SAMARQAND IQTISODIYOT VA SERVIS INSTITUTI

"TILLARNI O'QITISH" KAFEDRASI

Xalqaro ta'lim tizimi va xorijiy tillar:

innovation yondashuvlar va modernizatsiya istiqbollari

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Maqolalar mualliflar tahririda bosilmoqda. Ularda keltirilgan raqamlar, faktlar, xulosa va tavsiyalarga mualliflar mas’ul. Ularning ayrim fikrlari tashkiliy guruh qarashlariga to‘g‘ri kelmasligi mumkin.

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XALQARO TA’LIM TIZIMI VA XORIJIY TILLAR: INNOVATSION YONDASHUVLAR VA MODERNIZATSIYA ISTIQBOLLARI

SamISI prorektori, i.f.d., professor O. Pardayev

Mamlakatimizda turli sohalarning rivojlanishida xorijiy davlatlar bilan yo‘lga qo‘yilgan barqaror hamkorlik aloqalari muhim rol o‘ynaydi. Bunday hamkorlikni samarali amalga oshirish uchun esa o‘sha davlatlarning tillarini bilish zarur. Bu holat, o‘z navbatida, xalqaro miqyosda chet tillarini o‘rganishga bo‘lgan ehtiyojning ortishiga olib kelmoqda. Natijada jamoalar tobora ko‘p tilli va ko‘p madaniyatli tus olib, til o‘rganish jarayonida innovatsion yechimlarni qo‘llash muammolarini hal etishda muhim omil sifatida namoyon bo‘lmoqda.

Bu yo‘nalishda “O‘zbekiston Respublikasi Oliy ta’lim tizimini 2030- yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida”gi PF-5847-sonli farmon hamda 2021 yil 19 maydagi PQ-5117-son qarorida belgilangan vazifalarni amalga oshirish alohida ahamiyat kasb etadi. Mazkur hujjatlarda fundamental fanlar bilan bir qatorda tilshunoslik va adabiyotshunoslik sohalarida olib borilgan ilmiy tadqiqotlar natijalarini amaliyotga joriy etish zarurligi ta’kidlangan bo‘lib, bu biz zimmasiga yuklatilgan muhim va mas’uliyatli vazifalardan biridir.

Oliy ta’lim tizimida amalga oshirilayotgan keng ko‘lamli islohotlar, ta’lim sifatini yangi bosqichga olib chiqish, xorijiy tillarni o‘qitishning kompleks tizimini takomillashtirish, shuningdek, ilg‘or xorijiy tajribalarni milliy ta’lim tizimiga joriy etish, ularni chuqur o‘rganish va tahlil qilish bugungi kunning dolzarb vazifalaridan biri hisoblanadi. O‘tkazilayotgan ushbu Xalqaro ilmiy-amaliy anjuman O‘zbekiston Respublikasida Oliy ta’lim fan va innovatsiyalar vazirligining 2026 yil 16 yanvardagi 11-sonli buyrug‘iga muvofiq **— “Xalqaro ta’lim tizimi va xorijiy tillar: innovatsion yondashuvlar va modernizatsiya istiqbollari”** mavzusiga bag‘ishlanadi.

Mazkur Xalqaro ilmiy-nazariy anjumanni o‘tkazishdan maqsad hukumatimizning ilm fanini rivojlantirish sohasidagi qaror hamda buyruqlari asosida xorijiy tilshunoslik va adabiyotshunoslikning qiyoiy-tipologik tahlili xususida taniqli tilshunos va adabiyotshunos olimlarning fikrlarini umumlashtirish, ilm-fanga layoqatli yoshlarni kashf etish, ularda ilm-fan va texnologiyalarga rag‘batni kuchaytirish kabilardan iborat. Anjumanda Koreya, Hindiston, Pokiston, Tojikiston, Qozog`iston va boshqa bir qator oliy ta’lim muassasalarining yetuk olimlari hamda tadqiqotchilari ishtirok etishlari kutilmoqda.

O‘ylaymizki, ishtirokchilar anjumanda soha ilm-fani va ta’limi samaradorligini oshirish yuzasidan muhim xulosalar ishlab chiqadilar hamda kelgusi rejalar belgilab olinadi va ilmiy izlanishlarda tadqiq qilinmagan dolzarb mavzular aniqlanib, yangi tadqiqotlar uchun zamin yaratiladi.

Bugungi Xalqaro ilmiy-nazariy anjuman ishiga muvaffaqiyatlar tilar ekanman, mazkur tadbirda ko‘riladigan masalalar barcha olimlar, tadqiqotchilar va magistrantlarga o‘z ilmiy faoliyatlarida muhim o‘rin egallashiga ishonaman.

I SHO‘BA: XORIJIY TILLARNI O‘QITISHDA KADRLAR SIFATINI OSHIRISH VA INNOVATSION PEDOGOGIK TEXNOLOGIYALAR HAMDA UNING ISTIQBOLLI YO‘LLARI

ПРОБЛЕМЫ ИСПОЛЬЗОВАНИЯ ЗАРУБЕЖНОГО ОПЫТА И ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ ДЛЯ ПОВЫШЕНИЯ КАЧЕСТВА ПРЕПОДАВАНИЯ ИНОСТРАННЫХ ЯЗЫКОВ

Самарқанд иқтисодиёт ва сервис институти Фалсафа фанлари доктори (PhD)**, Ф.А.Темирова,**
Давронова Дилдора, Рахимова Гульсевар, Эркинов Равшан СамИСИ талабалари

Аннотация: В данной научной статье анализируется опыт развитых стран и важность инновационных технологий в повышении качества преподавания иностранных языков. В исследовании подчеркивается роль современных педагогических подходов, цифровых платформ и интерактивных методов. Также подробно анализируются существующие проблемы в системе образования, включая недостаток технологической инфраструктуры, цифровой компетентности преподавателей и недостатки методического подхода, и разрабатываются практические предложения по их устранению.

Ключевые слова: иностранные языки, инновационные технологии, цифровое образование, интерактивные методы, компетентность, качество образования, педагогика, онлайн-платформы, смешанное обучение, ИИ.

Abstract: This research article analyzes the experience of developed countries and the importance of innovative technologies in improving the quality of foreign language teaching. The study emphasizes the role of modern pedagogical approaches, digital platforms, and interactive methods. It also provides a detailed analysis of existing challenges in the education system, including the lack of technological infrastructure, digital competence of teachers, and shortcomings in the methodological approach, and develops practical proposals for addressing them.

Keywords: foreign languages, innovative technologies, digital education, interactive methods, competence, quality of education, pedagogy, online platforms, blended learning, AI.

Annotatsiya: Ushbu tadqiqot maqolasida rivojlangan mamlakatlar tajribasi va xorijiy tillarni o‘qitish sifatini oshirishda innovatsion texnologiyalarning ahamiyati tahlil qilinadi. Tadqiqotda zamonaviy pedagogik yondashuvlar, raqamli platformalar va interaktiv usullarning roli ta'kidlangan. Shuningdek, unda ta'lim tizimidagi mavjud muammolar, jumladan, texnologik infratuzilmaning yo‘qligi, o‘qituvchilarning raqamli kompetensiyasi va metodologik yondashuvdagi kamchiliklar batafsil tahlil qilinadi va ularni hal qilish bo‘yicha amaliy takliflar ishlab chiqiladi.

Kalit so‘zlar: xorijiy tillar, innovatsion texnologiyalar, raqamli ta'lim, interaktiv usullar, kompetensiya, ta'lim sifati, pedagogika, onlayn platformalar, aralash o‘qitish, AI.

Введение. В современном процессе глобализации знание иностранных языков является важным фактором не только для личностного развития, но и для экономического и социального развития государства. Эффективность системы преподавания иностранных языков во многом зависит от уровня применения современных педагогических подходов и инновационных технологий. Опыт развитых стран показывает, что отказ от традиционных методов обучения иностранным языкам и переход к интерактивным, коммуникативным и технологическим подходам дает высокие результаты. В частности, цифровые платформы, программы на основе искусственного интеллекта и онлайн-образовательные инструменты значительно повышают эффективность процесса изучения языка. В Республике Узбекистан также проводятся масштабные реформы по развитию преподавания иностранных языков. В частности, внедряются новые учебные программы, системы оценки, соответствующие международным стандартам, и современные технологии. Однако в этом процессе существует ряд проблем, препятствующих полной эффективности системы.

