Sarimsoq	9-16 g
Xom qushqo'nmas	2-3 g
Xom piyoz pulpasi	1,1-7,5 g

Xom arpa	0,5-1 g
Bug'doy	1-3,8 g

Hayvonlarda o'tkazilgan tadqiqotlar shuni ko'rsatdiki, inulin kaltsiy va magniyning so'rilishini yaxshilaydi, natijada suyak zichligi yaxshilanadi (20, 21 Ishonchli manba.Insoniy tadqiqotlar shunga o'xshash foydalarni topdi. Oziq-ovqat va farmatsevtika idorasi (FDA) tekshiruviga ko'ra, ilmiy dalillar inulin tipidagi fruktanlarning suyak mineral zichligiga foyda keltirishi va organizm kaltsiyni qanchalik yaxshi qabul qilishi haqidagi fikrni qo'llab-quvvatlaydi.

Xulosa: Xulosa qilib quyidagilarni aytadigan bo'lsak, inulin inson organizmi uchun asosiy va muhim vazifalarni bajarar ekan. Inulinni inson organizmga qaysidir sohasiga qanday ta'sir qilishini bir necha hayvonlarda tajriba qilib ko'rilibdi. Tajribada asosan inulinni oshqozonda emas yog'on ichakda so'rilishi va saraton kasaligini rivojlanishini ma'lum vaqtgacha oldini olishni aniqlashdi.Inulinni inson irganizmida nojo'ya ta'siri ham kuzatilishi mumkin. Qachonki inulinni dozasi ko'p miqdorda qo'llanilsa kuzatiladi.

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THE ROLE OF ENGLISH VARIETIES AND ACCENTS IN EFFECTIVE COMMUNICATION

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 103-23: **Mardaqulova Dilbar Abdug'ofur qizi**

Annotation: This article emphasizes the importance of engaging with diverse English varieties and accents to enhance communication skills, promote cultural understanding, and foster inclusivity. It explores how accents reflect the rich histories and identities of their speakers, highlighting examples from British, American, Australian, Caribbean, and Asian Englishes. The piece provides practical tips for improving listening skills, such as consuming global media, practicing active listening, and engaging in conversations with speakers from various linguistic backgrounds. The conclusion reinforces the value of embracing linguistic diversity as a pathway to mutual respect and global connection. Through this perspective, the article underscores that language is not just a tool for communication but also a celebration of humanity's cultural tapestry.

Key words: English varieties, accents, global communication, cultural diversity, British English, American English, Australian English, Caribbean English, Indian English, active listening, linguistic diversity, inclusivity, cultural appreciation, accent adaptability, language learning, global connection, identity, mutual respect, language skills, intercultural communication.

Listening to Different English Varieties and Accents: A Key to Global Communication

The English language, spoken by over 1.5 billion people worldwide, is as diverse as the cultures it connects. From the crisp tones of British Received Pronunciation to the melodic lilt of Jamaican Patois, English manifests in numerous varieties and accents, each rich with history and regional flavor. Listening to these diverse forms of English is not only fascinating but also essential in today's interconnected world.

Why Embrace Varieties and Accents?

Enhancing Communication Skills

Exposure to different accents helps listeners develop a more versatile ear. In global workplaces or while traveling, understanding diverse English speakers is crucial. Whether it's deciphering the clipped vowels of Australian English or the sing-song cadence of Indian English, adaptability in listening bridges communication gaps.

Cultural Appreciation

Every accent carries the essence of its region. The Southern American drawl reflects the warmth and hospitality of the South, while the rhythmic beats of South African English echo its multicultural roots. By engaging with these accents, listeners gain deeper insights into the cultures and histories they represent.

3. Breaking Down Stereotypes

Listening to various English varieties challenges preconceived notions about language and accent superiority. It fosters a mindset that no single way of speaking English is "better" or "more correct" than another, promoting inclusivity and respect.

Popular English Varieties and Their Features

British English

- **Varieties**: Includes Received Pronunciation (RP), Cockney, Scouse, and Geordie.
- **Features**: RP is known for its non-rhoticity (absence of the "r" sound at the end of words) and formal tone, while Cockney is famous for its rhyming slang.

American English

- **Varieties**: General American, Southern, and New York accents.
- **Features**: General American is rhotic (pronounces "r" in all positions) and serves as the standard for media, while the Southern accent elongates vowels.

Australian and New Zealand English

- **Features**: Both exhibit vowel shifts, with Australian English sounding broader and New Zealand English often softening vowel sounds further.

Caribbean English

- **Features**: Influenced by Creole languages, it has unique rhythms and grammatical structures, often blending African and European linguistic elements.

Asian Englishes

- **Features**: Indian English uses syllable-timed rhythm and often incorporates local languages, while Singaporean English (Singlish) blends English with Malay, Chinese, and Tamil influences.

Tips for Improving Listening Skills

1. **Consume Media from Around the World**
   Watch movies, shows, and news from different English-speaking regions. Platforms like YouTube offer content from diverse creators, making it easier to access global voices.
2. **Practice Active Listening**
   Focus on not just the words but also the intonation, stress patterns, and rhythms of speech.
3. **Use Online Resources**
   Websites and apps like BBC Learning English or Accent's Way English with Hadar provide resources for learning about accents.
4. **Engage in Conversations**
   Interact with people from different linguistic backgrounds, whether in person or through language exchange platforms.
5. **Be Patient and Open-Minded**
   Understanding unfamiliar accents can be challenging at first. Embrace the learning curve with curiosity and persistence.

Conclusion

Listening to different English varieties and accents is more than a linguistic exercise—it's a gateway to understanding the rich tapestry of cultures that share this global language. As English continues to evolve, embracing its diversity equips us with the skills to connect with the world, fostering empathy, communication, and mutual respect. So next time you encounter an unfamiliar English accent, tune in with an open mind. You might just discover a new perspective on the language and the world it connects. In addition to enhancing communication and cultural understanding, listening to different English varieties reminds us of the deep connection between language and identity. Each accent and dialect is a reflection of a community's history, values, and experiences. By appreciating these differences, we not only become better listeners but also develop a more profound respect for the individuality and diversity of the people behind the voices.

Ultimately, embracing the richness of English accents is a celebration of humanity's shared and varied stories. It's a way to build bridges in a world where understanding and acceptance are more vital than ever. So, whether you're captivated by the rolling Rs of Scottish English or the clipped consonants of Kenyan English, know that each new accent you explore is a step toward a more inclusive and connected global community.

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IMPROVING LISTENING COMPREHENSION THROUGH VISUAL RESOURCES (IMAGES, VIDEOS)

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 103-23: **Mardaqulova Dilbar Abdug'ofur qizi**

Annotation: This article explores the use of visual supports, such as images and videos, in enhancing listening comprehension. It highlights the benefits of visual aids, including providing contextual information, supporting memory retention, reducing cognitive load, and engaging various learning styles. The article discusses different types of visual supports—images, infographics, videos, and interactive visuals—and provides practical strategies for incorporating these tools into listening activities, such as pre-listening, while-listening, and post-listening exercises. The conclusion emphasizes the effectiveness of visual supports in creating an engaging and inclusive learning environment, and the potential for future innovations in using multimedia to improve listening skills.

Key words: Listening comprehension, visual supports, images, videos, learning styles, cognitive load, memory retention, educational technology, interactive visuals, language learning, auditory processing, infographics, multimedia learning.

Using Visual Supports (Images, Videos) to Enhance Listening Comprehension

Listening comprehension is a critical skill in language learning and communication. It's the ability to understand spoken language, which is essential for effective interaction in various contexts, from academic settings to everyday conversations. While traditional language instruction often focuses on text and oral practice, integrating visual supports such as images and videos can significantly enhance listening comprehension. This article explores the role of visual aids in supporting auditory processing and how they can improve learners' understanding of spoken language.

The Power of Visual Supports in Listening Comprehension

Visual supports are tools that supplement verbal information, aiding learners in interpreting and processing content. When combined with listening tasks, images, and videos serve as cognitive aids that provide contextual clues, help clarify abstract concepts, and offer visual representations of what is being spoken. These supports bridge the gap between listening and understanding, particularly for language learners, children, or individuals with learning difficulties.

Benefits of Using Visual Supports

1. **Contextualizing   Information**
   Visual aids provide a clear context for the spoken words, making abstract or unfamiliar concepts easier to grasp. For example, a student listening to a description of an animal in a foreign language might struggle to understand the word "elephant." However, when an image or video of an elephant is shown, the learner can immediately connect the word to a visual reference, enhancing comprehension.

2. **Supporting   Memory   and   Retention**
   Images and videos can strengthen memory by providing a visual reinforcement of auditory input. Research has shown that people tend to remember visual information better than verbal data alone—a phenomenon known as the "picture superiority effect." This means that learners are more likely to retain and recall information when it is paired with an image or video.

3. **Reducing   Cognitive   Load**
   Listening comprehension can be taxing, especially when learners are also trying to decode unfamiliar vocabulary or complex sentence structures. By providing visual cues, learners can offload some of this cognitive burden, focusing more on understanding the content rather than struggling to visualize it. This is particularly beneficial for beginner language learners or individuals with cognitive challenges.

4. **Engaging   Different   Learning   Styles**
   People have different learning preferences, and incorporating visual supports helps engage a broader range of learners. Visual aids cater to visual learners who might struggle with purely auditory input. By appealing to multiple senses (sight and hearing), learners are more likely to remain engaged and motivated throughout the listening process.

Types of Visual Supports

1. **Images**
   Images can be used to illustrate key vocabulary or concepts in a listening activity. A simple picture of a fruit or a scene from a story can help learners associate spoken words with real-world objects or actions. Images are particularly effective in teaching young children or beginners who are still developing their vocabulary.

2. **Infographics   and   Charts**
   Infographics are highly effective in explaining complex ideas. For example, during a lesson on a scientific process or historical event, an infographic that outlines the key steps or timeline of events can make the spoken explanation easier to follow and retain.

3. **Videos**
   Videos provide both visual and auditory input, which is particularly helpful in

contextualizing language. Educational videos or clips from real-life situations can show how language is used in natural settings, giving learners an authentic experience. Videos can depict conversations, body language, cultural contexts, and even emotions—elements that might be missed in a purely auditory lesson.

4. **Interactive Visual Aids**
Interactive visuals, such as slideshows or digital animations, allow learners to engage actively with the content. These supports are particularly effective in online learning environments, where learners can control the pace and interact with the visuals to gain a deeper understanding of the material.

Implementing Visual Supports in Listening Activities

Here are some practical ways to integrate visual aids into listening comprehension exercises:

1. **Pre-listening Activities**
Before listening to a passage, show a related image or video to provide context. For instance, if learners are listening to a description of a city, show pictures of its landmarks or a short video tour. This prepares the brain for the content and activates prior knowledge, making the listening task easier.

2. **While-listening Activities**
During a listening task, provide learners with images or infographics that correspond to what they are hearing. This could include showing pictures of key characters in a story, visualizing the events described in the audio, or displaying key vocabulary as it's being used. Visuals help learners track what they're hearing and organize the information more effectively.

3. **Post-listening Activities**
After completing a listening task, use images or videos to stimulate discussion and reinforce the content. For example, show a video that summarizes the main points of the audio, or provide images that prompt learners to reflect on or discuss what they've heard. This not only enhances understanding but also encourages critical thinking and personal engagement.

4. **Interactive Technology**
Modern technology offers interactive tools that combine listening and visual supports in dynamic ways. Apps, online quizzes, and interactive videos allow learners to engage with the content more effectively. For instance, an app could display images of different weather conditions while learners listen to weather forecasts in the target language, helping them visualize and understand the spoken content.

Conclusion

Using visual supports, such as images and videos, is an invaluable strategy to enhance listening comprehension. Visual aids help learners connect spoken language to concrete images, reduce cognitive load, engage multiple senses, and improve retention. By integrating these supports into listening exercises, educators can provide a more inclusive and effective learning experience for students of all ages and backgrounds. Whether in the classroom or in self-study, incorporating visuals into listening activities is an effective tool for developing stronger listening comprehension skills. Incorporating visual supports into listening comprehension activities is not only beneficial for language learners but also for anyone looking to improve their ability to process spoken information. These visual tools create a more accessible and dynamic learning environment, facilitating deeper understanding and engagement. As technology continues to evolve, the potential for combining auditory and visual elements in educational contexts expands, offering even more innovative ways to enhance listening skills. Ultimately, visual aids serve as a bridge between spoken language and comprehension, making learning more interactive, enjoyable, and effective for all types of learners.

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EXPLORING IELTS LISTENING: COMMON QUESTION FORMATS WITH EXAMPLES

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 103-23**: Akramova Munisa Asliddin qizi**

Annotation: This article provides a comprehensive overview of the IELTS Listening section, outlining the different types of questions and offering practical examples and tips for each. It highlights the key question formats such as multiple-choice, matching, flow-chart completion, and short-answer questions, offering readers clear explanations and strategies to tackle each one effectively. The article emphasizes the importance of practice, listening comprehension, and time management, encouraging readers to familiarize themselves with different accents, content types, and paraphrasing techniques. The conclusion underscores the significance of preparation for success in the IELTS Listening test, ultimately improving both test performance and real-world listening skills. This resource is useful for IELTS candidates aiming to improve their listening proficiency and achieve a high score in the exam.

Key words: IELTS, Listening section, multiple-choice questions, matching questions, flow-chart completion, short-answer questions, question types, listening comprehension, paraphrasing, practice, time management, listening skills, test preparation, exam strategies, academic IELTS, general IELTS, listening practice, real-world English, listening proficiency, exam success, IELTS tips.

IELTS Listening Questions: An Overview with Examples

The International English Language Testing System (IELTS) is one of the most recognized and respected English proficiency tests in the world. It is commonly used for academic admissions, professional certifications, and immigration purposes. One of the key components of the IELTS test is the **Listening section**, which evaluates how well candidates can understand spoken English in various contexts.

The Listening section consists of **40 questions** divided into **four sections**, each progressively becoming more difficult. In this article, we will break down the various

types of listening questions found on the IELTS, provide examples, and give you tips on how to tackle each question type effectively.

Types of IELTS Listening Questions

1. **Multiple Choice Questions** In these questions, you will hear a recording and be asked to select the correct answer from a list of options.
   o   **Example:** *You will hear a conversation between two friends discussing their weekend plans.*
   ▪   What will John do on Saturday? A) Go hiking B) Visit a museum C) Attend a concert D) Watch a movie

Tip: Pay attention to keywords in the question. The answers will often be paraphrased in the recording, so listen carefully for similar meanings.

2. **Matching Questions** You may need to match a list of items with another list, such as matching speakers to statements or locations to activities.
   o   **Example:** *You will hear a guide talking about different tourist destinations in a city.*
   ▪   Match the places (A-D) with their descriptions (1-4).
   ▪   A) Central Park
   ▪   B) The Museum of Art
   ▪   C) The Zoo
   ▪   D) The Aquarium

Tip: Listen for specific details like names, numbers, and places. The speakers often mention these details while describing each location.

3. **Map or Plan Labelling** These questions ask you to label parts of a map, diagram, or plan based on what you hear.
   o   **Example:** *You will hear a speaker explaining the layout of a park.*
   ▪   Label the areas on the map using the information you hear.

Tip: Familiarize yourself with map-related vocabulary (e.g., "north," "west," "entrance," "exit") to anticipate what the speaker will describe.

4. **Form, Note, Table, Flow-chart or Summary Completion** In these questions, you need to complete a form, table, note, or flowchart by filling in the missing information from the listening passage.
   o   **Example:** *You will hear a lecturer giving a talk about renewable energy.*
   ▪   Complete the table below by writing the correct information.

Type of Energy	Cost (per year)	Efficiency (%)
Solar Power	___	___
Wind Power	___	___

5. **Tip:** Focus on key details such as numbers, dates, and names when completing these types of questions. These often appear directly in the recording.

6. **Sentence Completion** In these questions, you need to complete sentences based on information heard in the recording.

○　　　**Example:** *You will hear a man giving instructions for filling out a job application form.*

▪　　　Complete the sentences below.
1. 　　　The job application form must be submitted by ___.
2. 　　　Applicants should include a copy of their ___.

Tip: Pay attention to the grammatical structure. The missing word may require a verb, noun, or adjective, and the context of the recording will give you clues.

7. **Short Answer Questions** These questions require you to listen and provide a short answer based on what is said in the audio. The answer is usually a word or a few words, typically a fact or piece of specific information.

○　　　**Example:** *You will hear an interview with a student discussing her recent research project.*

▪　　　What was the topic of the student's research project?

Tip: Focus on specific facts and details mentioned in the recording. Short answer questions often test your ability to pick out the main idea or key information.

8. **Flow-chart Completion** Flow-chart questions involve listening to a process being explained and filling in the steps in a chart. These are often related to how something works or how a process is completed.

○　　　**Example:** *You will hear a lecture explaining the steps involved in recycling plastic bottles.*

▪　　　Complete the flowchart with the appropriate steps in the recycling process.

Tip: Look for sequence indicators (e.g., "first," "next," "then," "finally") to help you identify the order of steps.

9. **Multiple Choice with a Twist** In some cases, the multiple-choice questions may require you to choose multiple answers. This is less common, but it can appear in more complex sections of the Listening test.

o   **Example:** *You will hear a speaker talking about environmental policies in different countries.*

▪   Choose two policies that have been implemented in Sweden. A) Free public transportation for all citizens B) Tax breaks for electric vehicles C) Government-sponsored energy-efficient homes D) Ban on plastic packaging

Tip: Make sure to listen for specific information related to the countries and policies mentioned. Sometimes, the information may be spread across different parts of the conversation.

Strategies for Success in IELTS Listening

1. **Practice Active Listening:** Make sure to listen attentively to the entire recording without focusing too much on writing answers. You will often need to listen to a full conversation or lecture before completing the questions.

2. **Understand Paraphrasing:** The language used in the questions may not always match the exact words spoken in the recording. Practice recognizing paraphrases and synonyms to improve your chances of identifying the correct answers.

3. **Keep Track of Time:** Each section of the Listening test contains a set of questions, and you only have a limited amount of time to answer them. Manage your time carefully to avoid rushing toward the end of the section.

4. **Read the Questions Before Listening:** Read through the questions before you listen to the recording. This will help you anticipate the information you need to listen for, making it easier to catch key details.

5. **Practice with Authentic Materials:** The more you practice listening to real-world materials (e.g., podcasts, news reports, or TED Talks), the more prepared you will be for the variety of accents, speeds, and topics you'll encounter on the test

Conclusion

The IELTS Listening section challenges your ability to understand spoken English in different contexts and formats. By familiarizing yourself with the types of questions and practicing regularly, you can improve your listening skills and perform better on the test. Whether you're working on multiple-choice questions, matching tasks, or completing tables and flowcharts, each question type offers opportunities to demonstrate your listening abilities. Remember to practice actively, stay focused, and manage your time effectively, and you'll be well on your way to achieving a high score on the IELTS Listening section. In conclusion, succeeding in the IELTS Listening

section requires more than just a good ear for English; it demands practice, strategic listening, and an understanding of the diverse question formats. By familiarizing yourself with the various question types—whether multiple-choice, matching, or flowchart completion—and honing your skills through targeted practice, you can significantly boost your chances of achieving a top score. Remember that each type of question has its own challenges, but with consistent preparation and attention to detail, you can become adept at catching key information, identifying paraphrased content, and managing your time effectively. Whether you're preparing for an academic or general IELTS exam, mastering the Listening section will not only help you on test day but also improve your overall listening comprehension in real-world English situations.