Обзор литературы. Вопросы преподавания иностранных языков широко изучались в международной научной литературе. В частности, в европейских странах широко используется коммуникативный подход к обучению языку (КТЯ), основанный на изучении языка посредством практического диалога. В отчетах ОЭСР и ЮНЕСКО подчеркивается, что использование цифровых технологий в современной системе образования является одним из важных факторов повышения качества образования. В частности, модель смешанного обучения повышает эффективность за счет сочетания традиционного и онлайн-образования. Также платформы на основе искусственного интеллекта, такие как языковые учебные программы, адаптируются к индивидуальному темпу обучения студентов и обеспечивают персонализированное образование. В национальной научной литературе вопросы совершенствования преподавания иностранных языков изучаются в рамках образовательных реформ, проводимых в Узбекистане. В частности, государство реализует ряд мер по поощрению изучения иностранных языков, повышению квалификации учителей и внедрению современных технологий.

Анализ и результаты. Анализ показывает, что использование инновационных технологий в преподавании иностранных языков дает следующие положительные результаты:

Во-первых, повышается интерес и мотивация учащихся к занятиям. Интерактивные платформы, мобильные приложения и мультимедийные инструменты делают образовательный процесс интересным.

Во-вторых, образовательный процесс индивидуализирован. Каждый ученик имеет возможность учиться в соответствии со своим уровнем знаний.

В-третьих, языковые навыки развиваются комплексно. Навыки аудирования, говорения, чтения и письма формируются одновременно.

В то же время были выявлены и существующие проблемы:

• недостаточное развитие технологической инфраструктуры;
• низкая цифровая компетентность учителей;
• недостаток навыков использования современных методик;
• наличие различий в качестве образования между сельской и городской местностью;
• отрыв учебных программ от практики.

В частности, некоторые образовательные учреждения имеют технологии, но их эффективное использование низкое, что указывает на неполное внедрение инновационных подходов.

Выводы и предложения. Приведенный выше анализ показывает, что развитие системы преподавания иностранных языков является одним из приоритетных направлений современной образовательной политики. В современных условиях уровень владения языком становится важным фактором, определяющим не только личный успех, но и конкурентоспособность страны на международной арене. Поэтому вопрос повышения качества преподавания иностранных языков требует комплексного подхода, то есть гармоничного развития педагогических, технологических и организационных аспектов. Результаты исследования показывают, что широкое внедрение инновационных технологий в образовательный процесс значительно повышает эффективность изучения иностранных языков. В частности, цифровые платформы, программы на основе искусственного интеллекта и интерактивные методы позволяют студентам развивать навыки самостоятельной работы, адаптироваться к индивидуальным потребностям и организовывать учебный процесс более интересно и эффективно. Однако текущая ситуация показывает, что эти возможности используются не в полной мере, и это в основном связано с недостаточным развитием технологической инфраструктуры и отсутствием современных компетенций педагогического персонала. Также становится очевидным, что прямое внедрение зарубежного опыта не всегда дает ожидаемые результаты. Поскольку система образования каждой страны имеет свои социальные, культурные и экономические условия, важно

адаптировать передовой опыт к национальной системе, обрабатывать его с учетом местных потребностей. В частности, качество образования можно вывести на новый уровень за счет широкого внедрения коммуникативных подходов, смешанного обучения и компетентностно-ориентированных методов преподавания. С практической точки зрения необходимо реализовать ряд системных мер по устранению существующих проблем в преподавании иностранных языков. В частности, важно обеспечить образовательные учреждения современными техническими средствами, улучшить интернет-инфраструктуру и создать широкий доступ к цифровым образовательным ресурсам. Одновременно необходимо радикально улучшить систему подготовки и повышения квалификации педагогических кадров. Преподаватели должны не только отлично владеть языком, но и обладать навыками эффективного использования современных технологий и инновационных методов. Кроме того, неотложными задачами являются совершенствование учебных программ, их ориентация на практику и адаптация к международным стандартам. За счет увеличения доли упражнений, основанных на реальных коммуникативных ситуациях, в учебном процессе, наряду с теоретическими знаниями, можно еще больше укрепить языковые навыки учащихся. В то же время необходимо пересмотреть систему оценки в соответствии с современными требованиями и внедрить механизмы, позволяющие определить реальные знания и навыки учащихся. Важной задачей также является сокращение региональных различий. В частности, качество образования и уровень ресурсного обеспечения относительно низки в отдаленных районах. Поэтому важно поддерживать учителей, работающих в таких районах, внедрять для них дополнительные меры стимулирования и обеспечивать их современными технологиями. В целом, подготовку высококвалифицированных, ориентированных на глобальные потребности и конкурентоспособных кадров можно осуществить посредством комплексной модернизации системы преподавания иностранных языков, широкого внедрения инновационных технологий и эффективной адаптации международного опыта. Это окажет прямое положительное влияние не только на развитие системы образования, но и на социально-экономическое развитие страны.

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XORIJIY TILLARNI O‘QITISH BO‘YICHA KADRLAR SIFATINI OSHIRISHDA INNOVATSION PEDAGOGIK TEXNOLOGIYALARNING ROLI VA RIVOJLANISH ISTIQBOLLARI

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Annotatsiya: Mazkur maqolada xorijiy tillarni o‘qitish tizimida pedagog kadrlar sifatini oshirish jarayonida innovatsion pedagogik texnologiyalarning o‘rni va rivojlanish istiqbollari ilmiy jihatdan tahlil etiladi. Zamonaviy ta’lim muhitida raqamli texnologiyalar, interfaol metodlar va kompetensiyaviy yondashuvning o‘qituvchilar kasbiy rivojlanishiga ta’siri yoritiladi. Ta’lim

jarayonini modernizatsiya qilish va samaradorlikni oshirishga xizmat qiluvchi asosiy yo‘nalishlar aniqlanadi.

Kalit so‘zlar: xorijiy til ta’limi, pedagog kadrlar sifati, innovatsion texnologiyalar, raqamli ta’lim, interfaol metodlar, kompetensiyaviy yondashuv, kasbiy rivojlanish, ta’lim modernizatsiyasi, o‘qituvchi kompetensiyasi, blended learning, metodik yondashuv, ta’lim samaradorligi.

Abstract: This article provides a scientific analysis of the role and development prospects of innovative pedagogical technologies in improving the quality of teaching staff within the system of foreign language education. It highlights the impact of digital technologies, interactive methods, and the competency-based approach on teachers’ professional development in a modern educational environment. The study identifies the main directions that contribute to the modernization of the educational process and the improvement of its effectiveness.

Keywords: foreign language education, teacher quality, innovative technologies, digital education, interactive methods, competency-based approach, professional development, educational modernization, teacher competence, blended learning, methodological approach, learning effectiveness.

Аннотация: В данной статье проводится научный анализ роли и перспектив развития инновационных педагогических технологий в процессе повышения качества педагогических кадров в системе обучения иностранным языкам. Освещается влияние цифровых технологий, интерактивных методов и компетентностного подхода на профессиональное развитие преподавателей в современной образовательной среде. В исследовании определяются основные направления, способствующие модернизации образовательного процесса и повышению его эффективности.

Ключевые слова: иноязычное образование, качество педагогических кадров, инновационные технологии, цифровое образование, интерактивные методы, компетентностный подход, профессиональное развитие, модернизация образования, компетенции учителя, смешанное обучение, методический подход, эффективность обучения.

Bugungi globallashuv jarayonlari ta’lim tizimining barcha bo‘g‘inlariga, xususan, xorijiy tillarni o‘qitish metodologiyasiga tub o‘zgarishlarni olib kirmoqda. Xalqaro integratsiya, raqamli iqtisodiyotning rivojlanishi hamda kommunikativ ehtiyojlarning ortishi xorijiy tillarni o‘rganishni nafaqat ta’limiy, balki strategik ijtimoiy-iqtisodiy omil sifatida dolzarblashtirmoqda. Shu nuqtai nazardan, pedagog kadrlar sifati ta’lim tizimining samaradorligini belgilovchi asosiy indikatorlardan biri sifatida qaralmoqda. [1].