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COGNITIVE APPROACHES TO IMPROVING LISTENING COMPREHENSION IN LANGUAGE LEARNERS

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 103-23: **Akramova Munisa Asliddin qizi**

Annotation: This article explores cognitive listening strategies for language learners, emphasizing techniques that enhance comprehension and listening skills. It introduces strategies such as predicting content, chunking information, identifying key words, inferring meaning from context, and making connections to prior knowledge. The article also highlights the importance of active listening, repetition, and self-reflection in improving listening abilities. By integrating these strategies, learners can more effectively process spoken language, overcome challenges, and increase their confidence in understanding both everyday conversations and academic content. Overall, the article serves as a practical guide for language learners looking to sharpen their listening skills through cognitive approaches.

Key words: cognitive listening strategies, language learners, listening comprehension, predicting content, chunking information, key words, context inference, active listening, repetition, self-reflection, background knowledge, mental mapping, language processing, listening skills, effective communication.

Cognitive Listening Strategies for Language Learners

Listening is one of the most essential skills for language learners, yet it often presents significant challenges. Unlike reading or writing, listening involves processing real-time spoken information, which requires more than just understanding individual words. To succeed in listening comprehension, language learners must develop cognitive strategies that help them actively engage with the content, anticipate meaning, and make sense of the spoken material.

Cognitive listening strategies are techniques used by listeners to process and interpret spoken language more effectively. These strategies are based on the learner's cognitive processes, which include attention, memory, and mental organization. Below are some key

cognitive listening strategies that can help language learners improve their listening comprehension.

Predicting Content

Before listening to a piece of audio or a conversation, learners can activate their prior knowledge and make predictions about the content. This can include guessing the topic, potential vocabulary, and the overall structure of the conversation. By predicting, learners prime their brain to focus on specific types of information. For instance, if they know they are listening to a conversation about travel, they can anticipate hearing words related to destinations, transportation, or experiences. Predicting helps learners focus their attention and improve comprehension, especially when listening to unfamiliar material.

Chunking Information

Listening to language involves decoding large amounts of information in a short period. One strategy to manage this is *chunking*—grouping words or phrases into manageable units. Just like reading groups words into phrases and sentences, listeners can mentally segment speech into "chunks" based on pauses, intonation, and contextual cues. This helps reduce cognitive overload and makes it easier to process and retain information. For example, when listening to a long sentence, learners can break it down into smaller segments based on meaningful phrases (e.g., subject-verb-object relationships or prepositional phrases).

Identifying Key Words and Phrases

Effective listeners are able to identify and focus on key words and phrases that carry the most meaning. This includes content words such as nouns, verbs, adjectives, and adverbs, as well as signal words (e.g., "first," "next," "in conclusion"). These key words provide important clues about the overall message and structure of the speech. By honing the ability to quickly spot these elements, learners can gain a better understanding of the speaker's intentions, even if they do not catch every single word.

Inferring Meaning from Context

Listening to a second language often involves hearing unfamiliar words or phrases. In such cases, learners can use contextual clues to infer the meaning of unknown words. This strategy involves making educated guesses based on the surrounding words, the speaker's tone, body language (if available), and the overall topic of discussion. For example, if a learner hears the phrase "I went to the *pharmacy* to pick up my *prescription*," they can

infer that the speaker is talking about medicine or healthcare, even if they don't know the exact meaning of *pharmacy*.

Contextual inferences allow learners to fill in the gaps and maintain comprehension when they encounter unknown vocabulary.

Repetition and Clarification

Listening to the same audio more than once can significantly enhance comprehension. In fact, many learners naturally listen to songs, podcasts, or lectures multiple times, which helps them retain information. Repetition allows learners to catch details they may have missed in their first attempt. Additionally, when learners don't understand something, they can mentally "ask for clarification" by re-listening or focusing on a specific part of the conversation. This is an important self-regulation strategy, as it helps to reinforce understanding and prevents learners from giving up on complex or challenging material.

Using Background Knowledge

Effective listening is not just about processing the words spoken, but also about using the knowledge stored in long-term memory. Language learners can apply their background knowledge (or *schemata*) to understand spoken material. For instance, knowing cultural context, common idioms, or typical conversational patterns in the target language can greatly enhance listening comprehension. For example, understanding the format of a typical news report can help learners anticipate the flow of information and focus on key details.

Making Connections (Schema Activation)

When learners listen to content, they often rely on their ability to make connections to what they already know. For instance, hearing a word or phrase in a conversation that they recognize from a previous learning experience helps learners establish new mental connections. This mental network of related concepts allows listeners to quickly access information and make predictions about the rest of the content. For example, if a learner has already learned the word *restaurant* and knows the associated vocabulary like *menu* or *waiter*, they can use this schema to understand new words or phrases related to eating out.

Monitoring and Self-Reflection

An essential part of cognitive listening is the ability to monitor one's own comprehension during the process. Learners should regularly assess whether they are understanding what they are hearing. If they realize they missed something important, they can take mental notes, make educated guesses, or even mentally rewind. Reflecting on

one's listening experience after the activity helps identify areas for improvement. For example, learners might ask themselves questions like, "What did I understand clearly?" or "Where did I get confused?" This reflection helps learners adjust their approach and refine their listening skills.

Active Listening and Focus

Listening actively requires full attention and engagement. In a real-world situation, distractions can easily interfere with comprehension. Cognitive listening involves focusing on the content, not just the words. Active listeners make a conscious effort to engage with the speaker's message by concentrating on the key ideas and details. This is particularly important in fast-paced conversations or when listening to complex information, where every word may carry significance.

Note-Taking and Mental Mapping

Taking notes while listening can reinforce memory retention. While it might be tempting to write down every word, learners are advised to focus on writing down key ideas, important vocabulary, and phrases. This mental mapping helps organize the spoken information and allows learners to mentally "reconstruct" the message later. Even without taking physical notes, learners can create mental maps of the information, organizing it by themes, categories, or relationships between ideas.

Conclusion

Developing cognitive listening strategies is an essential part of mastering a new language. By using techniques like predicting, chunking, identifying key words, and inferring meaning from context, learners can improve their listening comprehension and better understand the spoken language. These strategies require practice and self-awareness, but over time, they can help learners become more confident and proficient listeners. Whether in academic settings, casual conversations, or real-life interactions, cognitive listening strategies are key to becoming an effective and fluent listener in any language. Incorporating cognitive listening strategies into language learning not only enhances comprehension but also fosters greater confidence in real-world communication. As learners adapt to various listening contexts, from formal lectures to informal conversations, these strategies enable them to become more independent and proactive listeners. By focusing on prediction, inference, and active engagement, learners develop a deeper connection with the language, improving their ability to understand nuances, pick up on subtle meanings, and react appropriately in conversation. Ultimately, mastering cognitive listening strategies equips learners with the tools to navigate the complexities of

spoken language, making them more effective communicators and better prepared to engage with the world around them in their target language.

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ETHICAL AND LEGAL ASPECTS OF DICTIONARIES IN ENGLISH LANGUAGE

Jizzakh branch of the National

University of Uzbekistan named after Mirzo Ulugbek

The faculty of Psychology, department of Foreign languages

Field of Philology and foreign languages

Supervisor: **Abduraxmanova Zilola Yoqubjon qizi**

Student of group 402-22: **Ortiqova Barno Ilhomjon qizi**

Annotation: The article "Ethical and Legal Aspects of Dictionaries in English Lexicography" delves into the complex challenges faced by lexicographers in the digital and multicultural era. It examines ethical responsibilities such as inclusivity, fairness, and unbiased representation of diverse linguistic and cultural communities, alongside contentious issues like the inclusion of offensive or controversial terms. The legal dimensions are explored in the context of copyright protection, intellectual property rights, trademarks, and the rise of digital and user-generated dictionaries. The paper highlights the evolving role of artificial intelligence and corpus linguistics in addressing these issues while proposing best practices for ethical lexicography and robust legal frameworks. The article serves as a vital reference for understanding the intersection of linguistic scholarship, societal values, and legal constraints in English lexicography.

Key Words: Ethics in lexicography, inclusivity, bias in language, copyright issues, trademark usage, offensive language, artificial intelligence in lexicography, generated content, digital lexicography, privacy concerns

Ethics in Lexicography

Ethical lexicography demands fairness, transparency, and cultural sensitivity in the representation of language. Lexicographers must balance the descriptive nature of dictionaries—documenting how language is used—with a prescriptive role that addresses educational needs and societal values. Ethical dilemmas often arise in deciding how to represent marginalized groups, controversial terms, and societal biases embedded in language use.Fair Representation: Dictionaries should represent linguistic realities without bias. They must ensure that no group—ethnic, cultural, or social—is misrepresented or excluded.Cultural Sensitivity: Lexicographers must be aware of cultural nuances, avoiding stereotypes while reflecting language diversity.

Inclusivity in Dictionaries

Modern dictionaries must be inclusive, ensuring representation for speakers of diverse cultural, regional, and social backgrounds. This includes incorporating World Englishes (e.g., Nigerian, Indian, and Singaporean English), avoiding gender and racial stereotypes, and representing LGBTQ+ terms with respect and accuracy. Inclusivity also extends to accessibility, ensuring that dictionaries are usable by individuals with disabilities through features like screen-reader compatibility.Representation of World Englishes: Lexicographers must incorporate words, idioms, and phrases from global English varieties (e.g., Nigerian, Indian, or Caribbean English).Gender-Neutral Language: Moving away from outdated, gender-specific terms or examples (e.g., "nurse" defined solely as a female profession).

Bias in Language

Lexicographic bias can perpetuate harmful stereotypes, such as gendered assumptions in definitions or examples. Regional bias often privileges British or American English, marginalizing other varieties. Ethical lexicography requires using diverse linguistic corpora and consulting with a broad range of communities to mitigate these biases and reflect the true diversity of English usage.

Copyright Issues

Copyright laws are vital for protecting the intellectual property of lexicographers and publishers. However, challenges arise in preventing plagiarism, unauthorized reproductions, and content scraping in the digital era. Balancing copyright protection with fair use—particularly in education and research—remains a complex issue, especially as dictionaries transition to online platforms.

Offensive Language

The inclusion of offensive or controversial terms is a perennial ethical issue. While such words are part of real-world language, their inclusion requires careful contextualization through usage labels and notes. Dictionaries play an educational role in explaining the historical, cultural, and social implications of offensive language without endorsing harmful terms.Digital Lexicography the rise of digital dictionaries has revolutionized lexicography, offering real-time updates, interactive features, and global accessibility. However, digital lexicography presents new challenges, including safeguarding intellectual property, ensuring user-friendly design, and addressing commercial pressures to prioritize trendy or monetizable content over scholarly rigor.

Conclusion

The interplay of ethics, inclusivity, and legal considerations is central to modern lexicography. As dictionaries evolve to meet the needs of global and digital audiences, lexicographers must address challenges such as bias, copyright, and privacy while

leveraging innovations like AI and user-generated content. A commitment to fairness, transparency, and societal responsibility is essential for creating dictionaries that serve as accurate, inclusive, and reliable resources for users worldwide.The ethical and legal dimensions of English lexicography underscore the profound responsibility that lexicographers hold in shaping linguistic resources that are accurate, fair, and inclusive. The rapid evolution of language, driven by globalization and technological advancements, has introduced new complexities and opportunities for lexicographers, necessitating a balance between tradition and innovation.

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SYLLABLE STRUCTURE 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: **Jumaniyozova O'g'iljon Bakdurdi qizi**

Annotation: This article explores the concept of syllable structure in English, highlighting its components, rules, and variations. A syllable, a fundamental unit of spoken language, forms the building blocks of words and has a significant impact on pronunciation, phonology, and linguistic analysis. This discussion delves into the anatomy of syllables, syllabification rules, and their implications for understanding English phonetics and phonology.This article provides a comprehensive overview of English syllable structure, offering insights into its components, classification, and rules. It emphasizes the practical implications for linguistics, language learning, and phonetics. Key challenges, such as non-correspondence between spelling and pronunciation, are also discussed to highlight the complexity of the English syllable system.

Key words: syllable, syllable formation, syllable separation, onset, nucleus, coda, closed syllables, open syllables, silent "e" syllables, r-controlled syllables, vowel teams, phonology, english phonetics, diphthongs, stress patterns, language acquisition, pronunciation, reading skills, spelling, phonetics, consonant clusters, syllabification, language teaching.

A syllable is a core concept in linguistics and phonology, representing the smallest unit of speech that can convey rhythm and stress patterns. In English, syllables play a vital role in pronunciation, stress assignment, and linguistic comprehension. The structure of a syllable consists of three main components: the onset, nucleus, and coda. Understanding syllable structure is essential for analyzing word formation, phonetic processes, and language acquisition.

Syllable

A syllable is a unit of sound in spoken language that organizes speech into rhythmic patterns. It is often described as the "beat" of a word and is fundamental to how words are pronounced and perceived. Every syllable must contain at least one vowel sound or a syllabic consonant, which acts as the core element of the syllable.

Components of a Syllable

A syllable typically divided into three parts:

Onset: The onset is the beginning part of a syllable, consisting of one or more consonants that precede the nucleus. The onset is optional in English; some syllables have no onset.

Nucleus: The nucleus is the central and most important part of a syllable, usually a vowel. Every syllable must have a nucleus. In some cases, a consonant can act as the nucleus if it is syllabic (e.g., /l/, /m/, or /n/).

Coda: The coda is the final part of a syllable, consisting of one or more consonants that follow the nucleus. Like the onset, the coda is optional in English.

For instance:

In *"cat"*: "c" is the onset, "a" is the nucleus, and "t" is the coda.

In "spring": "spr" is the onset,"i" is the nucleus, and "ng" is the coda.

A syllable is a basic unit of speech that typically consists of a single, uninterrupted sound. It is the building block of words and plays a crucial role in the rhythm and pronunciation of language. Syllable separation, also called syllabification, involves dividing a word into its constituent syllables based on specific rules. Each syllable must contain one vowel sound or a syllabic consonant. The following guidelines can help with syllable separation:

General rules for Syllabification

A syllable must have one vowel : Every syllable must contain one and only one vowel sound (e.g., "a," "e," "i," "o," "u," or sometimes "y").

Examples: "ba-by" → two syllables, "ba" and "by."; "re-act" → two syllables, "re" and "act."

Divide between two consonants: If two consonants appear between vowels, divide the word between the consonants.

Examples:"hap-py" → divided between "p" and "p.";"mag-net" → divided between "g" and "n."

Exception: Consonant clusters (e.g., "tr," "bl") that can occur at the beginning of a word are not split.

Example: "con-trol" → the cluster "tr" is kept together.

Break compound words into parts : If a word is a compound, break it at the natural boundary between the two parts.

Examples: "foot-ball" → "foot" and "ball.""sun-shine" → "sun" and "shine."

The Role of Syllables in Language Acquisition

Syllables play a vital role in early language development. For children learning to speak and read, syllables are often the first unit of sound they become familiar with. Understanding syllables helps children break down words into more manageable parts, making them easier to pronounce, spell, and remember.

When children begin to read, they start by identifying syllables and blending them together to form words. For example, a child learning to read the word *"cat"* will first identify the sounds: /k/ (onset), /æ/ (nucleus), and /t/ (coda). This process of segmenting and blending sounds is fundamental in early literacy skills.

Syllable awareness also helps with more complex language skills such as rhyming, poetry, and word games. Since many languages, especially English, rely on syllabic patterns for rhythm, rhyme, and meter, mastering syllables can contribute to a deeper understanding of language.

Types of Syllables

In English, syllables can be classified into seven primary types based on their structure. Each type has specific characteristics that influence pronunciation, stress, and meaning. Understanding these syllable types is essential for mastering English phonics, spelling, and word formation.

Closed Syllables: A closed syllable ends with a consonant, and the vowel sound is typically short. Structure: Vowel + Consonant (VC)

Examples: "cat","dog","basket" (bas-ket). The vowel is surrounded (or "closed in") by consonants. Most common syllable type in English.

Open Syllables: A syllable that ends with a vowel, making the vowel sound long.

Example: *me*, *go*, *pi-ne,he ,me-mo*.

Silent "e" Syllables: A syllable ending with a silent "e" that often makes the preceding vowel long.

Example: *make*, *bike*, *cake*

Vowel-Consonant-e (VCe): These syllables have a vowel, followed by a consonant, and then a silent "e" that influences the vowel's pronunciation.

Example: *cape*, *tube, cake, hope, rate* .

R-controlled Syllables: When a vowel is followed by the letter "r," it creates a unique sound, and the syllable is often neither long nor short.

S-Example: *car*, *bird*, *fern*

Vowel Teams or Diphthongs: Syllables that contain two vowels together, which create a single sound.

Example: *team*, *coin*, *cloud*

Each of these syllable types affects how words are pronounced, making them an essential part of both spoken and written language.

Advanced Concepts in Syllable Formation

Syllables are not just about the basic structures of consonant and vowel sounds. More advanced concepts of syllable formation also include **stress patterns** and **intonation**. In many languages, especially English, syllables are either stressed or unstressed, and this can change the meaning of a word or the structure of a sentence.

Stress Patterns: In English, syllables are typically stressed or unstressed. Stressed syllables are emphasized more in terms of loudness, duration, or pitch, while unstressed syllables are weaker. For instance, the word *"record"* has different meanings depending on which syllable is stressed:

RE-cord (noun, as in a vinyl record or an audio recording)

re-CORD (verb, as in to document or log something)

Stress patterns affect the pronunciation of words and also influence the rhythm of sentences. Understanding where the stress falls in multi-syllable words is crucial for speaking clearly and naturally.

Practical Tips for Teaching Syllable Separation

For educators, teaching syllable separation is an important part of helping students build reading and writing skills. Here are some practical tips:

Visual Aids: Using visual representations like syllable charts or color coding can help learners identify syllables more easily. You can also break words into syllables and underline each one, which makes it easier to see where the syllable boundaries lie.

Word Games: Engage students in word games that involve segmenting and blending syllables. Activities like word sorting, syllable puzzles, or rhyming games can reinforce syllabic patterns in a fun and interactive way.

Use of Technology: There are several educational apps and online resources designed to help students practice syllable separation. These tools often include audio pronunciation, interactive syllabic division exercises, and quizzes.

Conclusion

In conclusion, the syllable is a fundamental unit of spoken language, playing a crucial role in phonetics, phonology, and linguistic organization. It consists of three primary components: the onset, nucleus, and coda, which together form the structure of syllables. English syllables can be categorized into types such as closed, open, vowel-consonant-e, vowel team, r-controlled, and consonant-le syllables, each influencing pronunciation, rhythm, and stress patterns. Understanding syllables enhances our ability to analyze language, improve pronunciation, and develop reading and spelling skills. It provides insights into the phonotactic rules and patterns that govern English speech. By mastering syllable structures, learners and linguists can gain a deeper appreciation of the complexity and beauty of the English language. The study of syllables underscores their significance not only in linguistic theory but also in practical applications, such as language teaching, poetry, and speech therapy. Their role as the building blocks of words makes them indispensable in our understanding of how language functions.

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ZAMONAVIY PSIXOLOGIYANING PEDAGOGIKA BILAN UZVIY BOG'LIQLIGI

Jalilova Lobar

Denov Tadbirkorlik va pedagogika instituti Aniq va tabiiy fanlar fakulteti Fizika yo'nalish talabasi

*E-**mail:** jalilovalobar06@gmail.com*

ANNOTATSIYA

Ushbu maqola Pedagogik psixologiya nima ekanligi, qaysi davrda tashkil topganligi, Pedagogika va psixologiyaning qay yo'sinda bog'liqligi va bu sohada olib borilayotgan ishlar haqida yoritilgan.

Kalit so'zlar: psixologik yo'nalishlar; ta'lim jarayoni; psixologik asoslar; Pedagogik bilimlar; Pedagogik psixologiya.

KIRISH

Pedagogik psixologiya - ta'lim va tarbiya muammolarini tadqiq qiladigan psixologiya sohasi. U shaxsning maqsadga muvofiq rivojlanishini, bilish faoliyatining va insonda ijtimoiy ijobiy sifatlarni tarbiyalashning psixologik muammolarini o'rganadi. Pedagogik psixologiyaning maqsadi — shartsharoit va boshqa psixologik omillardan kelib chiqqan holda o'qitishning oqilona rivojlantiruvchi ta'sirini kuchaytirish. Pedagogik psixologiya 19-asrning 2yarmida vujudga kelgan. Eksperimental psixologiya tadqiqotchilari Pedagogik psixologiya rivojiga katta hissa qo'shganlar. Pedagogik psixologiyaning fan sifatida taraqqiy etishida o'sha davrda yuzaga kelgan psixologik yo'nalishlar ham turtki berdi. Bixevioristik (qarang Bixeviorizm) psixologiya yo'nalishi tarbiyachi va o'quvchiga tashqi muhitning ta'sirini Pedagogik psixologiya uchun asos qilib oladi. Pedagogik psixologiya umumiy va bolalar psixologiyasi, shuningdek, pedagogika bilan uz-viy bog'liq. Pedagogik psixologiya, asosan, ta'lim psi-xologiyasi va tarbiya psixologiyasiga bo'linadi. Ta'lim psixologiyasida o'quv jarayonida xotira, tafakkur, nutq, xayol, irodaning roli, shuningdek, o'quvchilarning individual xususiyatlari (temperamenti, harakte-ri, qiziqishlari), o'quv predmetlarining o'ziga xos'tomonlari, ta'lim jarayonini boshqarishning psixologik tamoyillari va boshqa o'rganiladi. Hozirgi zamon ta'lim psixologiyasida o'quvchilarga doimiy yangilanib turadigan axborotlarni mustaqil o'zlashtirish imko-niyatini beradigan, ilmiy-texnika yangiliklaridan orqada qolmaslikni ta'minlaydigan tafakkur

shaxsning shakllanishi masalasini ishlab chiqish. Unda shaxsning axloqiy sifatlarining shakllanishiga alohida ahamiyat beriladi. Pedagogik psixologiya tadqiqotlari

o'quv materiali mazmunini tanlash, o'quv dasturlari, darsliklar tuzish, ta'limning har xil bosqichlarida o'qitish metodlari tizimini tashkil qilishda muhim ahamiyatga ega.

ADABIYOTLAR TAHLILI VA METODOLOGIYA

Ta'lim-tarbiyaning shaxsni kamol toptirish ishiga bog_liqligi milliy g_oyani shakllantiruvchi, takomillashtiruvchi va uni ommaga yetkazuvchi kuchlarga bog_liqdir. Pedagogik - psixologiya fani ham jahon fani taraqqiyoti hamda va uning takomillashib borish jarayonini, fanga kirib kelishi kutilgan yangiliklarni yanada aks ettiradi, albatta. Bu asosiy vazifa sifatida ilk bor qonuniy asoslarga ega bo_lmoqda va pedagogik psixologiya fani oldiga muhim nazariy vazifalarni hal qilish qo_yilmoqda:

1) pedagogik psixologiyaning muhim vazifalaridan biri ta'lim jarayonini yanada takomillashtirish, faollashtirishning psixologik asoslarini ishlab chiqish;

2) ta'lim - tarbiya jarayonida turli yoshdagi bolalarning aql-idrokiga, irodasiga, uni shaxs sifatida shakllantirishga ta'sir etuvchi omillarni o_rganish;

3) o_quvchilar shaxsni tarkib topishi jarayonini, bu jarayonning umumiy qonuniyatlarini va individual farqlarni, turli tarbiyaviy tadbirlarning o_quvchilarga ko_rsatadigan ta'sirini o_rganish;

4) ta'lim va tarbiya jarayoni bir-biriga bog_liqdir, bu jarayonda aqliy qobiliyatlarni, axloqiy sifatlarni, shaxsni hissiy va irodaviy sifatlarini shakllantirishning maksimal rivojlanishi shart-sharoitlarini aniqlash;

5) mustaqil bilim olish, materialni chuqur yoki yetkazishning psixologik masalalarini ishlab chiqish;

6) bilish faoliyatini o_zaro tashkil qila bilish shart-sharoitlarini aniqlash;

7) o_z-o_zini tarbiyalashning psixologik asoslarni aniqlash;

8) o_qituvchi shaxsni va o_qituvchi shaxsini xususiyatlarini, milliy o_qituvchining sifatlarini aniqlash;

9) pedagogik bilimlar, ko_nikma va malaka, qobiliyatlarning tarkib topishi hamda taraqqiyotining psixologik jarayonlarini aniqlash;

10) o_z-o_zini tarbiyalash, milliy g_urur va vatanparvarlik jarayoni uning psixologik muammolarini nazariy jihatdan asoslab berishdan iboratdir;

11) shuningdek jahon tajribalari bilan birga, milliy xususiyatlarimiz, undagi eng ilg_or tomonlar, muhimi, pedagogik tarbiyalanuvchilar,

bilim va tarbiya berish, ya'ni yagona pedagogik jarayonni ta'minlash, masalalari ham nazarda tutiladi;

12) pedagogik psixologiyaning eng asosiy vazifalaridan biri o_zlashtirishning sifat darajasini aniqlash usullarini ishlab chiqishdan iborat.

Pedagogik psixologiyaning amaliy vazifasi esa yoshlarni o_zlashtirishning psixologik shart-sharoitlari, tarbiyaning psixologik masalalari, bolaga ta'lim-tarbiya berishda ularni yoshlik va individual xususiyatlarini hisobga olish, yoshlarda bilim,

ko_nikma va malakalarini shakllanishi, mustaqil fikrlashga o_rgatish, ilmiy tushun-chalar hosil qilish, o_z ustida ishlash, o_z-o_zini tarbiyalash, yosh o_qituvchilarni psixologik faoliyatga mehr-muhabbatini shakllantirish psixologiya fanining yutuqlarini, psixologik bilimlarni keng jamoat-chilik e'tiboriga havola qilinishi, ota- onalar, tarbiyachi va o_qituv-chilarni bulardan bahramand qilishdan iboratdir. Amaliy vazifalar radio va tele ko_rsatuvlarda, jurnallarda, ma'ruza va maxsus ko_rsatuvlar orqali chiqish, mahalla, maktab va ota - onalar bilan suhbatlashish orqali amalga oshiriladi.

Biz shu narsaga erishishimiz kerakki, keng jamoatchilik bola ruhiy taraqqiyotiga doyir psixologik bilimlardan bahramand bo_lsin. Ana shundagina biz yoshlarga haqiqiy ta'lim-tarbiya bera olamiz va uni muvaffaqiyatli amalga oshiramiz. Pedagogik psixologiya o_z predmetining mazmuniga qarab umumiy psixologiyada amal qiladigan ko_pgina metodlardan foydalanadi. Chunki zarur bo_lgan dalillarni qidirish, ularni sodir bo_lish sabablarini aniqlash va isbotlash turli xil metodlar vositasida bajariladi. Qaysi metoddan foydalanishdan qa'ti nazar, bu metodlar faqat xususiy ilmiy tadqiqot ishlari uchungina emas, balki amaliy ta'limtarbiya maqsadlarida bolani chuqurroq o_rganishni tashkil qilish uchun muhimdir. Ta'lim- tarbiya ishlarini to_g_ri tashkil etish uchun pedagogik psixologiyada qo_llanadigan tadqiqot metodlari o_quvchilarning individual psixologik xususiyatlarini, tarbiyaviy ta'sir ko_rsatishda maqsadga muvofiq va eng samarali metodlarni tanlashga asos bo_ladigan o_quvchilar shaxsining o_ziga xosligini yaxshi bilish lozim. Pedagogik psixologiyada qo_llanadigan metodlar ham psixologiya fanining tamoyillari va usullariga qo_yilgan talablarga rioya qilishi maqsadga muvofiqdir.

1. O_rganish lozim bo_lgan har bir jarayon, holat va xususiyatlarni bir- biriga bog_lab tekshirish lozim. Har bir o_rganiladigan psixik hodisalarni nevrofiziologik asoslardan yoki xotirani diqqatdan, idrokni tafakkurdan ajratib o_rganish yaramaydi.

2. Tekshirilayotgan psixik hodisalarni rivojlanish qonuniyatlarini bilmasdan turib uni har tomonlama o_rganish mumkin emas. Shuningdek,

turli yoshsagi bolalarning psixik rivojlanish xususiyatlarini

bilmasdan turib o_rganilayotgan yosh davrning o_ziga xos xususiyatlarini tushuntirish va tavsifnoma berish mumkin emas.

XULOSA

Tekshirish jarayonida kishining butun psixikasida, ongida aks etadigan jamiyatning moddiy nigizi undagi ijtimoiy-iqtisodiy munosabatlar bilan birgalikda o_rganiladi. Ta'lim-tarbiya jarayonida psixik hodisalarning miqdor o_zgarishlarini sifat o_zgarishlarga o_tishi va bir sifat holatining ikkinchi sifat holatiga o_tishini kuzatib borish lozim . Masalan: o_quvchi psixikasining taraqqiy etishini o_rganib

«ko_rib, bilim olish, tajribalar to_plash jarayonida o_quvchining bilish qobiliyatini, ya'ni xotira, tafakkur, fikr yuritishdagi sifat o_zgarishini bilib olsa bo_ladi.

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THE DYNAMICS OF SYNONYMIC AND ANTONYMIC TRANSLATION TECHNIQUES

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: **Abduraxmanova Zilola Yoqubjon qizi**

Student of group 301-21**: Urdusheva Sevinch Sobir qizi**

Annotation: This article explores the techniques of synonymic and antonymic translation, two essential strategies used by translators to convey meaning across languages. Synonymic translation involves replacing a word or expression in the source language with a similar word in the target language, while antonymic translation uses the opposite of the original term to clarify meaning. Both methods are crucial in overcoming the limitations of direct translation, particularly when exact equivalents are unavailable or would sound unnatural in the target language. The article highlights the challenges and benefits of each technique, emphasizing the need for translators to consider context, cultural nuances, and the intended tone of the message. It also underscores the role of these strategies in promoting effective cross-cultural communication and adapting texts to fit the linguistic and cultural norms of the target language.

Key words: synonymic translation, antonymic translation, translation techniques, linguistic adaptation, context, cultural nuances, cross-cultural communication, word substitution, meaning conveyance, translation challenges, language precision, translator's role, tone preservation, idiomatic expressions, cultural sensitivity.

Synonymic and Antonymic Translation: Exploring the Dynamics of Meaning

In the field of translation, one of the most fascinating and complex challenges is conveying meaning between languages while maintaining clarity, tone, and intent. Translators often encounter words or phrases that don't have direct equivalents in the target language. In such cases, they may turn to synonymic or antonymic translation techniques to provide alternatives that best express the meaning. These strategies, though not always straightforward, are essential in overcoming linguistic barriers and achieving accurate communication.

Synonymic Translation: Substituting Words with Similar Meanings

Synonymic translation involves replacing a word or expression in the source language with a synonym in the target language. This method works when a direct translation of a term does not exist, or when it would sound awkward or unnatural in the target language. The key is to find a word with a similar meaning that fits the context and tone of the original.

For example, the English word "happy" might be translated to "joyful," "content," or "cheerful" in another language, depending on the emotional nuance required by the context. While all these synonyms are linked by the concept of happiness, each carries slightly different connotations, and the choice of synonym can impact the overall mood of the translated text.

Challenges of Synonymic Translation:

- **Context Sensitivity:** The context in which a word appears is crucial to choosing the right synonym. In literary translation, for instance, subtleties in tone can be lost if the synonym does not match the original emotion or atmosphere.
- **Cultural Differences:** Some words may have synonyms that are culturally specific. A synonym in one language may not evoke the same feelings or ideas in another language due to differing cultural associations.
- **Nuance and Precision:** While synonyms may carry similar meanings, they are rarely exact substitutes. A translator must carefully consider whether the synonym carries the same weight, intensity, or shade of meaning.

Antonymic Translation: Inverting Meaning for Clarity

Antonymic translation, in contrast, uses an antonym, or the opposite of the original term, to convey meaning. This method is particularly useful when translating idiomatic expressions or phrases where a literal translation might result in confusion. By flipping the meaning, translators can clarify a concept or introduce a negation that helps readers grasp the intended message.

For instance, the English phrase "not bad" is commonly used to express that something is good or acceptable. However, a literal translation of "not bad" into a language with no similar structure might be awkward. In this case, an antonymic translation could be "good" or "excellent," which reflects the intended positive meaning, though it's not a direct translation.

When Antonymic Translation Works Best:

- **Negations and Idiomatic Expressions:** Many languages rely on negation or irony to convey the opposite of what is stated. In these cases, antonymic translation allows the translator to capture the intended meaning effectively.
- **Clarity Over Literal Accuracy:** Sometimes, providing the opposite of a term can bring clarity to a concept. This approach is often used when the original term is too vague or ambiguous in the target language.
- **Cultural Nuances:** Antonymic translation can also reflect cultural practices where direct translations might be confusing or culturally inappropriate. In such cases, it is often more effective to convey the opposite idea to make the meaning clearer to the target audience.

Challenges of Antonymic Translation:

- **Loss of Original Emphasis:** When translating antonyms, there is a risk of altering the tone or emphasis of the original message. A translator must consider whether the inversion still captures the nuances of the original expression.
- **Context Dependency:** Like synonymic translation, antonymic translation requires a strong understanding of the context in which a word or phrase is used. Without this understanding, the antonym chosen may be too stark or inappropriate for the intended meaning.

The Role of Synonymic and Antonymic Translation in Cross-Cultural Communication

Both synonymic and antonymic translations play pivotal roles in fostering effective cross-cultural communication. Translators act as cultural mediators, bridging gaps between languages and ensuring that ideas, emotions, and intentions are conveyed accurately. These techniques are especially crucial in translating works of literature, advertising, and even in diplomacy, where tone and meaning must be preserved while adapting to the target language's conventions.

Conclusion

Synonymic and antonymic translation are vital tools in a translator's toolkit. They help to navigate the complexities of language, ensuring that meaning is preserved even when exact translations are not possible. Whether a translator chooses to substitute a word with a synonym or invert the meaning with an antonym, these strategies highlight the richness of language and the importance of understanding context, culture, and intention. As globalization continues to increase the need for multilingual communication, the ability to effectively use these translation techniques will remain an essential skill for professional translators. Ultimately, synonymic and antonymic translation are not just linguistic tools—

they are artistic methods of adaptation that require deep cultural insight and creative thinking. Translation is more than a mechanical process of word substitution; it is an interpretation of meaning, emotion, and intent across linguistic and cultural boundaries. By skillfully choosing synonyms or antonyms, translators can retain the essence of the original message while ensuring that it resonates with the target audience. These techniques underscore the fluidity of language and the flexibility needed to convey ideas effectively in diverse contexts. As such, they represent the dynamic and evolving nature of translation, where precision, empathy, and cultural awareness intersect to facilitate meaningful communication.

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LEVERAGING MUSIC AND SONGS TO ENHANCE LISTENING SKILLS

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 103-23: **Vaxobova Shirin Sirojiddin qizi**

Annotation: This article explores the use of songs and music as a tool for teaching listening skills, highlighting its benefits for learners of all ages and contexts. It explains why music is effective, emphasizing its ability to capture attention, enhance memory, and promote active listening. The article also provides practical strategies, such as lyric-focused activities, singing along, and genre exploration, to engage learners and improve their listening abilities. It concludes by discussing the broader advantages of using music, including fostering cultural understanding and emotional connection. This resource is valuable for educators, language instructors, and anyone interested in innovative teaching methods.

Key words: Songs, music, teaching, listening skills, active listening, language learning, education, auditory processing, memory retention, engagement, cultural understanding, emotional connection, pronunciation, vocabulary, teaching strategies, learners, comprehension, lyric activities, creative learning.

Using Songs and Music to Teach Listening: Engaging the Ears and Minds

Music has long been celebrated as a universal language, transcending barriers of culture, age, and experience. Its rhythmic and melodic elements make it an effective tool for teaching various skills, including listening—a crucial yet often overlooked component of communication. Incorporating songs and music into lessons not only enhances listening skills but also fosters engagement and motivation in learners of all ages. Here's how and why music is a powerful medium for teaching listening.

Why Music Works for Teaching Listening

Captures Attention

Music naturally engages the human brain. Its dynamic changes in tone, tempo, and volume stimulate auditory processing, making it easier for listeners to focus. For learners who might struggle with attention, music serves as an anchor, holding their focus in a way that traditional spoken instruction might not.

Enhances Memory

The repetitive and rhythmic structure of music aids memory retention. Lyrics set to a melody are easier to remember than plain spoken words. This is particularly helpful for language learners or young children learning new vocabulary, grammar structures, or pronunciation patterns.

Cultural and Emotional Context

Music often conveys cultural narratives and emotions, providing learners with a deeper understanding of context. Songs can introduce slang, idiomatic expressions, and the nuances of tone and intention, helping listeners grasp subtler aspects of communication.

Promotes Active Listening

Unlike passive background noise, using music as an educational tool requires active engagement. Learners are often tasked with identifying specific words, phrases, or sounds, honing their auditory discrimination skills.

Strategies for Using Songs and Music in Teaching Listening

Lyric-Focused Activities

Choose songs with clear lyrics and structure. Play the song and provide a transcript with some missing words or phrases (a cloze activity). Learners listen carefully to fill in the blanks, sharpening their focus on individual words and phrases.

Comprehension Questions

After listening to a song, ask learners to discuss its meaning, themes, or emotional tone. Questions like *"What do you think the singer is feeling?"* or *"What is the main message of the song?"* encourage deeper listening and interpretation.

Mimicking and Singing Along

Encourage learners to mimic the pronunciation, intonation, and rhythm of a song. Singing along not only improves listening but also reinforces speaking and pronunciation skills.