Zamonaviy pedagogika fanida o‘qituvchi shaxsining roli sezilarli darajada transformatsiyaga uchramoqda. An’anaviy “bilim beruvchi” model o‘rnini innovatsion yondashuvlarga asoslangan “ta’limni boshqaruvchi, yo‘naltiruvchi va fasilitator” modeli egallamoqda. Bu esa o‘qituvchidan yuqori darajadagi kasbiy kompetensiya, raqamli savodxonlik, metodik moslashuvchanlik hamda kreativ pedagogik fikrlashni talab etadi[2]. Xorijiy tillarni o‘qitish amaliyotida bir qator tizimli muammolar saqlanib qolmoqda. Jumladan, pedagog kadrlarning innovatsion texnologiyalardan foydalanish darajasining yetarli emasligi, raqamli ta’lim vositalarini integratsiya qilish bo‘yicha metodik tajribaning cheklanganligi hamda individual ta’lim traektoriyalarini loyihalash ko‘nikmalarining sustligi ta’lim sifatiga bevosita ta’sir ko‘rsatmoqda[3]. Ushbu holat pedagogik tizimni modernizatsiya qilish zaruratini yanada kuchaytiradi.

Innovatsion pedagogik texnologiyalar, jumladan, blended learning, flipped classroom, gamification, virtual ta’lim muhitlari va sun’iy intellektga asoslangan adaptiv o‘qitish tizimlari ta’lim jarayonining sifat jihatdan yangi bosqichga o‘tishini ta’minlamoqda. Ushbu texnologiyalar o‘quvchilarning faolligini oshirish bilan birga, o‘qituvchining metodik faoliyatini optimallashtirishga ham xizmat qiladi[4]. Shu sababli ularni ta’lim tizimiga keng joriy etish dolzarb ilmiy-amaliy vazifa hisoblanadi.

Pedagog kadrlar sifatini oshirish jarayoni faqat malaka oshirish yoki qisqa muddatli treninglar bilan cheklanib qolmaydi. Bu jarayon uzluksiz kasbiy rivojlanish, refleksiv tahlil, innovatsion faoliyat va raqamli kompetensiyalarni integratsiyalashgan holda shakllantiriladigan

kompleks tizim sifatida qaralishi lozim[5]. Ayniqsa, xorijiy til o‘qituvchilarida kommunikativ kompetensiya bilan bir qatorda texnologik kompetensiyani rivojlantirish muhim ahamiyat kasb etadi.

Tadqiqotning maqsadi - xorijiy tillarni o‘qitishda pedagog kadrlar sifatini oshirishda innovatsion pedagogik texnologiyalarning rolini ilmiy jihatdan asoslash va ularning rivojlanish istiqbollarini aniqlashdan iborat. Ushbu maqsadga erishish uchun quyidagi vazifalar belgilandi: innovatsion pedagogik texnologiyalar mazmunini tahlil qilish; pedagog kadrlar sifatiga ta’sir etuvchi omillarni aniqlash; raqamli ta’lim vositalarining samaradorligini baholash; xorijiy tajribalarni qiyosiy o‘rganish hamda istiqbolli rivojlanish yo‘nalishlarini asoslashdir.

1. Innovatsion pedagogik texnologiyalarning nazariy asoslari. Zamonaviy ta’lim tizimida innovatsion pedagogik texnologiyalar ta’lim samaradorligini oshirish va o‘quv jarayonini modernizatsiya qilishning asosiy vositasi sifatida qaraladi. Ushbu texnologiyalar an’anaviy o‘qitish modelidan farqli ravishda o‘quvchini faol subyekt sifatida shakllantiradi, uning mustaqil fikrlash, tahlil qilish va qaror qabul qilish kompetensiyalarini rivojlantiradi. N.A. Muslimov va U. Mahkamovning ilmiy ishlarida pedagogik texnologiyalar o‘qituvchi faoliyatini tizimli tashkil etish va natijaviylikka yo‘naltirish vositasi sifatida talqin qilinadi[1]. Ularning fikricha, innovatsion yondashuv ta’lim jarayonining samaradorligini oshirishda metodik asos bo‘lib xizmat qiladi. Rossiyalik olim V.P. Bespalko esa pedagogik texnologiyani “oldindan rejalashtirilgan natijaga olib boruvchi ta’lim jarayoni modeli” sifatida izohlaydi[2]. Bu yondashuv bugungi kunda xorijiy tillarni o‘qitishda keng qo‘llanilmoqda.

2. Pedagog kadrlar kompetensiyasining ilmiy talqini. Pedagog kadrlar sifati murakkab ko‘p komponentli tizim bo‘lib, u kasbiy bilim, metodik tayyorgarlik, kommunikativ kompetensiya va raqamli savodxonlikni o‘z ichiga oladi. A. Avliyoqulov pedagogik kompetensiyani o‘qituvchining kasbiy faoliyatni samarali amalga oshirishga tayyorlik darajasi sifatida belgilaydi[3]. Shuningdek, K. Xoshimov va J. Yo‘ldoshev o‘qituvchining metodik mahoratini ta’lim sifatini belgilovchi asosiy omillardan biri sifatida ko‘rsatadi[4]. Xorijiy til o‘qituvchilari uchun kommunikativ kompetensiya bilan bir qatorda lingvodidaktik va AKT kompetensiyasi ham muhim ahamiyatga ega bo‘lib, bu zamonaviy ta’lim jarayonining ajralmas qismiga aylangan.

3. Raqamli pedagogika va innovatsion muhit. Raqamli pedagogika zamonaviy ta’limning eng muhim yo‘nalishlaridan biri bo‘lib, u axborot-kommunikatsiya texnologiyalaridan samarali foydalanishni nazarda tutadi. Elektron ta’lim platformalari, mobil ilovalar va sun’iy intellekt asosidagi tizimlar o‘qitish jarayonini yangi sifat bosqichiga olib chiqmoqda. E.S. Polat o‘z tadqiqotlarida raqamli ta’lim muhitining o‘quvchilarning mustaqil ishlash ko‘nikmalarini rivojlantirishdagi rolini alohida ta’kidlaydi[5]. Bugungi kunda raqamli texnologiyalar o‘qituvchiga o‘quv jarayonini individuallashtirish, differensial yondashuvni amalga oshirish va real vaqt rejimida natijalarni tahlil qilish imkonini beradi.

4. Innovatsion texnologiyalarning amaliy samaradorligi. Amaliy tadqiqotlar shuni ko‘rsatadiki, innovatsion pedagogik texnologiyalar qo‘llanilgan ta’lim muhitida o‘quvchilarning xorijiy tilni o‘zlashtirish darajasi sezilarli darajada yuqori bo‘ladi. Interfaol metodlar o‘quvchilarning darsdagi faolligini oshirib, mustaqil bilim olishga motivatsiya yaratadi. N. Saidahmedovning ilmiy izlanishlarida interfaol metodlarning ta’lim samaradorligini oshirishdagi roli keng yoritilgan[6]. Shuningdek, blended learning modeli an’anaviy va raqamli ta’limni uyg‘unlashtirib, o‘quv jarayonining moslashuvchanligini ta’minlaydi. Bu esa o‘quvchilarning individual ehtiyojlariga mos ta’lim tashkil etish imkonini beradi.

5. Muammolar va rivojlanish istiqbollari. Bugungi kunda pedagog kadrlarning innovatsion texnologiyalardan foydalanish darajasi yetarli emasligi muammo bo‘lib qolmoqda. Bu holat asosan metodik tayyorgarlikning yetarli emasligi, raqamli kompetensiyaning sust rivojlanganligi va amaliy tajribaning yetishmasligi bilan izohlanadi. P.F. Kapterev pedagog shaxsining rivojlanishi uzluksiz jarayon ekanligini ta’kidlab, o‘qituvchining doimiy o‘z ustida ishlashi zarurligini asoslab beradi[7]. Kelajakda sun’iy intellekt, adaptiv ta’lim tizimlari va virtual reallik texnologiyalarining ta’limga keng joriy etilishi kutilmoqda. Bu esa pedagog kadrlar sifatini yangi bosqichga olib chiqadi.

Xorijiy tillarni o‘qitish jarayonida innovatsion pedagogik texnologiyalarni samarali joriy etish o‘qituvchining kasbiy faoliyatini tubdan o‘zgartiradi. Bu jarayon nafaqat metodik yangilanishni, balki ta’limning mazmuniy va tashkiliy jihatdan modernizatsiyasini ham talab qiladi. Innovatsion texnologiyalarni joriy etish bir necha bosqichda amalga oshiriladi: dastlab o‘qituvchilarning tayyorgarlik darajasi tahlil qilinadi, keyin esa ularni raqamli vositalar va interfaol metodlardan foydalanishga o‘rgatish jarayoni tashkil etiladi.