Genre Exploration

Expose learners to different musical genres to familiarize them with a variety of sounds, accents, and cultural contexts. Pop songs might emphasize modern slang, while folk songs could introduce traditional storytelling and vocabulary.

Creating Visuals from Sound

Ask learners to draw or write about the images, emotions, or stories that come to mind while listening to a piece of music. This activity promotes active listening by connecting auditory input with visual and emotional processing.

Benefits for Different Groups

Language Learners

For those learning a new language, songs provide an enjoyable way to encounter new vocabulary and practice pronunciation. Lyrics often repeat, reinforcing grammar structures and common phrases.

Children

Music captivates young learners and encourages them to focus, even when they have short attention spans. The multisensory aspect of music—combining sound, rhythm, and sometimes movement—makes it particularly engaging.

Adults

For adult learners, especially in workplace training or personal development, music can break the monotony of traditional teaching methods. Songs also evoke emotional responses, making the learning experience more memorable.

Practical Considerations

- **Song Selection**: Choose music appropriate for the learners' age, language level, and cultural background. Songs with clear pronunciation and relatable themes work best.
- **Volume and Clarity**: Ensure the music is played at a comfortable volume and that the lyrics are audible.
- **Diversity**: Incorporate a variety of genres and languages to broaden learners' exposure to different sounds and contexts.

Conclusion

Using songs and music to teach listening transforms a passive skill into an active, engaging process. Music not only sharpens auditory skills but also deepens cultural understanding, enhances memory, and brings joy to the learning experience. Whether you're teaching children, adults, or language learners, integrating music into your lessons can open up new pathways for connection and comprehension. Incorporating songs and music into

teaching listening skills is more than just an educational strategy—it's an opportunity to connect with learners on an emotional and cultural level. Music creates a relaxed and enjoyable atmosphere, reducing the anxiety often associated with traditional learning methods. By transforming listening into an active and engaging process, music not only improves auditory skills but also fosters creativity, critical thinking, and emotional intelligence. Whether used in classrooms, workshops, or informal learning environments, music remains a timeless and versatile tool that nurtures both the mind and the spirit, making the learning journey more effective and meaningful.

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DEVELOPING LISTENING PROFICIENCY THROUGH FILMS AND TELEVISION

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 103-23**: Vaxobova Shirin Sirojiddin qizi**

Annotation: This article explores the innovative use of films and TV shows as tools for teaching and improving listening skills in language learning. It highlights the benefits of these media, such as exposure to authentic language, diverse accents, and contextual learning, all while maintaining student engagement. The article provides practical strategies for integrating visual media into lessons, including using subtitles, analyzing scenes, and conducting interactive activities like shadowing and role-playing. Additionally, it addresses common challenges, such as fast-paced dialogue and vocabulary overload, offering solutions to overcome them. Concluding remarks emphasize the dual role of films and TV shows in fostering linguistic proficiency and cultural awareness, making them invaluable resources for both educators and learners.

Key words: films, TV shows, listening skills, language learning, authentic language, subtitles, comprehension, vocabulary, cultural awareness, interactive activities, role-playing, shadowing, accents, dialogue, language exposure, education, language teaching, student engagement, media in education, visual learning, cultural context.

Using Films and TV Shows to Teach Listening Skills

Listening is one of the most critical language skills, yet it is often one of the most challenging to master. For educators and language learners alike, finding engaging and effective methods to enhance listening skills is key. One increasingly popular approach is the use of films and TV shows. These media not only captivate audiences but also provide rich opportunities to improve comprehension, vocabulary, and cultural understanding in a fun and immersive way.

Why Films and TV Shows?

1. **Authentic Language Exposure**

Films and TV shows expose learners to natural, conversational language, including idiomatic expressions, slang, and regional accents. Unlike scripted classroom audio materials, the dialogue in visual media reflects real-life speech patterns, providing learners with an authentic listening experience.

2. Contextual Learning

Visual storytelling offers context through facial expressions, gestures, and situational cues. This context helps learners infer meaning even when they don't understand every word, building their confidence and comprehension skills.

3. Diverse Accents and Dialects

Exposure to different accents and dialects is essential for developing well-rounded listening skills. TV shows and films often feature characters from various regions, enabling learners to become familiar with a range of speech variations.

4. Engagement and Motivation

Watching films or TV shows is inherently enjoyable. This entertainment factor keeps learners motivated and eager to practice. A gripping storyline or relatable characters can turn a language lesson into an exciting experience.

Practical Strategies for Using Films and TV Shows

1. Subtitles: To Use or Not to Use?
o   For beginners, using subtitles in their native language can help them follow the plot and connect sounds to words.
o   Intermediate learners might switch to subtitles in the target language, reinforcing vocabulary and grammar.
o   Advanced learners can challenge themselves by turning off subtitles entirely, focusing solely on listening.

2. Scene Analysis

Select a short scene and play it multiple times. Encourage learners to focus on specific aspects, such as key phrases, tone of voice, or non-verbal communication.

3. Interactive Activities
o   **Shadowing**: Have learners mimic the dialogue as they hear it, which improves pronunciation and rhythm.
o   **Gap-Fill Exercises**: Create worksheets with missing words or phrases from the script, prompting learners to listen attentively.

o   **Role-Playing**: Assign roles to learners, allowing them to reenact scenes. This reinforces listening and speaking skills.

4. **Cultural Discussions**

Films and TV shows are cultural artifacts. Discussing themes, social norms, and cultural differences depicted in media enhances both listening and cultural awareness.

5. **Watch   in   Chunks**
Instead of watching an entire episode or film, break it into smaller sections. This makes it easier for learners to focus and review challenging parts.

Recommended Genres and Shows

1. **For Beginners**
o   Animated movies or children's TV shows often feature simpler language and slower speech. Examples include *Peppa Pig* or Disney films.

2. **For Intermediate Learners**
o   Sitcoms like *Friends* or *The Office* use everyday language and humor, making them accessible and entertaining.

3. **For Advanced Learners**
o   Complex dramas or films with fast-paced dialogue, like *Sherlock* or *The Social Network*, provide a challenge for advanced listening skills.

Challenges and Solutions

Overwhelming Speed

Dialogue in films and shows can be fast-paced. Encourage learners to rewatch scenes or use playback speed options to slow things down.

Vocabulary Overload

Provide a glossary of key terms or encourage learners to jot down unfamiliar words for later review.

Distractions

While the visuals can aid comprehension, they might also distract learners. Emphasize active listening by setting clear goals for each viewing session.

Conclusion

Films and TV shows are more than just entertainment—they are invaluable tools for teaching and learning listening skills. By immersing learners in authentic, engaging content, educators can foster a love for language while improving comprehension and cultural understanding. With thoughtful integration into lessons, these media can transform the way listening skills are taught and learned, making the process both effective and enjoyable. Incorporating films and TV shows into language learning goes beyond improving listening skills—it nurtures a deeper connection to the language. By experiencing how language operates in various social contexts, learners gain insights into the culture, emotions, and nuances behind the words. This method fosters not only linguistic competence but also empathy and intercultural understanding. As educators and learners embrace the power of storytelling, they unlock a world where language learning becomes an adventure, full of characters, plots, and dialogues that make every lesson memorable and meaningful.

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ЖАНГОВОР ЧОРЛОВ ВОСИТАЛАРИ ТУШУНЧАСИ ВА УНИНГ ИЛМИЙ-НАЗАРИЙ ТАҲЛИЛИ

Бокиев Маъруф Гафурович

Ўзбекистон Республикаси Жамоат хавфсизлиги университети тадқиқотчиси

Annotation

Although a lot of research has been done in the military field, the concept of combat vehicles has not yet been comprehensively explored. This article describes the results of scientific research conducted in this direction.

Key words: call to battle, military calls, verbal battle calls, acoustic battle calls, visual battle calls, military instruments, uranium genre, high decibel acoustic devices.

Аннотация

Хотя в военной области было проведено множество исследований, концепция боевых машин до сих пор всесторонне не исследована. В данной статье описаны результаты научных исследований, проведенных в этом направлении.

Ключевые слова: вызов на битву, военные вызовы, словесные боевые вызовы, акустические боевые вызовы, визуальные боевые вызовы, военные инструменты, жанр «урана», акустические устройства высокого децибела.

Аннотация

Ҳарбий соҳада кўплаб тадқиқотлар олиб борилган бўлсада, бироқ ҳозирга қадар жанговор чорлов воситалари тушунчасининг мазмун-моҳияти комплекс равишда тўла тадқиқ этилмаган. Мазкур мақолада ушбу йўналишда амалга оширилган илмий изланишларнинг натижалари баён этилади.

Калит сўзлар: жанговор чорлов, ҳарбий чақирув, вербал жанговор чорлов воситалари, акустик жанговор чорлов воситалари, визуал жанговор чорлов воситалари, ҳарбий чолғу асбоблари, "урана" жанри, юқори десибелли акустик қурилмалар.

Кириш

Жанговор вазиятларда қўлланиладиган ҳарбий усул ва воситалар тадқиқотчилар томонидан кўп бор тадқиқ этилган. Лекин, мазкур мақолада илмий муаммо сифатида кўтарилаётган - жанговор чорлов воситалари масаласи халигача тўлиқ ўрганилмаган тадқиқот объекти ҳисобланади. Бу масалани илмий изланишлар кун тартибига олиб чиқиш жанговор ҳаракатларнинг якуни кўп жиҳатдан ҳарбий хизматчиларнинг ахлоқий-руҳий тайёргарлигига боғлиқ бўлиб қолаётган бугунги давр учун жуда долзарб аҳамиятга эгадир.

Ҳозирда хориж ва мамлакатимиздаги илмий адабиётларда жанговор чорлов тушунчасининг комплекс таҳлилига оид маълумотлар кам учрайди. Мавжудлари ҳам мазкур масалага дахлдор яхлид фундаментал илмий изланишлар асосида қўлга киритилган хулосалар эмас.

Дарҳақиқат, Марказий Осиё халқлари кўплаб ҳарбий маршлар, миллий ватанпарварлик қўшиқларига эга бўлган, бироқ афсуски бу йўналишда тадқиқотлар ҳали кам (деярли йўқ) бўлиб, тарихий маълумотларнинг катта қисми очиқланишини кутиб турибди[16].

Маълумки, жанговор чорлов тушунчаси ҳарбий чақирув тушунчасидан фарқ қилади. Жумладан, ҳарбий чақирув бу – "ҳарбий хизматга чақирув, қонун билан белгиланган, фуқароларни қуролли кучлар сафида ҳарбий мажбуриятларни ўташ учун жалб қилиш" [15] ни назарда тутади. Ҳарбий чақирув маъмурий-ҳуқуқий мазмунга эга бўлса, жанговор чорлов эса, эътиқод ва маслакка доир ахлоқий-руҳий ва эмоционал мазмун-моҳият касб этади.

Таъкидлаш керакки, жанговор чорловлар тарихан барча даврлар ва халқларда турлича шакл ва мазмунда ривожланиб келган. Жумладан, жанговор чорловларнинг шакли ва мазмунини шаклланишига ўша халқнинг миллий хис-туйғулари, эътиқоди ҳамда ижтимоий-сиёсий жиҳатдан тараққиёт даражаси каби омиллар таъсир этган.

Мазкур мақолада юқоридаги омилларни ҳисобга олган ҳолда жанговор чорлов воситалари бўйича илмий изланиш олиб борган мамлакатимиз, МДҲ ва хориж олимларининг қарашларини таҳлил этамиз.

Мавзуга оид адабиётлар таҳлили

Аждодларимизнинг ҳарбий фаолиятини ўрганилишида тарихчи олим Ф.Ҳасановнинг салмоқли ҳиссаси бор. Тадқиқочи мазкур масаладаги илмий изланишларни катта кўламда, яъни, Турон халқлари ҳарбий санъати йўналишида олиб бориб, туркий халқларнинг ҳарбий соҳасига қўшган ҳиссаларини тадқиқ этган. Муаллиф Туронзамин халқларининг милоддан аввалги 1-минг йилликдан милодий XV асргача, яъни, Амир Темур давригача бўлган вақт оралиғида ҳарбий санъат соҳасида эришган ютуқлари, олиб борган жанглари тафсилоти, қурол-яроғлари, қўшин тузилиши, сиёсий-ҳарбий тизими батафсил таҳлил этган ва қимматли маълумотларни қўлга киритган. Лекин, шунга қарамай тадқиқотчи томонидан жанговор чорлов воситалари алоҳида тадқиқот объекти сифатида ўрганилмаган[21].

Мамлакатимиз олимларидан тарих фанлари доктори, профессор А.Замонов[8] Бухоро хонлигида қўшин тузилиши ва ҳарбий бошқарув масаласига доир илмий изланишларида айнан Бухоро хонлигида жанговор чорлов (асосан ҳарбий чолғу) воситаларини таҳлил қилган. Тадқиқотчининг илмий изланишларида гарчи жанговор чорлов тушунчасига умумий таъриф, унинг турлари ва ҳар бир турнинг мазмуни бўйича таҳлил келтирилмаган бўлсада, бироқ тадқиқотчи томонидан Бухоро хонлигининг ҳарбий чолғу воситалари, жанг олди ва жанг вақти ҳамда ғалаба жараёнида ҳарбий мусиқачиларнинг фаолияти орқали жанговор чорловни амалга ошириш жараёни (масалан, Ҳофиз Таниш ал-Бухорийнинг "Абдулланома" асари каби) бирламчи манбалар орқали очиб берилган.

А.Замоновнинг таъкидлашича, Бухоро хонлигининг ҳарбий фаолиятида жанговор чорлов (ҳарбий чолғу) воситалари фаол қўлланилган. Жумладан, "жангнинг

бошланиши, бирор ҳарбий қисмнинг жангга кириши ёхуд қўшиннинг жангдан чақириб олиниши каби вазифалар ноғорачи, карнайчи ва сурнайчилар ижросида амалга оширилган" [8].

Мазкур масалага яқин йўналишда тадқиқотчи Б.Турсунов ҳам илмий тадқиқот олиб борган[17]. У ўз тадқиқотида "Қўқон хонлигида ҳарбий иш ва қўшин: ҳолати, бошқаруви, анъаналари (XIX асрнинг 70-йилларигача)"ни ўрганган.

Юқорида тилга олинган олим А.Замонов Бухоро хонлигининг қўшин тузилиши ва ҳарбий бошқарувни таҳлил этган бўлса, Б.Турсунов Қўқон хонлигининг худди шундай жиҳатларини ўрганган. Таъкидлаш керакки, ҳарбий иш ва қўшин ҳолатига жанговор чорлов воситаларининг таъсири катта экани маълум бўлсада Б.Турсунов томонидан мазкур масала батафсил ўрганилмаган. Унинг изланишларида асосан Қўқон хонлиги қўшинлари томонидан жангга кириш вақтида қўлланилган такбир – "Аллоҳу Акбар" жанговор ҳайқириғи ҳамда жанг аввалида чалинадиган акустик воситалар – ҳарбий чолғу асбобларига қисман тўхталиб ўтилган.

Тадқиқотчи Б.Турсуновнинг илмий изланишларида ҳам жанговор чорлов воситалари тушунчасига илмий таъриф берилмаган.

Яна бир тадқиқотчи Ю.А.Шукуриллаев ўз тадқиқотида Бухоро амирлигининг ҳарбий фаолиятини тадқиқ қилган[19]. Тадқиқотчининг илмий изланишлари юқоридаги олимлардан фарқли ўлароқ Бухоро амирлигидаги қўшин ва ҳарбий иш таҳлилига бағишланган. Мазкур тадқиқот ишида ҳам жанговор чорлов (унда ҳам асосан ҳарбий чолғу) воситалари қисман таҳлил қилиб ўтилган. Жумладан, Бухоро амирлиги даврида аввалги даврлардан фарқли ўлароқ жанговор чорлов (тадқиқот ишида келтирилишича, ҳарбий чолғу) воситаларининг "овози" нисбатан пастлаган. Тадқиқотчи бундай вазият сабабларини ўша даврда амирликда юзага келган ижтимоий-сиёсий, иқтисодий ва ҳарбий турғунлик билан боғлаган.

Тадқиқот ишида гарчи жанговор чорлов тушунчасига батафсил тўхталмаган ва илмий таъриф берилмаган бўлсада, бироқ яна бир ўзига хос воқеилик илмий жиҳатдан асослаб берилган. Бу воқеилик миллий ҳарбий тарихимизда жанговор чорлов воситаларининг Ғарб таъсирида ўзгариши билан боғлиқ бўлиб, бу жараён айнан XIX аср охирида Бухоро амирлигида юз берган. Жумладан, биринчи бўлиб Ғарб стандартидаги акустик жанговор чорлов воситалари, яъни ҳарбий оркестр айнан Бухоро амирлиги қўшинида ўз фаолиятини бошлаган.

Мазкур тадқиқот ишининг мазмуни орқали, жанговор чорлов воситаларининг фаол ёки нофаоллиги, миллий руҳда бўлиши ёки бўлмаслиги мамлакатнинг ижтимоий-сиёсий, иқтисодий ва ҳарбий салоҳиятига бевосита боғлиқ бўлиб, ушбу соҳаларда муаммо юзага келган тақдирда жанговор чорлов воситалари миллий ҳис-туғусидан бутунлай узоқ бўлган бошқа шакл ва мазмундаги воситалар билан ўрин алмашишини англаш мумкин.

Тадқиқотчи З.С.Сафарова ўз тадқиқотида иккинчи жаҳон уруши даврида Ўзбекистон мусиқа санъатига янги анъаналар (симфония, опера, мусиқали драма ва б.) нинг кириб келишига оид трасформацион ҳолатларни очиб берган[14].

Мазкур тадқиқот иши хулосаларидан иккинчи жаҳон уруши нафақат халқимизнинг ижтимоий-маданий ҳаётини айни вақтда мусиқа санъати жумладан, жанговор чорлов воситаларининг бир тури ҳисобланган – ҳарбий чолғу воситаларини ўзгаришига ҳам катта таъсир этган бўлиб, мазкур ўзгаришлар XIX аср охирида бошланган бўлсада, унинг тугал якуни иккинчи жаҳон уруши йилларига тўғри келганини англаш мумкин.

Мана шундай мазмундаги тадқиқот ишларини С.Р.Самаров, Ҳ.Дадабоев, Ҳ.Ёдгоров, Ў.Мавлонов, Н.Нурдинова ва М.Собиров каби олимларнинг илмий изланишларида ҳам кўриш мумкин.

Юқоридаги таҳлиллардан маълум бўладики, мамлакатимиз олимларининг илмий изланишларида жанговор чорлов воситаларининг асосан бир тури – ҳарбий чолғу воситалари ўрганилган. Шунинг учун ҳам бугунги кунгача мазкур соҳадаги тадқиқот ишарида жанговор чорловнинг вербал, акустик, визуал ҳамда аралаш воситалари масаласида комплекс илмий тадқиқотлар учрамайди. Мавжудлари эса, юқорида таъкидланганидек, жанговор чорловнинг маълум бир турига бағишланиб, мазкур масалани комплекс ҳолатда англашимизга имкон бермайди.