Ilmiy-nazariy ahamiyatga ega takliflar:

Birinchidan, innovatsion pedagogik texnologiyalarni xorijiy til ta’limi tizimiga integratsiya qilish jarayonini pedagogik tizim sifatida nazariy jihatdan asoslash zarur. Bunda kompetensiyaviy yondashuv, konstruktivizm va kommunikativ metodika o‘rtasidagi o‘zaro bog‘liqlikni ilmiy jihatdan chuqur o‘rganish muhim hisoblanadi.

Ikkinchidan, pedagog kadrlar sifatini oshirish modelini ishlab chiqishda raqamli pedagogika va an’anaviy metodika integratsiyasiga asoslangan ko‘p darajali (multilevel) tizim yondashuvini rivojlantirish maqsadga muvofiqdir.

Uchinchidan, xorijiy til o‘qituvchisining innovatsion kompetensiyasi tarkibini nazariy jihatdan aniqlashtirish, uni kommunikativ, metodik, raqamli va refleksiv komponentlarga ajratgan holda ilmiy tasniflash zarur.

Amaliy ahamiyatga ega tavsiyalar

Birinchidan, ta’lim muassasalarida xorijiy tillarni o‘qitishda blended learning, flipped classroom va gamification kabi innovatsion texnologiyalarni tizimli joriy etish lozim.

Ikkinchidan, pedagog kadrlarning raqamli kompetensiyasini rivojlantirish maqsadida maxsus treninglar, malaka oshirish kurslari va onlayn platformalar asosida uzluksiz o‘qitish tizimini yo‘lga qo‘yish zarur.

Uchinchidan, har bir ta’lim muassasasida innovatsion metodik markazlar tashkil etish orqali o‘qituvchilarning zamonaviy pedagogik texnologiyalar bilan ishlash bo‘yicha amaliy ko‘nikmalarini rivojlantirish tavsiya etiladi.

To‘rtinchidan, xorijiy til o‘qitish jarayonida sun’iy intellekt asosidagi adaptiv ta’lim tizimlaridan foydalanishni bosqichma-bosqich kengaytirish lozim.

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XIZMAT KO‘RSATISH SOHASINI RIVOJLANTIRISHDA XORIJIY TILLARNING INTELEKKTUAL TRANSFORMATSIYASI

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Annotatsiya: Ushbu maqolada xizmat ko‘rsatish sektorining zamonaviylashtiruvchi strategiyalarini rivojlantirish bo‘yicha jahon istiqbolli tendensiyalari hamda xorijiy til o‘rganishning iqtisodiyotdagi o‘rni tahlil qilingan. Tadqiqot jarayoni integratsion tahlil, tizimli pozitsiya va kvantitativ usulda xizmatlar amaliyotining umumbashariy xorijiy til o‘rganish dinamikasi haqida ma’lumot beradi.Shuningdek, raqamli xizmatlar hamda innovatsion texnologiyalarning qarshi ta’sir effektlari aynan Jahon Banki, UNCTAD, WTO va OECD ma’lumotlar bazasiga tayanib ko‘rib chiqilgan. O‘zbekistondagi xizmatlar sohasining jadallashtirish targ‘iboti, eksport salohiyatini yaxshilash hamda aholining xorijiy til o‘rganish salohiyatini oshirish bo‘yicha tavsiyalar keltirib o‘tilgan.

Kalit so‘zlar: xizmatlar sektori, raqamli transformatsiya, jahon tendensiyalari, iqtisodiy o‘sish, innovatsion texnologiyalar, eksport, raqobatbardoshlik, fintech, elektron tijorat.

Annotation: This article analyzes global prospective trends in developing modernization strategies for the service sector and their role in the post – industrial economy.The research process, based on integrative analysis, a systemic approach, and quantitative methods, provides information on the universal dynamics of service practices.In addition, the counter – impact effects of digital services and innovative technologies are examined with reference to the databases of the World Bank, UNCTAD, WTO, and OECD.Recommendations are also provided on accelerating the promotionof the service sector in Uzbekistan, improving its export potential, and enhancing the population’s foreign – language learning capacity.

Keywords: service sector, digital transformation, global trends, economic growth, innovative technologies, export, competitiveness, fintech, e-commerce.

Kirish. Hozirgi jadallik bilan rivojlanayotgan bu zamonda, xizmatlar sektorida ilmiy bilimlar, nomoddiy shakldagi to‘plamlar, axborot texnologiyalari va eng dolzarbi xorijiy tillarning xizmat ko‘rsatish sohasidagi o‘rni kabi iqtisodiy, ijtimoiy o‘sishning asosiy prinsiplari shakllanmoqda. Jahon banki ma’lumotlariga ko‘ra, xizmatlar sohasi global yalpi ichki mahsulotning 65-70 foizini tashkil etadi va bu dinamik ko‘rsatkich yildan – yilga chet tillar tatbig‘ini uyg’unlashtirgan holda o‘sib bormoqda.Jahon amaliyotida xizmat ko‘rsatish tarmog’i, ishlab chiqarish hamda qishloq xo‘jaligidan keyin uchinchi portative sektor sifatida e’tirof etilgan bo‘lsa-da, bugungi kunda u iqtisodiyotning yetakchi tarmog‘iga aylanib, ish o‘rinlarining ko‘pchiligini ta’minlaydi.[1] Xizmat ko‘rsatish jabhasining rivojlanishida xorijiy tillar xalqaro umumjahon bo‘lish hamkorligini mustahkamlaydi, turizm hamda mehmonxona industriyasini takomallashtiradi, ishchi – xodimlarning strategik jihatdan til o‘rganish malakasini oshiradi va ko‘pgina tarmoqlararo raqobatbardoshlikni targ‘ib qiladi. Qolaversa, texnologik birla chet tillarini bilishga intilish hamda boshqa yo‘nalishlardagi xizmatlar amaliyot sifatida targ‘ib qilinadi. Aynan ushbu tendensiya xorijiy tilllarni bilgan professional kadrlarni talab qiladi. O‘zbekiston Respublikasi Prezidentining 2022-yil 27-yanvardagi “Xizmatlar sohasini jadal rivojlantirish chora tadbirlari to‘g‘risida’’[1]gi PQ-104-son farmoni ijrosini ta’minlash, shuningdek, Tiklanish va taraqqiyot jamg‘armasidan xizmatlar sohasini rivojlantirish uchun tijorat banklariga 150 million AQSH dollari ekvivalenti kredit liniyasi prinsipi joriy etilishi aytib o‘tilgan. Bundan tashqari, COVID-19 pandemiyasi xizmatlar sohasida tub o‘zgarishlarni super tezlikda tezlashtirdi. Shu sababli, xizmat ko‘rsatish sohasining barqaror takomallashishi samarali effektda chet tillarni o‘qitish texnologiyasining va innovatsion faollikni ta’minlashning asosiy omillaridan biri hisoblanadi.

Metadologiya. Xizmat ko‘rsatish tarmog‘ining sifatini oshirish, xalqaro standardlarda xorijiy til o‘rganish sektori va raqobatbardoshlik uchun faqat infratuzilma emas, balki til