Тадқиқот методологияси

Мустақил давлатлар ҳамдўстлиги ҳудудидаги олимларнинг илмий тадқиқотларида ҳам жанговор чорлов воситаларининг у ёки бу жиҳатлари ўрганилган. Жумладан, рус олими М.Г.Рабинович жанговор чорлов воситалари масаласига комплекс ёндашмаган бўлсада, бироқ унинг бир тури ҳисобланган жанговар ҳайқириқлар бўйича чуқур илмий изланиш олиб борган. Тадқиқотчи ўзининг илмий изланишлари натижасида жанговор ҳайқириқни уч гурух[12]га: биринчиси, тотем ёки диний-маданий ҳамда қабилавий, иккинчиси, муқаддас жой (тепалик ёки тоғ), учинчиси, аждодлар, яъни вафот этган номдор аждодлар (руҳи)га ёки ҳозирда тирик шахс (масалан, раҳбар)га таалуқли турларга ажратган.

М.Г.Рабинович жанговор ҳайқириққа оид классификацияси ўзига хос ёндашув бўлиб, илмий изланиш натижасида қўлга киритилган хулосалар асосида унинг турлари бўйича келтирилган ёндашувга қўшилиш мумкин.

МДҲда амалга оширилган тадқиқотларда ҳарбий соҳанинг муайян аниқ ҳудуд ва даврга оид илмий изланишлари кўп учрайди. Жумладан, тарих фанлари доктори Л.А.Бобров ўз изланишларида Марказий, Ўрта ва Шарқий Осиё халқларининг мудофаа қуролларини ривожланиш эволюциясини тадқиқ этган[1, 2]. Тадқиқотчи томонидан Марказий, Ўрта ва Шарқий Осиё халқларининг ҳарбий қуролларини тадқиқ этилиши баробарида, мазкур халқлар томонидан ҳарбий ҳаракатларда қўлланилган жанговор чорлов (вербал, акустик ва визуал) воситаларни икки турга, яъни жанговор ва мудофаа воситаларига бўлган. Л.А.Бобров томнидан жанговор чорлов воситаларини икки турга

ажратилиши ўзига хос ёндашув бўлсада, бироқ унинг илмий изланишларида ҳам мазкур воситаларига берилган илмий таъриф етишмайди.

Тожик олими С.С.Хосейниширазининг ҳарбий соҳага доир илмий изланишлари диққатга сазавор бўлиб, унда XVI асрда Мовваураннаҳр ҳамда Эрон ўртасидаги ҳарбий-сиёсий муносабатлар[20] таҳлил этилади. Тадқиқот ишида жанговор ҳаракатларда жанговор чорлов ва чақириқлардан ҳам кўра, ҳарбий дипломатия муҳим экани, жанговор чорловнинг асоси эмоция-ирроционаллик, ҳарбий дипломатиянинг асоси роционаллик эканлиги таъкидланади. С.С.Хосейнишираз ҳар қандай ҳарбий ҳаракатлар роционалликка асослансагина якуний натижа ғалаба билан тугалланиши бўйича илмий хулосалар беради.

Таъкидлаш керакки, МДҲ олимлари томонидан ҳам жанговор чорлов воситаларининг айрим жиҳатлари ўрганилган бўлиб, бу жараён фалсафа, тарих, филология, сиёсатшунослик, психология каби фанлар нуқтаи назаридан амалга оширилган. Жумладан, рус олимаси филология фанлари доктори Т.Г.Басангова жанговор чорловларни маросим шеъриятининг қадимий жанрларидан бири "урана" жанри сифатида таҳлил қилган[3, 4]. Тадқиқотчи ўз изланишларида жанговор чорлов масаласига ҳарбий мазмундан кўра шеъриятнинг алоҳида бир жанри сифатида қарган ҳамда ўз қарашларини туркий халқлар, жумладан қалмиқ халқининг маросимлари орқали асослашга ҳаракат қилган.

А.А.Волоковых тарих фанлари номзодлиги бўйича олиб борган тадқиқот ишида хронологик доираси 1941-йил 22-июндан 1944-йил сентябргача бўлган даврда олиб борилган партизанлик урушида қўлланилган жанговор чорловларни қисман таҳлил этган[5]. Тадқиқотчи ўз тадқиқот ишида партизанларнинг жанговор чорловлари очиқ фронтдаги жанговор чорловлардан қисман фарқ қилиши, жумладан, бунга стихияли шаклланадиган (миллий ва диний мансублиги ҳамда ҳарбий кўникмаси турлича бўлган) субектлар, жанговор ҳаракатларда "пистирма" усулининг устиворлиги каби омиллар таъсир этишини илмий жиҳатдан асослаб берган.

М.В.Медведев томонидан шахсий ҳамда архив материаллари асосида яратилган «Боевой клич» в тылу врага» асарида бевосита жанговор ҳаракатларда фаол иштирок этган «Боевой клич» партизан отрядининг фаолияти таҳлил этилган. Тадқиқотчи томонидан мазкур партизан отрядининг 1941 йилдан 1944 йилгача душманнинг орқа томонидан зарба беришдаги 32 та жанговор партизанлик фаолияти ҳамда манашу натижаларга ундаган руҳий-жанговор омиллар ўрганилган[10].

А.А.Волоковых ҳам М.В.Медведев ҳам ўз изланишларида жанговор чорлов, жанговор чақириқ ҳамда жанговор ҳайқириқ тушунчаларини қўллаган бўлсада, бироқ, улар томонидан мазкур тушунчаларга илмий таъриф берилмаган.

Рус олими Л.М.Рязановский ўзининг илмий изланишларида нацистлар Германиясида мавжуд бўлган ижтимоий ҳамда жанговор шиор ва чақириқларни таҳлил этган. Тадқиқотчи нацистларнинг жанговор ва ижтимоий чақириқлари *биринчи навбатда,* христиан динига тааллуқли иборалар ёки тўғридан-тўғри Инжилдан

олганлиги, *иккинчидан*, ишчиларни ижтимоий ва ҳарбий фаолиятга жалб қилиш учун социализм ва ишчи ҳаракати шиорларидан фойдалангани (нацистлар ҳокимиятга келгач бу мазмундаги шиор ва чақириқлардан воз кечилгани), *учинчидан* эса, мазкур чақириқлар учун энг асосий манба Гитлернинг китоб ва нутқлари бўлганини таъкидлайди. Мазкур уч асосдан олинган шиор ва чақириқлар ўз навбатида ўша даврининг тарғибот воситалари: афишалар, оммавий ахборот воситалари, мактаб таълими ҳамда куй-қўшиқлар орқали тарғиб этилган[13].

Л.М.Рязановский гарчи жанговор чақириқлар масаласига чуқур кириб бориб, нацистлар Германиясининг ижтимоий ва жанговор чақириқларининг манбалари ҳамда тарғиб этиш воситаларигача таҳлил этган бўлсада, бироқ у ҳам юқоридаги тадқиқотчилар қатори жанговор чорловнинг бошқа турлари масаласига тўхталмаган.

Жанговор чорлов масаласи МДҲ олимлари тадқиқотларида ҳам худди мамлакатимиз олимлари тадқиқотлари каби яхлид тадқиқот объекти сифатида ўрганилмаган, аксинча, унинг алоҳида қисмлари муайян тарихий давр ва вазиятга боғланган ҳолда таҳлил этилган.

Таҳлил ва натижалар

Мавзу бўйича хорижда олиб борилган илмий изланишлар ўрганилганда аввало АҚШлик тадқиқотчи Джеймс Макферсоннинг илмий изланишлари таҳлилига тўхталиш лозим. Тадқиқотчи айнан 1861 йилдан 1865 йилгача АҚШда жанубий ва шимолий штатлар ўртасида бўлиб ўтган фуқоролар урушини тарихий хужжатлар асосида ўрганган[11]. Мазкур изланишларида муаллиф томонидан бир халқ ўртасида бўлаётган урушда, яъни фуқаролик урушида қўлланилган жанговор чорловлар ҳам таҳлил этилган бўлиб, уларнинг турли хилда эканлиги, бунинг асосий сабаби американинг кўп миллатли маданияти, жануб ҳудудида асосан испан, шимолда эса англо-сакс маданиятининг устуворлик касб этганлигига эътибор қаратган.

Тадқиқотчининг мазкур хулосаларига асосан жанговор чорловлар бевосита миллатнинг келиб чиқиши ва маданиятининг хосиласи эканлигини англаш мумкин.

Яна бир АҚШлик тадқиқотчи А.Дарвин ҳам 1861-1865 йиллардаги Америка фуқаролар урушида қўлланилган жанговор чақириқларни тадқиқ этади. Унинг изланишларига кўра мазкур урушда икки хил жанговор чақириқлар қўлланилган. Жумладан, АҚШда фуқаролар уруши бошланганида мамлакатнинг диний раҳбарлари Конфедерация ва Иттифоқ кучлари учун энг яхши ғоявий ҳимоячи ва урушга қўшин ёллашдаги асосий тарғиботчи куч бўлган. Тадқиқотчининг нуқтаи назарига кўра, мазкур расмий диний раҳбарларнинг чақириқлари урушга оид жанговор чақириқ бўлса, ўша даврда ибтидоий насронийликка асосланувчи, эркин ташкил этилган "Масиҳнинг шогирдлари" диний ҳаракатининг урушга қарши чақириғи иккинчи жанговор чақриқ эди[18].

А.Дарвиннинг тадқиқоти орқали жанговор чорлов воситалари тарихида "тинчликка оид жанговор чақириқ"лар ҳам мавжуд бўлганини англаш мумкин.

Француз тадқиқотчиси Денис Беатрис[6] ўз изланишларида рассом ва Наполеон армиясининг ҳарбий хизматчиси Луи-Франсуа Лежеун (1775-1848)нинг жанговар расмларини тадқиқ этади. Илмий изланишлари давомида тадқиқотчи томонидан ўзига хос, яъни "жанговар расмлар ҳам жанговар чорловнинг бир тури" эканига оид илмий хулосалар берилади.

Дарҳақиқат, жанговар чорлов воситалари вербал, акустик ва визуал бўлиши мумкинлигини инобатга оладиган бўлсак, мазкур ўринда Денис Беатрисни фикрига қўшилиш мумкин.

Мазкур масалада хориж олимларидан Зайнаб Алсадат ҳам салмоқли изланишлар олиб борган. Жумладан, у XIX аср охири ва XX аср бошларида Усмонлилар, Қажарлар (Эронда) ва Британия империялари ўртасидаги зиддият ва ҳарбий ҳаракатларни таҳлил қилган. Мазкур тадқиқот ишида гарчи жанговар чорлов воситалари алоҳида объект сифатида ўтганилмаган бўлсада, бироқ унда ўз даврида уч империя томонидан вербал, акустик ва визуал шаклларда қўлланилган жанговар чорлов воситаларини билиб олиш мумкин[9].

Француз тадқиқотчиси Жулиетте Волклер тарихий жанговар чорлов воситаларидан бири бўлган акустик қурилмаларнинг ҳозирги кундаги ривожланиш даражасини тадқиқ қилган. Тадқиқотчининг таъкидлашича, бугунги кунгача дунёнинг кўплаб йирик давлатлари, жумладан, АҚШ, Германия ва собиқ Совет Иттифоқи акустик қуролларни ишлаб чиқишга интилишган. Аралаш натижаларга қарамай, бундай иш кўплаб технологияларнинг ривожланишига олиб келган. Масалан, ҳозирда кўплаб давлатлар ҳарбий тизимида Узоқ масофали акустик қурилма (Long-Range Acoustic Device - LRAD)ни мавжудлиги, 2009 йилда Питсбург полицияси томонидан G20 намойишчиларига қарши овозли тўпни қўлланилгани, Афғонистон ва Ироқда бўлган жангларда АҚШ ҳарбийлари томонидан ҳарбий автомобилларга мустаҳкамланган катта динамиклар ёрдамида рақибларига нисбатан психологик операция ҳамда асирларни сўроқ қилиш жараёнида "яхшиланган сўроқ" усули сифатида AC/DC, Эминем ва Металлика қўшиқларини "портлатишган"ни маълум.

Жулиетте Волклернинг таъкидлашича[7], бугунги кунга келиб, акустик воситалар жанговар чорлов воситалари доирасидан чиқиб, юқори десибелли, "ўлдирмайдиган" товушли қурол даражасига етган ҳолда Ғазо секторидан Уолл-стритгача бўлган йирик сиёсий ва ҳарбий ҳаракатларда душманни йўқ қилувчи ҳамда Гуантанамо ва бошқа жойларда оламонни қийноққа солувчи воситага айланган.

Хулоса ва таклифлар

Хулоса қиладиган бўлсак, хориж ва мамлакатимизда амалга оширилган тадқиқот ишларининг таҳлили куни кўрсатадики, уларнинг барчасида ягона ўхшашлик мавжуд. У ҳам бўлса, ушбу тадқиқот ишларда жанговар чорлов воситаларига комплекс ёндашув ҳамда мазкур тушунчага илмий таъриф бериш вазифалари амалга оширилмаган.

Дарҳақиқат, бугунги кунда жанговар чақириқ ёки жанговар ҳайқириқ тушунчалари бўйича илмий таърифлар мавжуд. Бироқ, ҳозиргача илмий истемолда вербал, акустик

ва визуал шаклларда жангга чорлов воситаларини умумий маъносини англатувчи илмий таъриф мавжуд эмас.

Илмий истемолдаги мазкур бўшлиқни тўлдириш мақсадида, мазкур мақоланининг якуний натижаси сифатида жанговар чорлов тушунчасига муаллифлик таърифи беришни лозим топдик. Демак, бизнингча, *жанговар чорлов воситалари* – бу жанговар вазиятларда ҳарбий хизматчиларнинг миллий, диний ва бошқа туйғуларни уйғотиш, ишонч ва иродасини мустаҳкамлаш, душманга нисбатан нафрат ва таҳдидини намойиш қилиш ҳамда ўзаро ахборот алмашишини таъминлашга қаратилган вербал, акустик ва визуал воситалар мажмуаси ҳисобланади.

Муаллифлик таърифимиз умумий характерга эга бўлиб, унга кўра жанговар чорлов воситалари инсонни жанг учун руҳий-эмоционал қўзғалишга мажбур қиладиган барча (вербал, акустик ва визуал) шакл ва мазмундаги воситаларни ўз ичига олади.

Мазкур мақола хулосалари асосида, жанговар чорлов воситалари масаласи мамлакатимиз, МДҲ ва хориж олимлари тадқиқотларида умумий тадқиқотнинг кичик бир қисми сифатида қаралиб келинганини англаш мумкин. Бизнинг тадқиқотимизда эса мазкур масалага комплекс ёндашиш ғояси илгари сурилмоқда.

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2-TOM, 11-SON
TRANSLATION CHALLENGES RELATED TO VOCABULARY

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: **Abduraxmanova Zilola Yoqubjon qizi**

Student of group 301-21: **Urdusheva Sevinch Sobir qizi**

Annotation: This article delves into the **lexical problems of translation**, exploring the challenges translators face when bridging the linguistic and cultural gaps between languages. It highlights specific issues such as non-equivalence, polysemy, idiomatic expressions, cultural-specific terms, and false friends. By examining these challenges, the article emphasizes the intricate nature of language and the need for translators to employ strategies like contextual analysis, paraphrasing, cultural adaptation, and collaboration. The conclusions underscore the importance of understanding language as a reflection of culture and the irreplaceable role of human creativity in achieving meaningful and effective translations. This analysis serves as a valuable resource for linguists, translators, and anyone interested in the complexities of cross-linguistic communication.

Key words: Lexical problems, translation challenges, non-equivalence, polysemy, idiomatic expressions, cultural-specific terms, false friends, linguistic diversity, contextual analysis, cultural adaptation, translation strategies, cross-linguistic communication, linguistic nuances, paraphrasing, localization.

Lexical Problems of Translation: Challenges and Strategies

Translation is a nuanced and complex process that involves more than merely replacing words in one language with their equivalents in another. A key challenge is dealing with **lexical problems**, which arise from the differences in vocabulary between languages. These challenges are influenced by cultural, contextual, and linguistic factors, and addressing them requires skill, creativity, and a deep understanding of both source and target languages.

Key Lexical Problems in Translation

Non-Equivalence at Word Level Non-equivalence occurs when there is no direct equivalent for a word or expression in the target language. For example:

The Japanese word *tsundoku* refers to the habit of acquiring books and letting them pile up without reading them, a concept that lacks a single-word equivalent in English.

The German word *Fernweh* describes the longing for distant places, which is hard to translate succinctly into other languages.

Polysemy and Ambiguity Many words have multiple meanings depending on context. Translators must choose the meaning that fits best, which can be difficult without adequate context. For example, the English word *bank* could mean a financial institution or the side of a river. Misinterpreting polysemous words can lead to errors or unintended meanings.

Idiomatic Expressions and Phrasal Verbs Idiomatic expressions and phrasal verbs often pose significant challenges because their meanings are not literal. For instance:

The English idiom "kick the bucket" (meaning "to die") cannot be translated word-for-word without losing its idiomatic meaning.

Phrasal verbs like *give up*, *look into*, or *run out of* may not have direct equivalents in other languages.

Cultural-Specific Lexicon Words and expressions deeply rooted in one culture may lack counterparts in another. For example:

The Turkish term *hüzün* describes a particular type of melancholy linked to Istanbul's history and cultural identity, which can be difficult to convey in other languages.

Foods, traditions, and religious terms often require additional explanation when translated.

Borrowed Words and False Friends Borrowed words can create confusion due to differences in usage and meaning. For instance:

The French word *entrée* refers to an appetizer, while in American English, it means the main course.

False friends like the Spanish word *embarazada* (meaning "pregnant") and the English *embarrassed* can lead to mistranslations.

Word Order and Grammatical Restrictions Some languages impose specific grammatical rules on word usage. For instance:

In English, adjectives precede nouns (*red car*), while in languages like Spanish, adjectives often follow nouns (*coche rojo*).

Strategies to Overcome Lexical Problems

Using Context to Clarify Meaning Translators must analyze the context to determine the most accurate meaning of polysemous or ambiguous words.

Paraphrasing and Explanation When no direct equivalent exists, paraphrasing or providing a brief explanation can help convey the meaning. For example:

Hüzün might be described as "a melancholic longing tied to Istanbul's cultural identity."

Cultural Adaptation (Localization) Adapting culturally specific terms to make them comprehensible to the target audience is essential. For instance:

Replacing the Japanese *senpai* with "mentor" or "senior colleague" in English translations.

Consulting Specialized Resources Lexicons, glossaries, and translation memory tools can help translators handle technical or domain-specific terms accurately.

Collaboration with Native Speakers Working with native speakers or subject matter experts can clarify nuanced meanings and ensure cultural appropriateness.

Retaining Borrowed Terms In some cases, retaining a borrowed term and explaining it in a footnote or glossary is the best approach, particularly for culturally rich or unique words.

Conclusion

Lexical problems in translation highlight the intricate relationship between language, culture, and meaning. Effective translation is not merely a technical task but an art that requires sensitivity, adaptability, and deep linguistic knowledge. By addressing lexical challenges creatively and contextually, translators can bridge linguistic gaps and foster understanding across cultures. Ultimately, lexical problems in translation underscore the richness and diversity of languages and cultures. These challenges remind us that language is more than just a tool for communication—it is a reflection of a community's worldview, values, and experiences. While perfect equivalence may not always be possible, the effort to convey meaning with fidelity and respect enriches the translator's craft and helps preserve the unique essence of each language. As technology advances, it is crucial to remember that human intuition, creativity, and cultural sensitivity remain indispensable in overcoming the lexical hurdles that arise in translation.

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XORIJIY TA'LIM TIZIMLARIDAN FOYDALI TAJRIBALAR: BOSHLANG'ICH TA'LIM UCHUN AMALIY TAVSIYALAR

Shahrisabz davlat Pedagogika Instituti

Boshlang'ich ta'lim yo'nalishi 4-kurs talabasi

Turayeva Marjona Absoat qizi

Annotatsiya:

Mazkur maqola xorijiy ta'lim tizimlarining boshlang'ich ta'limdagi muvaffaqiyatli tajribalarini o'rganishga bag'ishlangan. Finlyandiya, Yaponiya, AQSh va Germaniya kabi mamlakatlarning ta'lim tizimlari tahlil qilinib, ular asosida milliy ta'limga moslashtirish uchun amaliy tavsiyalar ishlab chiqilgan. Maqolada individual yondashuv, STEAM ta'limi, o'yinli metodlar va intizomga asoslangan yondashuvlarning samaradorligi ta'kidlanadi.

Kalit so'zlar:

xorijiy ta'lim tizimi, boshlang'ich ta'lim, individual yondashuv, STEAM, o'yinli metodlar, innovatsiya.

Аннотатсия:

В статье рассматривается успешный опыт начального образования в зарубежных системах образования. Проведен анализ образовательных систем таких стран, как Финляндия, Япония, США и Германия, и на его основе разработаны практические рекомендации для адаптации к национальной системе образования. Подчеркивается эффективность индивидуального подхода, STEAM-обучения, игровых методов и дисциплины.

Ключевые слова:

зарубежная система образования, начальное образование, индивидуальный подход, STEAM, игровые методы, инновации.

Annotation:

This article explores the successful practices of primary education in foreign educational systems. The educational systems of countries like Finland, Japan, the USA, and Germany are analyzed, and practical recommendations for adaptation to the national education system are

developed. The effectiveness of individual approaches, STEAM education, game-based methods, and discipline is emphasized.

Keywords:

foreign education system, primary education, individual approach, STEAM, game-based methods, innovation.

Kirish

Ta'lim sohasida globallashuv jarayonlari xorijiy tajribalarni o'rganish va ulardan foydalanishni dolzarb qilib qo'ymoqda. Dunyoning rivojlangan mamlakatlaridagi boshlang'ich ta'lim tizimlari zamonaviy metodologiyalar, pedagogik texnologiyalar va innovatsiyalar bilan ajralib turadi. Ushbu maqolada xorijiy tajribadan olingan darslar asosida boshlang'ich ta'limga mos amaliy tavsiyalar ko'rib chiqiladi.

Adabiyotlar tahlili

1. Kitoblar va ilmiy manbalar tahlili:

Абдуллаева, Г.Х. "Инновационные технологии в начальном образовании"

Ushbu asar innovatsion texnologiyalarni boshlang'ich ta'limda qo'llash bo'yicha batafsil tavsiyalar beradi. Unda xorijiy tajriba misollari ko'rsatilgan, lekin ularni milliy ta'limga moslashtirish jarayoni batafsil yoritilmagan.

Hattie, J. "Visible Learning"

Hattie tomonidan yozilgan kitob 800 dan ortiq tadqiqotlarni tahlil qilib, ta'lim samaradorligini oshiruvchi omillarni ko'rsatadi. Xususan, individual yondashuv, o'quvchilarni faol ishtirokchi sifatida jalb qilish va o'qituvchi faoliyatining ta'siri batafsil o'rganilgan. Bu asar tadqiqot metodlari va statistika asosida ilmiy dalillarni keltiradi.

Darling-Hammond, L. "The Flat World and Education"

Kitobda dunyodagi tengsizlikni kamaytirish uchun ta'lim tizimlaridagi eng yaxshi yondashuvlar tahlil qilinadi. Unda AQSh va boshqa mamlakatlar tajribasi o'rganilgan. Tadqiqotlar mamlakatlararo taqqoslashni qo'llagan holda amalga oshirilgan.

2. Ilmiy maqolalar va hisobotlar tahlili:

OECD hisobotlari ("PISA 2021 Results")

Ushbu hisobotlar PISA testlari asosida mamlakatlarning ta'lim sifatini tahlil qiladi. Xorijiy tajribalarni qiyosiy o'rganishda ishonchli statistik ma'lumotlar taqdim etiladi. Ayniqsa, Finlyandiya va Yaponiya kabi mamlakatlardagi ta'lim strategiyalari haqida ma'lumotlar mavjud.

Johnson, D. W. va Johnson, R. T. "Cooperation and Competition in the Classroom"

Maqola o'quvchilarda hamkorlik va raqobatni shakllantirishning ta'limga ta'sirini o'rganadi. Ushbu yondashuvlar milliy ta'lim tizimiga moslashuvchanligi bilan dolzarb hisoblanadi.

3. Internet resurslari tahlili:

UNESCO GEM Report

UNESCO hisobotlari ta'limdagi global muammolar va innovatsion yondashuvlarni ko'rsatadi. Bu manbalar milliy va xalqaro ta'lim tizimlari o'rtasidagi farqlarni tahlil qilish uchun muhimdir.

Tadqiqot metodlari

Ushbu mavzuni o'rganishda quyidagi tadqiqot metodlaridan foydalanish maqsadga muvofiq:

1. Taqqoslash (Comparative Method):

Xorijiy mamlakatlarning boshlang'ich ta'lim tizimlari tahlil qilinadi (masalan, Finlyandiya, Yaponiya, AQSh, Germaniya).

Milliy ta'lim tizimi bilan o'xshashlik va farqlar aniqlanadi.

2. Empirik metod:Xorijiy tajribalar bo'yicha o'tkazilgan tadqiqotlar va statistik ma'lumotlar (masalan, PISA yoki TIMSS natijalari) o'rganiladi.

Bu usul xorijiy tajribalarning amaliy samaradorligini tasdiqlash uchun ishlatiladi.

3. Analitik metod:

Ta'limda qo'llanilgan innovatsion yondashuvlar (individual yondashuv, o'yin texnologiyalari, STEAM) chuqur tahlil qilinadi.

Ushbu yondashuvlarning milliy tizimga qanday moslashtirilishi mumkinligi asoslanadi.

4. Interfaol kuzatish (Observation):

Xorijiy maktablarda qo'llanilayotgan metodikalarni amaliy kuzatish va ularni milliy sharoitga moslashtirish bo'yicha tavsiyalar ishlab chiqish.

5. Sotsiologik so'rov (Survey Method):

O'qituvchilar va o'quvchilar o'rtasida so'rovnoma o'tkazish orqali xorijiy tajribalarga nisbatan munosabatni aniqlash.

6. Eksperiment:

Xorijiy ta'lim tizimlarida samaradorligi isbotlangan metodlarni milliy maktablarda sinovdan o'tkazish. Masalan, STEAM loyihalarini joriy qilish.

Ushbu metodlar xorijiy ta'lim tizimlarini chuqur o'rganish va ularni milliy tizimga samarali tatbiq etish uchun asos yaratadi.

Xorijiy tajribalar: Ta'lim jarayonidagi muvaffaqiyat omillari

1. Finlyandiya tajribasi: Individual yondashuv

Finlyandiyada o'quvchilar qobiliyat va ehtiyojlariga qarab o'qitiladi. Har bir bolaga individual yondashish orqali qiziqishlarini aniqlash va rivojlantirishga e'tibor qaratiladi.

Tavsiya: Dars jarayonida o'quvchilarni kichik guruhlarga bo'lib, har bir guruh uchun maxsus topshiriqlar ishlab chiqish.

2. Yaponiya tajribasi: Intizom va hamkorlik

Yaponiyada intizom va jamoada ishlash ko'nikmalariga alohida e'tibor qaratiladi. Bolalar kichik yoshdan o'zaro hurmat va mas'uliyatni o'rganadilar.

Tavsiya: Guruhda ishlash vazifalarini ko'proq joriy etish va hamkorlikka asoslangan loyiha darslarini tashkil qilish.

3. AQSh tajribasi: STEAM ta'limi

AQShda fanlararo yondashuv keng qo'llaniladi. STEAM (Science, Technology, Engineering, Art, Mathematics) orqali bolalarda ijodkorlik va tanqidiy fikrlash ko'nikmalari shakllantiriladi.

Tavsiya: Amaliy mashg'ulotlar va loyihaviy ta'lim metodlarini ko'proq qo'llash. Masalan, bolalar o'zlari oddiy qurilmalarni yaratib, ularning ishlash prinsiplarini tushuntirishlari mumkin.

4. Germaniya tajribasi: O'yinli o'qitish usullari

Germaniyada o'yinlar orqali ta'lim berish keng tarqalgan. Bu metod kichik yoshdagi bolalarning o'quv materialini qiziqarli va samarali o'zlashtirishini ta'minlaydi.

Tavsiya: Har bir darsga o'yinli elementlarni qo'shish. Masalan, matematik masalalarni yechishda o'yin shaklidagi topshiriqlar berish.

Milliy ta'limga moslashtirish imkoniyatlari

O'zbekistonda xorijiy tajribalarni bevosita ko'chirib olish emas, balki milliy ta'lim tizimining o'ziga xosliklarini hisobga olib, moslashtirish kerak.

Masalan, o'zbek tili va madaniyati o'quv dasturlariga integratsiya qilingan holda kreativ yondashuvlarni qo'llash mumkin.

Natija va Muhokama

Natijalar:

1. Xorijiy tajribalarni milliy ta'lim tizimiga moslashtirish: Finlyandiya, Yaponiya, AQSh va Germaniya kabi mamlakatlarning tajribasi shuni ko'rsatadiki, o'quvchilarning qobiliyatlarini rivojlantirishda individual yondashuv, interaktiv metodlar, o'yinli ta'lim va STEAM texnologiyalarining qo'llanilishi muhim ahamiyatga ega.

2. Innovatsion metodlarning samaradorligi:

Individual yondashuv va o'yin elementlari o'quvchilarning qiziqishini oshiradi va o'quv materialini o'zlashtirishni tezlashtiradi.

STEAM metodikasi bolalarning ijodkorligi va tanqidiy fikrlashini rivojlantiradi.

3. Ta'lim sifatini oshirish: Xorijiy tajribalar milliy ta'lim jarayoniga moslashgan holda joriy etilsa, boshlang'ich ta'limda sifatni sezilarli darajada oshirish mumkin.

4. Muammolar: Xorijiy tajribalarni to'g'ridan-to'g'ri ko'chirish o'rniga, ularni milliy sharoitga moslashtirish muhim. Madaniy, iqtisodiy va ijtimoiy o'ziga xosliklar hisobga olinmasa, natija kutilganidan past bo'lishi mumkin.

Muhokama:

Xorijiy ta'lim tizimlarining muvaffaqiyatli tajribalari milliy ta'lim sifatini oshirishda katta ahamiyatga ega. Ammo madaniy va milliy sharoitlarni hisobga olgan holda moslashuv strategiyasi ishlab chiqilishi zarur. Milliy tizim uchun eng mos metodlarni tanlashda tajriba va

kuzatuv natijalariga tayanish maqsadga muvofiqdir. Xususan, Finlyandiyadagi individual yondashuv, Yaponiya ta'limidagi intizom va AQShning STEAM metodikasi milliy ta'lim tizimi uchun muvaffaqiyatli natijalar keltirishi mumkin. Biroq, o'qituvchilarning malakasini oshirish va resurslarni tayyorlash masalasi bu yondashuvlarning muvaffaqiyatli joriy qilinishida hal qilinadi.

Xulosa. Xorijiy ta'lim tizimlari boshlang'ich ta'lim jarayonini samarali tashkil etishda katta imkoniyatlar yaratadi. Ammo ulardan foydalanishda milliy ta'limning o'ziga xos jihatlarini hisobga olish muhim. Innovatsion yondashuvlar va xorijiy tajribalarni mahalliy sharoitga moslashtirish orqali boshlang'ich ta'lim sifatini oshirishga erishish mumkin.

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ФОСФАТ ТАЪМИНОТИ ТУРЛИЧА БЎЛГАН ТУПРОҚЛАР ШАРОИТИДА МИНЕРАЛ ЎҒИТЛАРНИНГ ОЗИҚ МОДДАЛАРНИ ОЛИБ ЧИҚИШИГА ТАЪСИРИ

Кадирова Г.А. – асситент. Самарқанд агроинновациялар ва тадқиқотлар институти, Самарқанд, Ўзбекистон

Аннотация. Суғорилиб деҳқончилик қилинаётган фосфат таъминоти турлича бўлган оч тусли тупроқлар шароитида қўлланилган минерал ўғит меъёр ва нисбатлари тупроқ озиқ режимига таъсири келтирилган. Фосфат таъминоти ошиб бориши ва минерал ўғит нисбатлари камайиши билан озиқ моддаларни олиб чиқиш ошиб борган.

Абстрактный. Представлено влияние нормы и соотношения вносимых минеральных удобрений на питательный режим почвы в светлых почвах с разной обеспеченностью фосфатами при паровом земледелии. По мере увеличения поступления фосфатов и уменьшения доли минеральных удобрений увеличивается вынос питательных веществ.

Abstract. The influence of the applied mineral fertilizer rate and ratio on the soil nutrient regime in light-colored soils with different phosphate supply under fallow farming is presented. As the phosphate supply increases and the mineral fertilizer ratio decreases, the removal of nutrients increases.

Калит сўзлар: Тупроқ, оч тусли бўз, фосфат таъминоти, жуда кам, кам, ўртача, минерал ўғит, меъёр, нисбат, кузги буғдой, озиқ модда, олиб чиқиш.

Ключевые слова: Почва, светлый серозем, обеспеченность фосфатами, очень низкая, низкая, средняя, минеральное удобрение, норма, соотношение, озимая пшеница, питательные вещества, вынос.

Key words: Soil, light gray, phosphate supply, very low, low, average, mineral fertilizer, norm, ratio, winter wheat, nutrient, takeaway.

Кириш. Қишлоқ хўжалиги экинларидан юқори ва сифатли ҳосил етиштиришда тупроқнинг хосса ва хусусиятлари, минерал ўғитларни қўллаш меъёрлари ва муддатлари катта аҳамиятга эга. Ўғитларни қўллаш тупроқларнинг озиқа режими, ўсимликларнинг ўсиши ва ривожланишини яхшилайди. Шу билан бирга, ўсимликларининг кимёвий таркиби ўзгаради ва экинлар билан бирга озиқ моддаларни чиқиш (ўзлаштириш) ўзгаради. Минерал ўғитларни турли меъёр ва нисбатларда қўллашда тупроқлар типи ва экин навлари муҳим аҳамиятга эга. Шу муносабат билан ҳозирги вақтда ҳар бир экин навлари, жумладан, кузги буғдой учун энг мақбул озиқланиш тизимини ишлаб чиқиш долзарб ҳисобланади. [1; 2].

Кузги дон экинлар юқори ҳосилдорликка эга бўлиб, ўғитларга талаювчандир. Тупроқдаги қийин эрийдиган бирикмаларни суст ўзлаштиради. 30 ц дон ҳосили ва шунга яраша сомон билан кузги буғдой тупроқдан 111кг азот, 39 кг фосфор ва 78 кг калий ўзлаштирилиб кетади.[10].

Ўғитларни қўллаш тизими умуман ҳар қандай қишлоқ хўжалиги экинлари учун эмас, балки турли тупроқ-иқлим шароитларида маълум бир навнинг хусусиятларини ҳисобга олган ҳолда ишлаб чиқилиши лозим. Бу минерал ўғитлардан янада оқилона фойдаланиш имконини беради ва навнинг ҳосилдорлиги ва сифати имкониятларини аниқроқ очиб беради. [3; 4; 5].

Кўпгина илмий манбаларда тупроқ ва ўғитлардан озиқа моддаларини турли даражада ўзлаштириб олиш олиш ва ишлатиш учун турли навларнинг ўзига хослиги акс эттирилган [6; 7; 8; 9].

Турли тупроы иылим шароитларида тупроқ таркибидаги озиқ моддалар миқдори турича бўлади, яъни таъминланиш даражаси турлича бўлади, ушбу тупроқларда кузги буғдойдан юқори ва сифатли ҳосил етиштиришда минерал ўғитларни меъёрини ўрганиш долзарб ҳисболанади.

Тупроқ таркибидаги ҳаракатчан фосфор миқдори турлича (жуда кам, кам ва ўртача) таъминланган Самарқанд вилояти Нуробод тумани суғориладиган оч тусли бўз тупроқлар шароитларида олиб борилди.

Тадқиқот услублари. Дала тажрибалари тупроқнинг ҳаракатчан фосфор билан таъминланишига кўра 3 та фонда, 4 та вариант ва 4 қайтариқдан иборат, ҳар бир пайкалчанинг умумий *майдони -100,8 м² ва* ҳисобга олинадиган майдони 50 м² га тенг. Тадқиқот объекти сифатида ҳаракатчан фосфор билан турли таъминлаган оч тусли бўз тупроқлар, кузги буғдойнинг "Алексееич" ва "Безостая 100" навлари, аммиакли селитра - NH_4NO_3(N – 34,5), оддий суперфосфат – $CaH_2PO_4 \cdot H_2O$ + $CaSO_4$ (19-20 % P_2O_5), калий хлорид – KCl (K_2O -56 %) танлаб олинган. Минерал ўғитларни қўллаш худудларнинг шароитидан келиб чиқиб, фосфорли ва калийли ўғитларнинг 100 % асосий ўғитлашда (шудгор остига), азотли ўғитларнинг бир қисми (15 %) ерни тайёрлаш вақтида, қолган қисми туплаш, найчалаш ва бошоқлаш фазаларида қўлланилди.

Тадқиқот натижалари. Фосфат таъминоти жуда кам бўлган фонда назорат вариантида дон таркибида азот миқдори 1,89 % ни ташкил этган бўлса, минерал ўғит меъёри ошиб бориши билан дон таркибидаги азот миқдори 2,05-2,08 % гача ошган. Фосфор миқдори назорат вариантида 0,51 %, ўғитлар қўлланилган вариантларда эса 0,52-0,54 % га ошди. Сомон, илдиз ва анғизларда назорат вариантига нисбатан ўғитлар қўлланилган вариантларда озиқ моддаларни олиб чиқиш ошган. Фосфат таъминоти ошиб бориши ва минерал ўғит нисбатлари камайиши билан озиқ моддаларни олиб чиқиш ошиб борди.(1-жадвал)

1-жадвал

Турли фосфат таъминотида минерал ўғит меъёр ва нисбатларини озиқ моддаларни олиб чиқишига таъсири,

(Нуробод тумани, Алексееич нави, 2020 й.)