[1] https://lex.uz/uz/docs/-5840284?ONDATE=28.02.2025 sayti

kommunikatsiyasidan innovatsion bilim talab qiladi. Masalan, Namangan davlat chet tillar institutining til mutaxassisligini chuqurlashtirish va tilni bilgan kadrlar bazasini kengaytirish uchun muhimdir va bu respublikada xizmat sanog‘iga bir zamin sifatida gavdalanadi. Xizmatlar sanoatining yillik o‘sish sur’ati 2024-yilda 6,7 foizni tashkil etgan bo‘lib, YaIM o‘sishiga taxminan 3,1 foiz punkt hissasini qo‘shgan. Qolaversa, xorijiy o‘quv - uslubiy tajriba ham bu yo‘nalishning istiqbolli konsepsiya ekanligini tasdiqlaydi. Misol tariqasida aytiladigan bo‘lsa, Jahon Bankining (2023) “The Promise of Service-Led Growth”[2] hisobotida ta’kidlanishicha, xizmatlar targ‘iboti iqtisodiy rag‘batlantirishda ishlab chiqarish sanoati bilan teng miqyosda xorijiy tillarning nufuzini oshirish dinamikasi muhim ahamiyat kasb etmoqda. O‘zbekistonning so‘nggi yillaridagi iqtisodiy tarmog‘i super yuqori salohiyatga ega xizmat turlarining barqarorligini ta’minlashga hamda til o‘rganish istiqbolligini yanada takomallashtirishga qaratilgan sanaladi. Shuningdek, elektron tijorat 5,82 trillion dollar bozor hajmi bilan ikkinchi o‘rinda turib, 18,7 foiz yillik ko‘rsatkichida ildamlash salohiyati ko‘rsatib o‘tilgan. Xizmatlar sohasi ko‘lami juda xilma-xildir. Bunga mahsulotlarni ishlab chiqaruvchidan mijozga yetkazib berish, shu qatorda ko‘ngilochar tadbirlarni joriy etish ya’ni inson salomatligini “Ko‘zmunchoq” qabiri ostida muhofaza qilish taraqqiyotlarini o‘z aylanma trektoriyasiga jipslantiradi va xorijiy til muhitida akslantiradi. Innovatsion texnologiyalarni targ‘ib qilish aynan maishiy kundalik tarmoqlar: sartaroshxona, restoran, ta’mirlash ustaxonalari va sayyohlik agentligi bilan inovatsion chet tilini o‘rganish tapologiyasini hosil qiladi. Umumbashariy ko‘rsatilgan bozor xizmatlari hajmi 483,5 mlrd so‘mni tashkil etadi va bu ko‘rsatkich esa til o‘rganishga qiziqishi b’lgan insonlarni super tezlikda bilingvistlikka moslashtiradi.

Adabiyotlar tahlili. “The role of foreign languages in development of service sphere” Ushbu maqolaning asosiy mazmuni shundan iboratki, chet tillarini to‘liqona ravishda bilish xizmat sektorining rivojlanishida hal qiluvchi omil bo‘lib, xizmat sifati, mijozlar bilan samarali, xushmuomalali xorijiy til muloqot kontekstida, korxonalarning Jahon bozoridagi ekstensiv ishtirokini amalga oshirish prinsiplari muhim ma’lumot sifatida qaraladi. Maqolada ta’kidlanishicha, chet tillarini mukammal bilgan xodim: mijoz ehtiyojini bildirishlarsiz ko‘zidan anglab yetadi, kompaniya reytingini reklama bannerlari orqali oshiradi, xalqaro hamkorlik tendensiyasini kalom sifatida qabul qiladi va chet tilini bilish salohiyatini o‘stiradi. [2]

“Trade Opportunities in Digital Services” va boshqa World Bank ma’lumotlari. Bu adabiyot shuni ta’kidlab o‘tadiki, raqamli xizmatlar va ularga talabni oshirishdagi to‘sqinliklar orasida xorijiy til ko‘nikmalarining yetishmasligi tartiboti muhokama qilinadi ya’ni til qobiliyati xizmatlar eksportida “Oltin kalit” vazifasini o‘taydi. Qolaversa, turli infratuzilma yoki transport muammolari bo‘lgan davlatlar raqamli xizmatlar orqali global savdoga chiqish va eksport hajmini oshirish imkoniga egadir [3].

“The role of foreign languages in facilitating successful professional activities (tourism)”[3]. Adabiyotning salohiyati turizm va xizmat ko‘rsatishda til va interkultural kompetensiyaning ya‘ni turizm sohasida xorijiy tillarning o‘rni amaliy ahamiyati bilan chambarchas bog‘liqdir [4].

Tahlil va natijalar. Endi statistik jihatdan tahlil qilinadigan bo‘lsa, statistik ma’lumotlar bazasining tahliliga murojaat qilinadi, rivojlangan mamlakatlarda xizmatlar sohasining YaIMidagi ulushi 70% dan oshib ketgan: AQSH – 77,6%, Germaniya – 69,3%, Yaponiya – 69,9%. Rivojlanayotgan mamlakatlarda esa xizmatlar sektori tez sur’atlarda o‘sib bormoqda ularga, Xitoy – 54,3%, Hindistonda – 54%, O‘zbekistonda esa 49,7% ni tashkil etadi. Bandlik ko‘rsatkichi ham shunga o‘xshash tendensiyalarni targ‘ib qiladi. AQSHda ishchi kuchining 79,5%i xizmatlar jabhasida band bo‘lsa, O‘zbekistonda bu ko‘rsatkich 55,2%ni o‘z ichiga qamrab oladi. Shuningdek, raqamli xizmatlar ulushi rivojlangan mamlakatlarda 36-42 foizni tashkil etsa, O‘zbekistonda bu ko‘rsatkich 18,3 foizni qamrab oladi va bu esa raqamli transformatsiyani tezlashtirish zaruriyatini talab qiladi.

[2] https://ipripak.org/realising-the-promise-of-service-led-growth-in-pakistan/
[3] https//transport-research.uz. sayti

Raqamli xizmatlar sohalari	Bozor hajmi (mlrd $)	Yillik o‘sish (%)	Foydalanuvchilar (mln)	Investitsiya lar (mlrd $)	Kelajak Pragnozi 2027 (mlrd $)
Elektron tijorat	5,820	18,7	3,450	245	10,340
Raqamli to‘lovlar	9,460	23,4	4,890	178	18,520
Fintech xizmatlari	340	31,2	2,340	156	890
Onlayn ta’lim	315	28,6	890	38	580
Telemeditsina	127	19,3	456	89	340
Bulutli xizmatlar	545	12,4	1,890	42	1,120
Streaming platformalar	168	21,6	1,670	67	245
Yetkazib berish xizmatlari	378	15,9	2,120	34	780
IoT xizmatlari	234	26,8	567	71	420
Sun’it intellect xizmatlari	289	38,4	1,230	98	720
Blockchain xizmatlari	196	42,7	345	23	620

Manba: OECD (2024),[4] Digital Economy Outlook, Statista (2024), Digital Market Outlook; IMF, OECD, UNCTAD, WTO (2023), Handbook on Measuring Digital Trade ma’lumotlari asosida shakllantirildi.

Moliya va sug‘urta xizmatlari 23 foizlik o‘sish bilan ikkinchi o‘rinda turadi, bu global faktor bo‘lgan yangi til o‘rganish konsepsiyasi, fintech rivojlanishi va yangi xorijiy hamda moliyaviy instrumentlarning paydo bo‘lishi bilan bo‘gliq.Qolaversa, ta’lim va salomatlik sohalarida esa 28,1 foiz miqdorda o‘sgani qayd etilgan va chet tilini bilishga intilish top darajada strategik jihatdan yuqorilab bormoqda.

Xulosa. Ushbu maqolaning mazmunidan kelib chiqib umumbashariy xulosa shuni ta’kidlab o‘tadiki, xizmat ko‘rsatish sanog‘i O‘zbekiston Respublikasi iqtisodiyotida super tezlikda rivojlanayotgan xorijiy til o‘rganish dolzarb tarmoq sifatida shakllanmoqda. Shu tufayli ham xorijiy tillarni mukammal bilgan mutaxassislar – savdo, turizm, konsultatsiya, xalqaro hamkorlik, eksport va onlayn xizmatlarda hamda milliy bozorni jahon global bozoriga moslahtirish qobiliyatiga egadir va bu amaliyot joriy etilishi shart. Mazkur sohaning rivojlanishi raqamli transformatsiyalarning yorug‘lik tezligida insonlarning ehtiyojini qondiruvchi xizmat sektorlarini targ‘ib qilishining

[4] https://www.oecd.org/en/publications/oecd-economic-outlook-volume-2024-issue-2_d8814e8b-en.html sayti

tamoyili bu til o‘rganish interaktiv metodllaridan to‘laqonli foydalanishdir. O‘zbekiston Respublikasining milyalar ichida bunday rivojlanish effekti nafaqat iqtisodiy o‘sishni ta’minlabgina qolmasdan, balki barqaror ijtimoiy rivojlanish, chet tilini o‘rganish inovatsiyasi hamda aholining farovonligini oshirishga muhim faktor sifatida gavdalanadi hamda har bir xizmat ko‘rsatish sohasiga xorijiy tillarni bilish ko‘nikmasini ham joriy etish lozim. Maqola yuzasidan kelib chiqqan holda takliflarni ilgari surish maqsadga muvofiqdir: xuddi ona tili singari, xorijiy tillarning sofligini saqlash, xorijiy tillarni innovatsion axborot texnologiyalar va kommunikatsiyalarga faol integratsiyalashuvini joriy etish va xizmat ko‘rsatish sektorining jadal rivojlanishida davlat siyosati va islohotlarni amalga oshirishni qamrab oladi. Shu tufayli ham xizmat tarmoqlarini takomallashtirishda til bamisoli tapologiya ko‘prik vazifasini o‘tashi va targ’ib qilinishi kerak.Tillarni zamonaviy usullar orqali o‘rganish til o‘rganish salohiyatini sezilarli darajada yaxshilaydi.Til o‘rganish jarayonini oson va qiziqarli qilishning innovatsion usullari quyidagilardan iborat: til o‘rganish ilovalari, onlayn til kurslari, onlayn suhbatlashish platformalari hamda audiolingual metodlardan foydalanish joiz.

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SUN’IY INTELLEKTGA ASOSLANGAN TEXNOLOGIYALARDAN FOYDALANISHNING AHAMIYATI HAQIDA AYRIM MULOHAZALAR

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Annotatsiya: Ushbu maqolada xorijiy mamlakat olimlari tomonidan ishlab chiqilqan reflektiv modellarning maktab amaliyotiga tatbiqida sun’iy intellektdan samarali foydalanish yo‘llarini yoritilgan.

Kalit so‘zlar: mahorat, sun’iy intellekt kasbiy, faoliyat, voqea, tajriba, kuzatish, tahlil, jarayon, kombenatsiyalashgan, refleksiya, kundalik, model, formula, ta’rif, teorema, aksioma, tenglama

Sun’iy intellekt odatda inson intellektini talab qiladigan vazifalarni bajara oladigan kompyuter tizimlari yig’indisi hisoblanadi. Bu vazifalarga o‘rganish, mulohaza yuritish, muammoni hal qilish, idrok etish, tilni tushunish va qaror qabul qilish kiradi. Sun’iy intellekt murakkab muammolarning yechimini topish va samaradorlikni oshirish uchun inson aql-idrokiga taqlid qiladi.

Sun’iy intellektning bir qancha turlari mavjud. Masalan, tor sun’iy intellekt – (zaif sun’iy intellekt deb ham ataladi) muayyan vazifalarni bajarish uchun mo‘ljallangan va cheklangan imkoniyatlarga ega. Boshqa tomondan, umumiy SI – (kuchli SI deb ham ataladi) hali ham faraziy tushuncha hisoblanadi. U inson kabi fikrlash va o‘rganish qobiliyatiga ega, ongli va o‘z-o‘zini anglaydigan mashinalarni rivojlantirishni nazarda tutadi.

Samaradorlik – bu maqsadga erishish uchun ishlatilgan resurslarning optimal darajada sarflanishini ifodalovchi tushuncha. Ya’ni, kamroq vaqt, kuch, yoki mablag‘ sarflab, ko‘proq natijaga erishish.

Samaradorlikka bir nechta muhim omillar ta’sir ko‘rsatadi:

Texnologiya: Zamonaviy texnologiyalar, jumladan avtomatlashtirish unumdorlikka bevosita ta’sir ko‘rsatadi. Texnologiyalar jarayonlarni tartibga soladi, xatolarni kamaytiradi va vaqtni tejaydi. Texnologiyaning bir qismi sifatida sun’iy intellekt va maxsus dasturiy ta’minotlarni ishlab chiqish samaradorlikni oshirishda muhim rol o‘ynashi mumkin.

Ishchi kuchi: Xodimlarning bilim, ko‘nikma va qobiliyatlari unumdorlik uchun hal qiluvchi ahamiyatga ega. Yaxshi tayyorlangan va malakali xodimlar yanada samaraliroq natijalar qilishadi.

Boshqaruv amaliyoti: To‘g‘ri rejalashtirish, tashkil etish va muloqot kabi boshqaruv amaliyoti samaradorlikka sezilarli ta’sir ko‘rsatadi. Agar kompaniya kuchli yetakchilikka va qaror qabul qiluvchi boshqaruvchiga ega bo‘lsa, bu resurslarni yaxshiroq taqsimlash va yuqori unumdorlikka olib keladi.

Sun’iy intellekt deyarli barcha sohalarda samaradorlikni oshirish uchun foydali manba bo‘lib kelmoqda. Sun’iy intellektga asoslangan texnologiyalardan foydalanish orqali kompaniyalar ish jarayonlarini tartibga solishi, samaradorligini oshirishi va resurslarni optimallashtirishi mumkin.

1. Takroriy vazifalarni avtomatlashtirish: SI asosidagi dasturlar ma’lumotlarni kiritish, hisobotlarni tayyorlash va mijozlarga xizmat ko‘rsatish so‘rovlari kabi takroriy vazifalarni avtomatlashtirishga yordam beradi. Bu esa xodimlarga ko‘proq strategik vazifalarga e’tibor qaratish uchun vaqt ajratib beradi.

2. Individual tushunchalar: SI shaxsning ish qoidalari va xohish-istaklariga asoslangan tavsiyalarni taqdim etishi mumkin. Bu xodimlarga o‘z ishining ustuvorligini belgilash va yaxshiroq qarorlar qabul qilishga yordam beradi.

3. Rejalashtirish: SI alohida yig‘ilishlar, individual ish jarayoni va boshqa omillarga asoslanib, rejalar qilishni optimallashtiradi. Bu vaqt va resurslardan samaraliroq foydalanishga, ziddiyatlarni kamaytirishga yordam beradi.

4. Kuchaytirilgan hamkorlik: SI bilan ishlaydigan dasturlar real vaqt rejimida tarjima, avtomatik transkripsiya va virtual yordam ko‘rsatish orqali hamkorlik va aloqani osonlashtirishi mumkin. Bu geografik joylashuv yoki til to‘siqlaridan qat’iy nazar, jamoalarga yanada samarali ishlashga yordam beradi.

5. Ma’lumotlarga asoslangan qaror qabul qilish: SI katta hajmdagi ma’lumotlarga asoslanib, tushuncha va prognozlar taqdim etishi mumkin. Bu esa qaror qabul qilishda, tahlil jarayonida va strategik rejalashtirishni yaxshilashda yordam beradi.

Reflektiv modellar kasbiy rivojlanishning muhim omilidir, biroq shu modellarni sun’iy intellekt yordamida takomillashtirish bugungi kunda zamon talabi hisoblanadi desak mubolag‘a bo‘lmaydi. Quyida umumiy o‘rta ta‘lim maktablariga tajriba almashish jarayonida kuzatilgan darslardan misollar keltiramiz:

Uzaqova Guljhon Melikovna – Tayloq tumandagi 1- umumiy o‘rta ta‘lim maktabi matematika fani o‘qituvchisi darsi tahlili:

Amerikalik Josiah Willard Gibbs (Gibbs) – termodinamika va statistik fizika sohalarida muhim ilmiy tadqiqotlar olib borgan olim.

Gibbsning reflektiv modeli, o‘quv (o‘z-o‘zini tahlil qilish) uchun ishlatiladigan samarali yondashuv hisoblanadi. Ushbu modeldan foydalanishning asosiy maqsadi - tajriba, hissiyotlar va xatti-harakatlarni chuqur tahlil qilish hamda korreksiyalar kiritish asosida, shaxsiy va professional rivojlanishni ta’minlashdan iborat.

Samarqand viloyati pedagogik mahorat markazidagi darslarimizda Gibbsning reflektiv modeli o‘rganilgach, uni kasbiy faoliyatlariga tatbiq etish tinglovchilarga taklif etildi. Tajriba kutulgan natijani bermadi. Bundan reflektiv modellarni yunalishlar tinglovchilarining bevosita maktabda o‘qitadigan fani bilan bog‘lab o‘rgatish zarurati paydo bo‘di.

Gibbsning reflektiv modeli 6 bosqichda amalga oshiriladi: 1) tavsif (arab tilida – mukammal ta‘rif, baho, sifatlash, maqtash ma‘nolarida ishlatiladi), 2) hissiyotlar, 3) tahlil, 4) tahliliy o‘rganish, 5) reja, 6) amaliy rejalar.

1. Tavsifda tajriba tasvirlab beriladi:

a) nima sodir bo‘ldi savoliga javob beriladi: Tayloq tuman Maktabgacha va maktab ta‘limi bo‘limiga qarashli 1-umumiy o‘rta ta‘lim maktabi matematika fani o‘qituvchisi G.M.Uzaqovaning “Arifmetik progressiya” mavzusidagi darsi bo‘ldi.