Фон	Вариантлар	дон			сомон			илдиз ва анғиз		
		N	P	K	N	P	K	N	P	K

	Назорат (ўғитсиз)	1,89	0,51	0,26	0,43	0,23	1,21	0,31	0,19	0,40
I-фон	N150 P120 K90	2,05	0,52	0,28	0,46	0,25	1,23	0,32	0,21	0,42
	N180 P145 K108	2,06	0,54	0,30	0,48	0,27	1,25	0,34	0,20	0,45
	N210 P170 K126	2,08	0,56	0,31	0,50	0,30	0,25	0,36	0,25	0,47
	Назорат (ўғитсиз)	1,95	0,54	0,27	0,46	0,26	1,26	0,34	0,20	0,43
II-фон	N150 P105 K75	2,08	0,56	0,29	0,48	0,30	1,27	0,36	0,22	0,45
	N180 P125 K90	2,09	0,58	0,30	0,49	0,32	1,28	0,37	0,25	0,47
	N210 P145 K105	2,10	0,61	0,31	0,51	0,33	1,29	0,38	0,27	0,49
	Назорат (ўғитсиз)	1,98	0,57	0,28	0,47	0,28	1,27	0,36	0,22	0,46
III-фон	N150 P90 K60	2,09	0,59	0,30	0,49	0,31	1,29	0,39	0,25	0,48
	N180 P110 K72	2,10	0,62	0,32	0,51	0,34	1,31	0,41	0,27	0,49
	N210 P130 K84	2,12	0,64	0,34	0,53	0,35	1,33	0,43	0,29	0,50

Оч тусли бўз тупроқлар шароитида кузги буғдойни Безостая 100 нави турли қисмлари билан озиқ моддаларни олиб чиқиш аниқланди. Фосфат таъминоти турлича бўлган фонларда назорат ўғитсиз вариантларда дон такркиибида азот миқдори 1,89; 1,91 ва 1,94 %, фосфор миқдори 0,53; 0,54 ва 0,57 % ҳамда калий миқдори 0,25; 0,26 ва 0,28 % ни ташкил этди. Минерал ўғитлар турли нисбат ва меъёрларда қўлланилганда азот, фосфор ва калий миқдорлари кескин ошиб борди. Озиқ моддаларни олиб чиқиш минерал ўғит меъёри, нисбати ва тупроқ озиқ моддалар билан таъминланиш даражаларига боғлиқ экан. Энг юқори олиб чиқиш фосфат таъминоти ўртача фонда минерал ўғит меъёри N210 P130 K84 кг/га қўлланилган вариантда аниқланди (2-жадвал).

2-жадвал

Турли фосфат таъминотида минерал ўғит меъёр ва нисбатларини озиқ моддаларни олиб чиқишига таъсири,

(Нуробод тумани, Безостая 100 нави, 2020 й.)

Фон	Вариантлар	дон			сомон			илдиз ва анғиз		
		N	P	K	N	P	K	N	P	K
I-фон	Назорат (ўғитсиз)	1,89	0,53	0,25	0,41	0,24	1,14	0,31	0,16	0,40
	N150 P120 K90	2,03	0,54	0,27	0,45	0,25	1,17	0,33	0,18	0,42
	N180 P145 K108	2,05	0,56	0,28	0,46	0,26	1,20	0,35	0,21	0,45
	N210 P170 K126	2,06	0,57	0,30	0,48	0,27	1,23	0,36	0,24	0,47
II-фон	Назорат (ўғитсиз)	1,91	0,54	0,26	0,43	0,25	1,16	0,32	0,16	0,41
	N150 P105 K75	2,05	0,55	0,28	0,47	0,26	1,15	0,35	0,17	0,41

	N180 P125 K90	2,06	0,56	0,29	0,49	0,27	1,18	0,36	0,18	0,43
	N210 P145 K105	2,09	0,57	0,30	0,53	0,29	1,21	0,37	0,19	0,45
III-фон	Назорат (ўғитсиз)	1,94	0,57	0,28	0,45	0,27	1,18	0,34	0,18	0,43
	N150 P90 K60	2,07	0,58	0,30	0,48	0,28	1,16	0,36	0,16	0,43
	N180 P110 K72	2,08	0,59	0,31	0,51	0,29	1,17	0,38	0,17	0,45
	N210 P130 K84	2,1	0,60	0,32	0,54	0,31	1,19	0,41	0,19	0,47

Хулоса. Самарқанд вилояти Нуробод тумани фосфат таъминоти турлича бўлган тупроқлар шароитида кузги буғдойнинг Алексееич ва Безостая 100 навлари етиштиришда минерал ўғит меъёрлари ошиб бориши билан асосий ва қўшимча ҳосил билан озиқ моддаларни ўзлаштириши ошиб борди. Энг юқори олиб чиқиш фосфат таъминоти ўртача фонда минерал ўғитлар N210P130K84 кг/га қўлланилган вариантда кузатилди.

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ЧАСТОТА НЕЙРОВЕГЕТАТИВНЫХ РАССТРОЙСТВ В ЗАВИСИМОСТИ ОТ ПОЛА У ЛИЦ ПОЖИЛОГО ВОЗРАСТА

Назарова Ж.А. [1,] **Абдужамилова Р.М**[-1]**, Аббосова И.А.** [2]

1- Центр развития профессиональной квалификации медицинских работников при Минздраве Республики Узбекистан,

2- Андижанский медицинский Государственный университет

Актуальность. По мере старения организма включаются различные адаптивные механизмы для компенсации возникающей инвалидности [1,2]. В связи с этим особенно важно изучить адаптивные механизмы, обеспечивающие достаточную продолжительность жизни, несмотря на старение населения, многие из которых страдают различными хроническими и инвалидизирующими заболеваниями. Однако остается открытым вопрос о том, являются ли эти адаптационные механизмы едиными или особенности адаптации зависят от характера имеющихся заболеваний.

Цель исследования. Изучить частоту нейровегетативных расстройств в зависимости от пола у лиц пожилого возраста.

Материал исследования. В исследование были включены 164 пожилых человека в возрасте 60-74 лет (среднее 67,2+6,8 лет) с клинически и лабораторно подтвержденным синдромом хронической ишемии 2 стадии (СХИ2) (106 женщин (64,4%) и 58 мужчин (35,6%)). Все больные проходили стационарное лечение в отделении неврологии клиники Андижанского государственного медицинского института.

Таблица 1. Распределение больных по группам

Группы	n	%
I группа (мужчины)	58	31,5%
II группа (женщины)	106	57,6%
КГ (контрольная группа)	20	10,9%
Всего	**184**	**100,0%**

По половому признаку больные были распределены на 2 группы – I группу составили мужчины (58 пациентов), II группу составили женщины (106 пациентов).

Контрольная группа (КГ) состояла из 20 пациентов сопоставимого пола и возраста, не имевших клинических критериев ЦИМ и СВД. Средний возраст у женщин составил 68,3+3,9 года, у мужчин - 64,1+4,5 года.

Методы исследования. Всем больным было проведено стандартное клинико-неврологическое обследование (анализ жалоб пациентов, анамнеза жизни и анамнеза болезни, проведение объективного осмотра, в том числе изучение неврологического статуса) и соматическое обследование.

Исходный вегетативный тонус (ИВТ) вы нашем исследовании изучали по таблицам А.М. Вейна (2004), они подразумевали внесение определенных клинических и лабораторных параметров и показателей ЭКГ [1]. Пациентам также были проведены ЭКГ-исследования и суточное мониторирование артериального давления (СМАД).

Результаты исследования. В процессе опроса пожилых пациентов было выявлено наличие разнообразной симптоматики, ассоциируемой с СВД. Среди наиболее часто встречающихся жалоб выделялись головные боли, охватывающие 82,9% опрошенных. Также значительное число пациентов, а именно 26,3% указали на нарушения в функционировании пищевода, такие как аэрофагия и ощущение кома в горле. Проблемы, связанные с дискинезией желудка и кишечника, в частности с синдромом раздраженного кишечника, были отмечены у 60,5% участников исследования. Клино-ортостатическая гипотензия (КОГ), вызывающая снижение АД при смене положения тела, наблюдалась у 42,1%, тогда как нарушения функции мочевого пузыря из-за нейрогенных факторов были зафиксированы у 28,9% пожилых людей. Вестибулопатии, выражающиеся через головокружения, были выявлены также у 26,3% опрошенных, панические атаки беспокоили 27,6%, а чрезмерное потоотделение в определенных областях тела (локальный гипергидроз) и ангиотрофоневротические изменения были зарегистрированы у 60,5% и 28,9% участников соответственно. Эти данные, представленные в таблице 2, подчеркивают многообразие клинической картины сосудистой дистонии среди пожилого населения.

В исследовании, проведенном среди пожилых людей с доминированием ваготонического типа реакции в их истории болезни, было обнаружено, что нарушения в эндокринной системе встречаются на 50% чаще (с статистической значимостью p<0,05), по сравнению с другими группами. Также были выявлены частые функциональные расстройства в работе ЖКТ. С другой стороны, у пожилых лиц с преобладающим симпатикотоническим типом вегетативной реакции чаще

наблюдались проблемы с функционированием ССС, включая экстрасистолию, тахикардию, а также легкие нарушения в работе ЦНС и изменения в неврологическом статусе, характеризующиеся микросимптоматикой. Эти неврологические отклонения были зафиксированы с высокой частотой у пациентов, страдающих различными формами СВД, подчеркивая распространенность и многоаспектность этого состояния среди пожилого населения.

Таблица 2.

Выраженность вегетативной симптоматики у пожилых пациентов

Симптоматика	I группа n=42		II группа n=34		Всего n=76		p
СВД	n	%	n	%	n	%	<
Головные боли	39	92,9	24	70,6	63	82,9	
Дискенезии пищевода (аэрофагия, ком в горле)	8	19,0	12	35,3	20	26,3	0,005
Дискинезия желудка и кишечника (синдром раздраженного кишечника)	20	47,6	26	76,5	46	60,5	0,005
Клино-ортостатическая проба (КОГ)	14	33,3	18	52,9	32	42,1	0,005
Нейрогенная дисфункция мочевого пузыря	9	21,4	13	38,2	22	28,9	0,005
Вестибулопатический синдром	12	28,6	8	23,5	20	26,3	
Панические атаки	12	28,6	9	26,5	21	27,6	
Локальный гипергидроз	25	59,5	21	61,8	46	60,5	0,05
Ангиотрофоневроз	14	33,3	8	23,5	22	28,9	0,05

В ходе анализа половых различий в контексте нарушений ВНС было установлено, что женщины демонстрируют более высокую частоту вегетативных симптомов по сравнению с мужчинами. Значительные различия между полами были отмечены в

отношении таких симптомов, как нарушения функции пищевода, включая аэрофагию и ощущение кома в горле; дисфункции желудка и кишечника, характеризующиеся синдромом раздраженного кишечника; нейрогенная дисфункция мочевого пузыря; панические атаки; а также локальное чрезмерное потоотделение. Эти данные указывают на более высокую предрасположенность женщин к вегетативным расстройствам.

У большинства пациентов в обеих группах, а именно в 82,4% случаев отмечалось постоянное прогрессирование СВД. Пароксизмальные вегетативные проявления были наблюдаемы у всех пациентов. Среди тех, кто имел СВД, у 32 (27,1%) из 118 были отмечены вегетативные кризы в анамнезе, а у 17 (14,4%) из 118 – панические атаки. В группе без СВД вегетативные кризы были зарегистрированы у 7 (11,3%) из 62 пациентов, а сочетание с паническими атаками – у 9 (14,5%) из 62.

Характерной чертой является сочетание упомянутых жалоб и синдромов у 72% всех пациентов, в то время как у 8% пациентов с СВД преобладали моносиндромные жалобы. Обе исследуемые группы характеризовались высокой частотой соматических жалоб, неврозоподобных и аффективных нарушений, типичных для астенического синдрома. Наблюдались статистически значимые различия между этими клиническими группами. Так в I группе достоверно чаще встречались аффективные и неврозоподобные жалобы.

Исследования показали, что указанные синдромы выявляются существенно чаще при симпатикотоническом типе вегетативной реактивности (ВР) и артериальной гипертензии (АГ). Электрокардиографические изменения в I группе исследования, которые проявлялись увеличением амплитуды зубца Т были выявлены в 10,2% случаев, а во II группе исследования у 6,2%, увеличение сегмента ST в I группе обнаруживалась у 10,2% пациентов, а во II группе у 6,2% больных, синусовая аритмия выявлялась в I группе была выявлена в 32% случаев, а во II группе меньше и составило 22,4%, а наджелудочковой экстрасистолией в 28,4% и 13,4% случаев соответственно.

В большинстве случаев, а именно у 82% у пациентов с СВД наблюдались различные проявления в области гастроэнтерологии, такие как дискинезия пищевода – во II группе в 32%, а в I группе в 42,4% случаев, дуоденогастральный рефлюкс в 24,6% и 26% случаев соответственно, дискинезия кишечника в 18,2% и 18% случаев соответственно) и дисфункция гепатобиллиарного тракта с признаками холестаза в 32% и 38% случаев.

Вывод. Согласно данным опросника Вейна, в I группе у большинства пациентов (в 94% случаев) наблюдался средний суммарный балл выше нормы, который в среднем составил 35±16, что приблизительно соответствует II группе. Таким образом, у 75% обследованных больных II группы были выявлены признаки вегетативной дисфункции, средний балл которых составил 38±17.

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2-TOM, 11-SON

LANGUAGE CHANGE AND EVOLUTION: THE HISTORICAL DEVELOPMENT AND MODERN TRANSFORMATIONS OF THE ENGLISH LANGUAGE

Zoirjonova Zilola Odiljonovna

Student of Termiz state pedagogical institute

Abstract: This thesis investigates the historical development and modern transformations of the English language, exploring how it has evolved from its early forms to its contemporary usage. By examining the major phases of English language development, including Old English, Middle English, and Early Modern English, as well as recent linguistic changes, this study aims to provide a comprehensive understanding of the processes driving language change and the factors influencing its evolution in the modern era.

Keywords: Language change, english language, historical development, old english, middle english, early modern english, modern english, language evolution, sociolinguistics, globalization, technological influence, language contact, dialects, language variation

Introduction

The English language has undergone significant transformations over the centuries, influenced by social, cultural, and political factors. This thesis explores the historical evolution of English, analyzing key stages of its development and the modern changes affecting its structure and usage. The study aims to elucidate the mechanisms of language change and the implications for contemporary English usage.

Methodology

1. Historical linguistic analysis:

- Textual examination: Analysis of historical texts from different periods of the English language to trace changes in vocabulary, syntax, and phonology.

- Comparative study: Comparison of Old English, Middle English, and Early Modern English with contemporary English to identify patterns and trends in language evolution.

2. Sociolinguistic analysis:

- Language variation: Investigation of regional dialects and sociolects to understand how contemporary English varies and evolves in different contexts.

- Language contact: Study of the impact of contact with other languages and cultures on the development of modern English.

3. Theoretical framework:

- Language change theories: Application of theories related to language change, including natural language evolution, language contact, and sociolinguistic factors.

- Modern linguistic trends: Examination of current trends in English usage, including the influence of technology, globalization, and language policy.

Findings

1. Historical development:

- Old english (c. 450-1150): Early form of English influenced by Germanic tribes, characterized by a complex system of inflections and a largely Germanic vocabulary.

- Middle english (c. 1150-1500): Period marked by significant changes due to Norman influence, leading to a simplification of inflectional endings and an expansion of vocabulary through French and Latin borrowings.

- Early modern english (c. 1500-1700): The Great Vowel Shift and the standardization of spelling and grammar, influenced by the Renaissance and the advent of printing.

2. Modern transformations:

- Globalization and english varieties: The proliferation of English as a global lingua franca has led to the emergence of diverse English varieties, including regional dialects and international Englishes.

- Technological influence: The rise of digital communication and social media has introduced new linguistic forms and accelerated the pace of language change, impacting vocabulary, syntax, and usage patterns.

3. Sociolinguistic dynamics:

- Language contact: English has been shaped by contact with other languages, leading to the adoption of new words and expressions and influencing linguistic practices in different regions.

- Language policy and planning: Efforts to standardize and regulate English usage have impacted language evolution, including the development of standardized English norms and practices.

Discussion

The findings reveal that the English language has undergone profound changes over time, driven by historical events, social dynamics, and technological advancements. The transition from Old English to modern varieties of English reflects both internal linguistic processes and external influences, including language contact and global interactions. Understanding these changes provides valuable insights into the nature of language evolution and the factors shaping contemporary English.

Conclusion

The historical development and modern transformations of the English language illustrate the dynamic nature of linguistic change. From its origins in Old English to its current global forms, English has continuously evolved in response to cultural, social, and technological factors. This thesis underscores the importance of studying language change to comprehend the complexities of linguistic development and its impact on contemporary communication practices.

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BOLALARDA O'QISHGA QIZIQISHNI SHAKLLANTIRISH USULLARI.

Shahrisabz Davlat Pedagogika Instituti Boshlang'ich ta'lim yo'nalishi 1-kurs talabasi

Eshboyeva Feruza Sherali qizi

Annotatsiya:

Maqolada boshlang'ich sinf o'quvchilarida o'qishga qiziqishni shakllantirishning samarali usullari yoritilgan. Rang-barang materiallar, hikoya qilish texnikasi, ta'limiy o'yinlar va o'qituvchi hamda ota-onalar o'rtasidagi hamkorlik orqali bolalarda o'qishga bo'lgan mehr uyg'otish masalalari tahlil qilingan. Ushbu yondashuvlar o'quvchilarning o'quv yutuqlarini oshirish, ijodkorlik va tanqidiy fikrlash qobiliyatlarini rivojlantirishga yordam beradi.

Kalit so'zlar:

O'qishga qiziqish, boshlang'ich ta'lim, hikoya qilish, ta'limiy o'yinlar, o'qituvchi va ota-ona hamkorligi, ijodkorlik, tanqidiy fikrlash.

Annotation:

This article explores effective methods for fostering reading interest among primary school students. It highlights the use of engaging materials, storytelling techniques, educational games, and collaboration between teachers and parents to inspire a love for reading. These strategies not only improve learning outcomes but also encourage creativity and critical thinking in children.

Key words:Reading interest, primary education, storytelling, educational games, teacher-parent collaboration, creativity, critical thinking.

Аннотация:

В статье рассматриваются эффективные методы развития интереса к чтению у учеников начальной школы. Особое внимание уделяется использованию увлекательных материалов, методике рассказывания историй, образовательным играм и сотрудничеству между учителями и родителями для формирования любви к чтению. Эти стратегии способствуют улучшению учебных результатов, а также развитию творчества и критического мышленияу детей.

Ключовой слова :Интерес к чтению, начальное образование, рассказывание историй, образовательные игры, сотрудничество учителей и родителей, творчество, критическое мышление.