2. Hissiyotlar:

O‘sha vaziyatdagi hissiy reaktsiyalaringizni o‘ylab ko‘ring.

• O‘zingizni qanday his qildingiz savoliga javob beriladi: darsimda nufuzli insonlar ishtirok etganligi tufayli hoyajonlandim;

• Boshqalar qanday hissiyotda edi savoliga javob beriladi:

a) darsimga kirgan mehmonlar menga xayrihohlik va faoliyatimni sinchkovlik bilan kuzatishdi;

b) dars boshida sinf o‘quvchilarida bosiqlik kuzatildi, o‘quv materialini o‘rganishga o‘tilgandan so‘ng faollik boshlandi.

3. Tahlil:

Tajribani baholang.

• Nima yaxshi o‘tdi savoliga javob beriladi: “Biz muallimlar sinfimiz o‘quvchilarini an‘anaviy ta‘limda o‘qitmaymiz, ularni ko‘proq mustaqil o‘rganishga, o‘rganganlarini sheriklari bilan hamkorlikda amaliyotga qo‘llashga yo‘naltiramiz” shiori asosida, kichik guruhlarda ishlayotganligimiz uchun darsimiz ko‘pchilik o‘quvchilarning faolligida o‘tdi.

• Qanday muammolar yuzaga keldi savoliga javob beriladi: to‘rt nafar o‘quvchilarning darsga tayyorgarligi yetarli darajada emasligi ko‘rindi.

4. Tahliliy o‘rganish:

Bunda tajriba (o‘tilgan dars) va uning natijalari chuqur tahlil qilinadi.

• Nima uchun bu sodir bo‘ldi savoliga javob beriladi: to‘rt nafar o‘quvchi darsga tayyorgarlik ko‘rishmagan.

• Qanday omillar ta’sir qildi savoliga javob beriladi: o‘quvchilar va ularning onalari bilan o‘tkazilgan individual suhbatlardan 3 nafarining dars qilmasligiga oilaviy sharoitlar sabab bo‘lganligi, bittasining o‘zi yolqovlik qilganligi aniqlandi.

5. Reja:

Tajribadan nimani o‘rganishingizni xulosa qiling.

• Boshqacha nima qilish kerak edi savoliga javob beriladi: o‘quvchilarni faqat o‘qitish bilan chegaralanib qolmasdan, dars jarayonini, o‘quvchilarning hissiyotlarini, harakatlarini chuqir kuzatish va tahlil qilish kerak.

• Yangi bilimlar nimadan iborat degan savolga javob beriladi: darsni o‘tishga tayyorgarlik ko‘rishdan boshlab, uning yakuniga qadar kechadigan barcha xatti-harakatlarni doimiy chuqur tahlil qilish, erishilgan yutuqlarni revojlantirish va ro‘y berishi mumkin bo‘lgan kamchiliklarning oldini olish zarurligi.

6. Amaliy reja:

Kelajakda nima qilishingizni rejalashtiring.

• Shunga o‘xshash vaziyatlarda qanday yondashuv qo‘llaysiz savoliga javob beriladi:

a) har bir kiyingi darsga tayyorgarlik ko‘rishda oldingi tajribalar inobatga olinadi, erishilgan yutuqlar rivojlantirilib, ro‘y bergan har qanday kamchiliklar, ularning asosiy va yondosh sabablari chuqur tahlillarga asoslangan holda bartaraf etib boriladi;

b) reflektiv kundalik yuritiladi;

c) hamkasblar tajribalari o‘rganiladi, kasbiy revojlanish kurslari, kasbiy rivojlanish seminarlarida ishtirok etiladi;

d) tegishli pedagogik, psixologik adabiyotlar o‘rganiladi.

Xulosa qilib aytganda, professional faoliyatda Gibbsning reflektiv modelidan doimiy foydalanish, ta‘limning natijadorligi va kasbiy rivojlanishning samaradorligini oshirishning muhim vositasi bo‘lib xizmat qiladi.

Yuqoridagi jarayonni sun’iy intellekt yordamida yanada takomillashtirih, tezlashtirish, samaradorligini oshirish mumkin. Sun’iy intellekt nafaqat bugungi kunda samaradorlikni sezilarli darajada oshiradigan amaliy vositadir, sun’iy intellekt oddiy vazifalarni avtomatlashtirish,

ma’lumotlarni samarali tahlil qilish va jarayonlarni optimallashtirish orqali shaxslarga kamroq resurslar bilan ko‘proq narsaga erishish imkonini beradi. Shunday ekan, har bir pedagogning kasbiy rivojlanishida sun’iy intellektdan maqsadli foydalanishi dars samaradorligiga ijobiy ta’sir ko‘rsatadi.

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AI-ASSISTED LEARNING AND ENGLISH LANGUAGE ANXIETY AMONG EFL LEARNERS: LITERATURE REVIEW

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Abstract: English language anxiety remains a persistent barrier for EFL (English as a Foreign Language) learners worldwide, often interfering with their confidence and success in speaking, writing, and general communication. The rapid development and integration of artificial intelligence (AI) tools into language education has led to new opportunities for addressing language anxiety. This literature review analyzes recent studies (2021–2025) to understand the impact of AI-assisted learning environments on English language anxiety in EFL contexts. Focusing on three main types of AI tools—automated writing feedback systems, AI-powered chatbots for speaking practice, and adaptive learning platforms—the review synthesizes key findings and discusses both benefits and limitations. Evidence suggests AI technologies can support learners by providing private, non-judgmental feedback, flexible practice opportunities, and greater autonomy [2][3][4]. However, challenges such as technology dependence, lack of emotional understanding in AI, and unequal access also persist [5]. The review concludes with pedagogical recommendations and ideas for future research.

Keywords: English language anxiety, AI-assisted language learning, EFL, chatbots, automated feedback

Introduction: Learning a foreign language can be an exciting journey, but for many students it is also filled with stress and anxiety. English language anxiety, in particular, is a common hurdle for EFL students across different cultures and educational systems. Since the

foundational research by Horwitz, Horwitz, and Cope [1], anxiety has been recognized as a crucial factor negatively affecting language learning outcomes. Students who experience anxiety are often less willing to participate, more fearful of making mistakes, and less likely to take risks in using the language, which ultimately slows their progress [1].

This issue of anxiety is even more pronounced for learners in contexts where English is not used in daily life. In these environments, students have limited exposure to authentic English, and classroom performance can feel like a high-stakes situation. The result is often a cycle of avoidance, low confidence, and reduced motivation.

Over the past few years, technological advances have introduced new tools for language education. Artificial intelligence, in particular, is rapidly transforming the way students learn languages. Modern AI platforms—such as ChatGPT, Grammarly, and adaptive apps like Duolingo—can provide immediate, individualized feedback and practice opportunities that were unimaginable a decade ago. Unlike human teachers or peers, AI programs do not judge or express visible frustration, which can help reduce learners' fear of making mistakes [2]. As AI becomes more embedded in education, it is essential to understand whether and how these tools can help lower language anxiety and promote more effective learning.

Despite growing interest in this area, there are few literature reviews focusing specifically on the anxiety-reducing potential of AI for EFL students. This review seeks to fill that gap by evaluating recent research and exploring the central question: How does AI-assisted learning reduce English language anxiety among EFL learners?

Literature Review: Understanding Language Anxiety in EFL Contexts. The term "foreign language anxiety" was first defined in detail by Horwitz et al. [1], who described it as a unique combination of worries, self-doubt, and negative beliefs that stem from the special challenges found in language classrooms. Their Foreign Language Classroom Anxiety Scale (FLCAS) helped researchers identify three main sources of anxiety: communication apprehension (fear of speaking), test anxiety (fear of poor performance), and fear of negative evaluation (worry about being judged by others).

Multiple studies have confirmed that anxiety can impact all aspects of language learning. For example, anxious students often participate less in class, speak less fluently, and avoid complex sentences. In writing, they might spend too much time editing, avoid writing altogether, or feel paralyzed by perfectionism [1]. These effects are especially severe in EFL environments, where students rarely have opportunities to practice English outside the classroom.

The emotional experience of language learning is not limited to anxiety. Positive feelings such as enjoyment and curiosity can help students overcome obstacles. Some researchers argue that enjoyable, low-pressure environments can counteract anxiety and lead to better learning [2]. As a result, there is increasing interest in how digital technologies—and especially AI—can create supportive, low-anxiety learning environments.