Kirish O'qishga qiziqish – bolalarda bilim olishga bo'lgan ichki ehtiyojni shakllantiruvchi muhim omil. Ayniqsa, boshlang'ich sinf o'quvchilarida ushbu qiziqishni

uyg'otish va rivojlantirish kelgusidagi ta'lim jarayoniga mustahkam poydevor bo'lib xizmat qiladi. Quyida bolalarda o'qishga qiziqishni shakllantirish uchun samarali usullar keltiriladi.

1. Qiziqarli materiallardan foydalanish

Bolalar tabiatan qiziquvchan bo'lishadi. Shu sababli, ularga yoshiga mos, rang-barang va o'yin elementlari bilan boyitilgan materiallarni taqdim etish muhimdir. Masalan:Rangli kitoblar, rasmli ensiklopediyalar.Bolalar uchun mos multimedialar yoki qisqa videoroliklar.

2. Hikoya qilish san'ati. Hikoya orqali bilim berish bolalarda tasavvur va ijodiy fikrlashni rivojlantiradi. O'qituvchi yoki ota-ona bolalarga o'ziga xos ovoz ohangi bilan hikoya qilib bersa, bu ularni o'qishga undaydi. Shu bilan birga, bolalarni hikoya mazmunini taxmin qilish yoki davom ettirishga jalb qilish ham qiziqishni oshiradi.

3. O'yin texnologiyalaridan foydalanish

Bolalar uchun o'yinlar – eng samarali o'qitish usulidir. O'yin orqali:

Harf va so'zlarni o'rganish.

Savollar va javoblar shaklida dars tashkil qilish.

Turli tanlov va viktorinalar o'tkazish.

Masalan, "Kim ko'proq so'z topadi?" o'yini orqali lug'at boyligini oshirish mumkin.

4. Rag'batlantirish

Bolalarni kichik yutuqlari uchun maqtash, rag'batlantirish ularning o'ziga bo'lgan ishonchini oshiradi va keyingi faoliyatga qiziqishini kuchaytiradi. Rag'batlantirish nafaqat sovg'a orqali, balki oddiy iliq so'zlar bilan ham amalga oshirilishi mumkin.

5. Shaxsiy qiziqishlarini inobatga olish

Har bir bolaning o'ziga xos qiziqishlari bor. Masalan, kimdir hayvonlar haqida ko'proq bilishni xohlasa, boshqasi ertak yoki fantastik voqealarga qiziqishi mumkin. O'quv materiallari va darslarni shunga moslashtirish ularni o'qishga yanada jalb qiladi.

6. Oila va maktabning hamkorligi

O'qishga qiziqish shakllanishida ota-onalar ham faol rol o'ynashi kerak. Uyda o'qish uchun qulay muhit yaratish, oilaviy tarzda kitob o'qish va o'quv jarayonida ota-onaning ishtiroki bolalarning o'qishga bo'lgan munosabatini ijobiy tomonga o'zgartiradi.

Adabiyotlar tahlili

Bolalarda o'qishga qiziqishni shakllantirish mavzusi o'qitish pedagogikasi, psixologiya, didaktika va bolalar rivojlanishi kabi ko'plab sohalar bilan bog'liq. Adabiyotlar tahlilini quyidagi asosiy mavzular bo'yicha ajratib ko'rib chiqamiz:

Deci, E. L., & Ryan, R. M. (1985). "Self-determination theory."

Ushbu nazariya o'quvchilarning ichki va tashqi motivatsiyalarini tushunishda muhim. Bolalarda ichki motivatsiyani rivojlantirish orqali o'qishga qiziqishni oshirishga urg'u beradi.

Vygotsky, L. S. (1978). "Mind in Society."

Vygotskiy bola rivojlanishi va o'qitish jarayonidagi ijtimoiy omillarni ta'kidlaydi. Uning "yaqin rivojlanish zonasi" konsepsiyasi o'qituvchiga bola qiziqishini rivojlantirishda yordam beradi.

Ryan, R. M., & Deci, E. L. (2000). "Intrinsic and extrinsic motivations

Natija

Tahlil qilingan adabiyotlar asosida bolalarda o'qishga qiziqishni shakllantirishga quyidagi yondashuvlar samarali ekanligi aniqlandi:

1. Ichki motivatsiyani rivojlantirish

Bolalarda tabiiy qiziquvchanlikni qo'llab-quvvatlash o'qishga bo'lgan qiziqishni kuchaytiradi. Ushbu jarayon o'yinlar, tadqiqot faoliyati va mustaqil o'rganish imkoniyatlari orqali amalga oshirilishi mumkin. (Deci va Ryan, 1985)

2. O'yin elementlaridan foydalanish

Darslarga o'yin elementlarini kiritish o'quv jarayonini qiziqarli qiladi, ayniqsa boshlang'ich sinf o'quvchilari uchun. (Vygotsky, 1978

3. Ijtimoiy omillarni inobatga olish

O'qishga qiziqish ko'p hollarda ijtimoiy o'zaro ta'sirlar orqali shakllanadi. Guruhda ishlash va do'stona raqobat o'quvchini rag'batlantiradi.

4. Individual yondashuv

Har bir bolaning qiziqishlari va o'quv uslublarini hisobga olish orqali o'quv jarayoni samaradorligini oshirish mumkin.

Muhokama

Adabiyotlar tahlili shuni ko'rsatadiki, bolalarda o'qishga qiziqishni shakllantirish kompleks yondashuvni talab qiladi:

1. Didaktik usullarni qo'llashning ahamiyati

Barcha bolalar uchun mos keladigan yagona metod yo'qligi aniqlandi. Shuning uchun o'qituvchi didaktik usullarni individual va guruh ehtiyojlariga moslashtirishi zarur.

2. Psixologik omillarning ta'siri

Psixologik xavfsizlik muhiti bolalarning o'qishga bo'lgan qiziqishini kuchaytiradi. O'quvchilarning xatolardan qo'rqmasdan erkin fikrlashi uchun imkoniyat yaratish lozim.

3. Ijtimoiy-iqtisodiy sharoitlar ta'siri

O'qishga qiziqishni shakllantirish jarayonida oilaviy muhit va resurslarga ega bo'lish muhim rol o'ynaydi. Resurslarga boy muhit bolalarda tabiiy qiziquvchanlikni rag'batlantiradi.

4. O'qituvchi mahoratining o'rni

O'qituvchining pedagogik mahorati va dars jarayonini tashkil etish usullari bolalarning o'qishga qiziqish darajasiga bevosita ta'sir qiladi. Yangi texnologiyalar va innovatsion metodlardan foydalanadi

Xulosa

Bolalarda o'qishga qiziqishni shakllantirish muntazam va ijodiy yondashuvni talab qiladi. Qiziqarli va rang-barang darslar, o'yinlar, hamkorlik va rag'batlantirish orqali bu maqsadga erishish mumkin. O'qishga bo'lgan qiziqish bolalarning nafaqat ta'lim jarayonidagi muvaffaqiyatini oshiradi, balki ularni hayot davomida o'zini rivojlantirishga undaydi.

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O'RTA OSIYONING NOYOB VA "QIZIL KITOB"GA KIRITILGAN HAYVONLARI

Andijon davlat pedagogika instituti Tabiiy fanlar fakulteti Geografiya va iqtisodiy bilim asoslari yo'nalishi talabasi

Abdusattorova Nafisabonu Anvarjon qizi

Annotatsiya:Ushbu maqolada O'rta Osiyo hududida tarqalgan noyob va "Qizil kitob"ga kiritilgan hayvonlar va ularning yo'qolish sabablari, yashash areallari haqida ma'lumot beriladi

Kalit so'zlar: Noyob hayvon, Qizil kitob , fauna ,tabiatni muhofaza qilish xalqaro ittifoqi,brokoner,

Kirish: O'rta Osiyo hayvonlarga boyligi va hayvonlarning har xilligi bilan boshqa hududlardan ajralib turadi. Buning bir nechta sabablari bo'lib birinchidan, ulkan hududi tabiiy sharoitining turli-tumanligi tekisliklardan hamda adir va tog' landshaftlaridan tashkil topganligi, ikkinchidan, turli o'simlik qoplami, o'txor va yirtqich hayvonlarning geografik tarqalishga sabab bo'lgan ulkan tabiiy sharoitidagi tafovutlar ayniqsa, uning tekislik qismi bilan tog'li dismida yaqqol namoyon buladi. Tekislik qismida chalacho'l va cho'llarga moslashgan hayvonlar ko'p uchraydi. Binobarin, tekislikdagi hayvonlarda davomli issiq yozga nisbatan sovuq qishga bardosh bera oladigan alomatlar shakllangan.Tog'larda esa yuqoriga ko'tarilgan sari relyefning murakkablashib borishi, haroratning pasayishi, miqdorining ortishi, yozning qishda, qishning sovuq va davomiyligi, o'simlik qoplamining qalinlashishi o'z navbatida hayvonlarning o'sha sharoitga moslashgan turlarini xususan sutemizuvchi va yirtqich hayvon hamda qushlar turining ko'p, aksincha, sudralib yuruvchilarning kam bo'lishiga sabab bo'lgan. Ulkan faunasining turli-tumanligi ozod geologik taraqqiyot tarixi davrida tarkib topganligi va boshda hududlarning hayvonlari bilan aloqada bo'lganligiga bogliq. Shu sababli bu yerda endemik hayvonlar bilan birga O'rta Osiyo, hind-himolay, Yevropa-Sibir, Old Osiyo, hattoki Afrika kabi hududlarga xos bo'lgan turlari uchraydi.bugungi kunda mana shunday endemik ,noyob va turli sabablarga ko'ra yoqolib borayotgan hayvonlar noqulay sharoit, oziq –ovqat tanqisligi yoki odamlarning ta'siri tufayli qizil kitobga kiritilmoqda. Qizil kitob bu yo'qolib borayotgan yoki yo'qolish xavfida bo'lgan noyob o'simlik va hayvon turlarini qayd qiluvchi davlat hujjati hisoblanadi. Qizil kitobda o'simlik va hayvon turlari sonining kamayishi, areallarining qisqarib borishi sabablari yoritiladi; ularni saqlab qolish uchun tavsiyalar berib boriladi. Ushbu davlat hujjati hisoblangan kitob 1948-yilda tashkil etilgan Tabiat va tabiiy resurslarni muhofaza qilish xalqaro ittifoqi kamyob va yo'qolib ketish xavfida bo'lgan o'simlik va hayvon turlarining ro'yxatini tuzish g'oyasini amalga oshirishga kirishdi. Turlarni saqlab qolish bo'yicha maxsus

xalqaro komissiya tuzilib, 1966-yildan boshlab boshqa tabiatni muhofaza qilish tashkilotlari bilan hamkorlikda xalqaro Qizil kitobning dunyo va alohida mintaqalar florasiga bag'ishlangan nashrlar chop etila boshlandi. O'rta osiyo hududidan bir necha turdagi hayvonlar kiritilgan bo'lib ulardan biri o'rta osiyo cho'l toshbaqasi hisoblanadi.Hozirda toshbaqaning tabiiy yashashi uchun yaroqsiz va o'zlashtirilgan hududlarning umumiy maydoni 300 ming kvadrat kilometrni tashkil etadi. Ta'kidlanishicha, so'nggi 60 yil mobaynida xo'jalik faoliyati yuritilishi natijasida toshbaqaning yashash joylari 1,5 million gektarga qisqarib ketgan. Bugungi kunga kelib mazkur turning tabiiy populyatsiyasini saqlab qolish maqsadida O'zbekiston "Qizil kitob"ining yangi nashriga kiritildi.O'rta Osiyo cho'l toshbaqasi o'tgan asrning birinchi yarmidan boshlab kamayishni boshlagan. Ikkinchi jahon urushi davrida O'rta Osiyo toshbaqasi go'shtidan ko'p miqdorda konservalar tayyorlashda foydalanilgan. 1950—1960-yillarda toshbaqa, asosan, iqtisodiy ehtiyojlar uchun yig'ilgan, biroq ochiq dashtda qishloq xo'jaligi rivojlanishi turlarning yashash joylari va soni sezilarli darajada kamayishiga olib keldi.O'rta Osiyo cho'l toshbaqasi (Agrionemys horsfieldii) zaif, himoyaga muhtoj tur sifatida Tabiatni muhofaza qilish Xalqaro ittifoqi (TMXI)ning "Qizil ro'yxati"ga kiritilgan. Oxirgi 18 yil davomida qonuniy va noqonuniy ravishda jami 1 254 100 dona O'rta Osiyo cho'l toshbaqasi tabiatdan olingan va eksport qilingan. O'zbekiston "Qizil kitobi"ga va Tabiatni muhofaza qilish xalqaro ittifoqi "Qizil ro'yxati"ga to'liq yo'q bo'lib ketish arafasida turgan hayvon sifatida kiritilgan hayvonlardan yana biri qor qoploni hisoblanadi.Bu noyob hayvon G'arbiy Tyan-Shan va Pomir-Oloyda yashaydi. O'zbekistonda ularning soni, turli hisob-kitoblarga ko'ra, 30−50 dan 80−120 atrofidagina saqlanib qolgan. Biz atrof-muhitda jonzotlar bilan yashashga ko'nikib, ular doim odamlar bilan birga yashaydi, deya yanglish fikr yuritib kelamiz. 2014 yili Butunjahon yovvoyi tabiat jamg'armasi e'lon qilgan hisobotda bayon qilinishicha, 1970 yildan buyon Yer yuzida yovvoyi hayvonlar soni ikki baravar kamaydi.Hozirgi kunda hayvonlarning yo'qolishiga asosiy sabablardan inson omili bo'lib kelmoqda.shu sabab bilan yo'qolgan hayvonlardan biri Buxoro kiyigi hisoblanadi.bu hayvonlarning soni 1999 yildayoq 400 boshdan kamayib ketgan. Ularning ko'pi Tojikistonda davom etgan fuqarolik urushi payti halok bo'ldi. Ayni paytda Tojikiston qo'riqxonasida saqlanayotgan noyob kiyiklar 850 boshga yetdi, biroq Zarafshon qo'riqxonasida ular bor-yo'g'i 40 boshni tashkil etadi. Qizil kitobga nafaqat hayvonlar balki noyob qushlar ham kiritiladi bunday qushlardan biri Qichqiriq qush nomi bilan mahalliy aholiga yaxshi tanish bo'lgan tuvaloqlardan biri Chiroyli tuvaloq ham yo'q bo'lib ketishi mumkin. Qush Qozog'istonda «Qizil kitob» ro'yxatiga kiritilgan bo'lsa-da, boy arab shayxlariga lochin bilan tuvaloqlarni ovlashga ruxsat berilgan hisoblanadi. Berkut yoxud Oltin burgut Markaziy Osiyoda keng tarqalgan qirg'iylarning eng chiroyli va keng qanotlisi hisoblanadi. U aholi yashash punktlaridan qochadi, halovatda yashashni istaydigan Oltin burgut tashqi ta'sirga o'ta sezuvchan, shahar atrofida ham qo'nim topmaydi.Brakonerlar va urbanizatsiyaning salbiy ta'siridan tashqi, berkutning yo'q bo'lib ketishiga pestitsidlar ham ta'sir qiladi. Berkut asosan kemiruvchilar bilan oziqlanuvchi qirg'iy qushdir hozirda uning tanasi ovqatdan zaharlanishi ko'paymoqda. Shimoliy YevroOsiyoda saqlanib qolgan yagona

noyob tuyoqsiz juft oyoqlilarning vakili qulon ham yovvoyi tabiatda kamayib bormoqda. Xonakilashgan otdan kichikroq qulonlar soatiga 70 kmgacha tezlikda masofani bosib o'tadi. U juda tezkor va o'rtacha 50 km tezlikda chopadi. Markaziy Osiyoning yastangan dashtlarida ular erkin yashaydi. Afsuski, ayni paytda mingdan kam qulonlar mintaqada saqlanib qolgan. Mushuksimonlar oilasiga mansub yirtqich irbisni qor leopardi, deb atash mumkin. Genetik jihatdan u yo'lbarslarga yaqin, ammo ko'rinishidan leopardga o'xshaydi. U asosan brakonerlar nishoni hisoblanib, bundan tashqari oziq yetishmasligi tufayli halok bo'lmoqda.2017 yilda irbis Markaziy Osiyoda 7500 bosh qolgani ma'lum qilingan. Insonlar asosan turli mo'ynali kemiruvchi hayvonlardan mo'ynasi uchun ovlashadi. Kemiruvchilarning mayda oziqlar bilan qorin to'qlab yuradigan menzibira sug'uri O'zbekistonning Chotqol, Qozog'istonning Qurama va Qirg'izistonning Talas vodiysida yashashi kuzatilgan.Uning bo'yi 49 sm, dumining uzunligi esa 13,5 sm bo'ladi. Ko'rinishida barcha sug'urlardek anatomiyaga ega, ammo quloqlari kalta va mo'ynasi qalin bo'ladi. Ular 5 ming atrofida qolgan. Ba'zan Turkmaniston va Rossiyada uchrab turadigan sayg'oqlar aslida O'zbekiston, Qirg'iziston, Qozog'iston hududlariga xos yovvoyi hayvon hisoblanadi.2010-15 yillar oralig'ida faqat Qozog'istonda 132 ming sayg'oq halok bo'ldi. Uning qirilib ketayotganiga gemarogik septikemiya qo'zg'atuvchi (pasterelleza) sababchi bo'layotgani bildirilgan. Ular, asosan, muz ostidan ozuqani chiqarolmay, brakonerlar tufayli tuyoqsiz muzni yorolmay, o'lib ketmoqda.Insonlar o'z ehtiyojlari uchun tabiat ne'matlarini qurbon qiladilar. Qum efasi dunyoni eng zaharli ilonlar o'ntaligiga kiradi. O'zbekistonda efani "charxiloni" deb atashadi, ya'ni tarjima qilinsa - "shovqinli ilon". Bu harakatlari bilan efa kobrani eslatadi, u boshini ko'tarib tahdidli turadi, dushmanni to'xtatish uchun.O'tmishda respublikada har yili 3 000 ga yaqin zaharli ilonlar ovlanar edi.Toshkent, va Termizdagi ilonlarni saqlash joylarida edilar, u yerda farmatsevtik sanoat va ilmiy tashkilotlar uchun zahar olinar edi. Shu tufayli qum efa populyatsiyasi keskin kamaygan, va u qizil kitobga kiritilgan.

Xulosa: Hayvonlar tabiatning noyob ne'mati hisoblanadi.Hayvonlar hayotimizning bir qismi hisoblanib yirtqich hayvonlar ham o'txor hayvonlarning ham vazifasi bor. Bugungi kunda insonning ehtiyojlari ularning kamayishiga sabab bo'lmoqda. Insonlar hayvonlarning foydalaridan turli hil kiyimlar tayyorlashda mo'ynali hayvonlardan,tibbiyot maqsadida ilonlarning zaharlaridan yoki shifobaxsh xususiyatlaridan foydalanishmoqda yokida ko'ngilochar maqsadlarda hayvonlarni ovlab hayvonot bog'lari tashkil qilmoqda.Shu tufayli ularning turi kamayib bormoqda .Biz insonlar hayvonlarni asrashimiz kerak.

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