AI Tools in EFL Learning Environments. The use of AI in language education has grown rapidly since 2020, accelerated by the popularity of tools like ChatGPT. There are three main ways AI is now used in EFL classrooms: automated writing feedback, AI chatbots for speaking practice, and adaptive learning systems [2][3][4].

Automated Writing Feedback. Tools like Grammarly and ChatGPT-based writing assistants are now widely used to help students with grammar, vocabulary, and organization. These systems offer instant corrections and suggestions, allowing students to revise their work multiple times without feeling embarrassed about mistakes [2]. Research shows that students often feel more comfortable experimenting with their writing when feedback comes from an AI rather than a teacher. The private, non-judgmental nature of AI feedback helps reduce anxiety and encourages students to take more risks. For example, Lo et al. [2] found that students who used ChatGPT for writing assignments improved their writing quality and reported feeling less anxious.

AI Chatbots for Speaking Practice.AI-powered chatbots are becoming a popular way for students to practice speaking. These chatbots can hold basic conversations, respond to questions, and simulate real-life scenarios. Zhang et al. [3] found that even shy or withdrawn students became

more confident after interacting with AI chatbots. The reason is that chatbots do not judge or laugh at mistakes, so learners feel more free to practice. Studies show that students using chatbots often increase the length and complexity of their spoken responses and are more willing to participate in classroom activities later on [3].

Adaptive Learning Platforms. Adaptive learning platforms like Duolingo use AI to tailor lessons and review activities to each learner's needs and pace. These systems analyze student performance and adjust the content accordingly, ensuring that learners are neither bored nor overwhelmed. Crompton et al. [4] found that adaptive platforms can increase student confidence and motivation, both of which are linked to lower anxiety. Personalization means students spend more time on weak areas and experience success more frequently, which boosts their self-esteem.

How AI-Assisted Learning Reduces Anxiety. Several studies have identified three main mechanisms through which AI tools help reduce language anxiety in EFL learners.

1. Reducing Fear of Judgment. A major cause of anxiety in language classrooms is the fear of being judged by teachers or peers [1]. AI tools, however, provide a private practice environment where mistakes are not criticized or remembered. Students can try out new words and grammar without worrying about embarrassment. Research shows that students feel less anxious making errors when using AI tools, especially compared to receiving feedback from a teacher or in front of a class [2][3]. This "safe space" lets students experiment and build confidence.

2. Increasing Learner Autonomy and Control. AI tools allow learners to control the pace, frequency, and focus of their practice. They can repeat exercises as often as needed, choose which skills to work on, and set their own goals. This autonomy helps reduce anxiety by giving students a sense of ownership over their learning. For instance, students can practice challenging grammar or pronunciation as many times as they want without feeling like they are bothering anyone [4]. Studies show that this sense of control is linked directly to lower anxiety and higher motivation [3][4].

3. Providing Instant, Consistent Feedback. Another source of anxiety is waiting for feedback or receiving inconsistent corrections. AI tools provide immediate and standardized feedback, helping learners understand and correct their mistakes right away [2][4]. This reduces uncertainty and makes the learning process more predictable. Many students report feeling more secure and less nervous when they know they can get instant help from an AI tool.

Limitations and Challenges. While AI tools offer many benefits, there are also important limitations. Not all students have equal access to digital devices or reliable internet, which can create new barriers and increase anxiety for those left out [5]. Some studies have found that over-reliance on technology can lead to frustration, especially if the AI does not understand accents or gives irrelevant answers [5].

Another concern is that AI currently lacks true emotional intelligence. Unlike human teachers, AI cannot offer empathy, encouragement, or cultural understanding. Some educators worry that students may miss out on the motivational and social support that only human interaction can provide [5]. As a result, many experts recommend using AI as a supplement to, not a replacement for, traditional teaching.

Discussion. The literature reviewed here points to a largely positive role for AI in reducing English language anxiety among EFL students. Automated feedback, chatbots, and adaptive platforms each offer unique advantages in making language practice less stressful and more rewarding. Across multiple studies, students consistently report feeling less anxious, more engaged, and more in control of their learning when using AI tools [2][3][4].

However, the evidence also suggests that AI is not a magic solution. The most successful programs combine AI tools with strong teacher support, peer interaction, and real-life communicative tasks. Teachers play a central role in guiding students, interpreting feedback, and fostering a supportive classroom environment. For AI to be most effective, it should be thoughtfully integrated into a broader language curriculum, not used in isolation [5].

Future research should focus on the long-term effects of AI-assisted learning, as most studies so far have been short-term. It is also important to study how gains made with AI transfer to

real-world communication with humans. Finally, more work is needed to ensure that all students have fair access to digital learning opportunities.

Conclusion. AI-assisted learning environments have significant potential to reduce English language anxiety for EFL learners. By offering low-pressure practice, personalized feedback, and greater learner autonomy, AI tools can help students build confidence and improve their language skills [2][3][4]. At the same time, teachers remain essential in providing emotional support and ensuring that technology is used in a balanced way. As AI becomes more advanced and widespread, ongoing research and careful implementation will be crucial to maximize its benefits and minimize its drawbacks.

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THE ROLE OF INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN IMPROVING THE QUALITY OF EDUCATION IN FOREIGN LANGUAGE TEACHING

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Abstract. In the era of globalization and rapid technological advancement, foreign language teaching has undergone significant transformations. Innovative pedagogical technologies have become essential tools in enhancing the quality of education, making learning more interactive, personalized, and effective. This article explores the role of modern technologies in foreign language teaching, including digital platforms, artificial intelligence, multimedia tools, and blended learning approaches. It also examines their impact on learners' motivation, communicative competence, and overall language proficiency. The paper highlights the advantages and challenges of implementing such technologies and provides recommendations for effective integration into educational systems.

Key words. innovative technologies, foreign language teaching, digital learning, blended learning, artificial intelligence, communicative competence, educational quality.

Annotatsiya. Globallashuv va tezkor texnologik rivojlanish davrida xorijiy tillarni o‘qitish sezilarli o‘zgarishlarga uchradi. Innovatsion pedagogik texnologiyalar ta’lim sifatini oshirishda muhim vositaga aylandi, bu esa o‘qitish jarayonini yanada interaktiv, individuallashtirilgan va samarali qiladi. Ushbu maqolada xorijiy tillarni o‘qitishda zamonaviy texnologiyalarning roli, jumladan raqamli platformalar, sun’iy intellekt, multimedia vositalari hamda aralash ta’lim yondashuvlari tahlil qilinadi. Shuningdek, ularning o‘quvchilarning motivatsiyasiga, kommunikativ kompetensiyasiga va umumiy til bilim darajasiga ta’siri o‘rganiladi. Maqolada ushbu texnologiyalarni joriy etishning afzalliklari va muammolari yoritilib, ularni ta’lim tizimiga samarali integratsiya qilish bo‘yicha tavsiyalar beriladi.

Kalit so‘zlar. innovatsion texnologiyalar, xorijiy tillarni o‘qitish, raqamli ta’lim, aralash ta’lim, sun’iy intellekt, kommunikativ kompetensiya, ta’lim sifati.

Аннотация. В эпоху глобализации и стремительного технологического развития преподавание иностранных языков претерпело значительные изменения. Инновационные педагогические технологии стали важным инструментом повышения качества образования, делая процесс обучения более интерактивным, персонализированным и эффективным. В данной статье рассматривается роль современных технологий в обучении иностранным языкам, включая цифровые платформы, искусственный интеллект, мультимедийные средства и смешанное обучение. Также анализируется их влияние на мотивацию учащихся, коммуникативную компетенцию и общий уровень владения языком. В работе освещаются преимущества и трудности внедрения данных технологий, а также предлагаются рекомендации по их эффективной интеграции в образовательную систему.

Ключевые слова. инновационные технологии, преподавание иностранных языков, цифровое обучение, смешанное обучение, искусственный интеллект, коммуникативная компетенция, качество образования.

Introduction. The teaching of foreign languages has evolved significantly over the past decades. Traditional methods such as the Grammar-Translation Method and Audio-Lingual Method are gradually being replaced or supplemented by innovative pedagogical technologies. These technologies not only transform teaching practices but also improve learners’ engagement and outcomes.

In modern education, the focus has shifted from teacher-centered instruction to learner-centered approaches. Innovative technologies support this shift by providing interactive, flexible, and accessible learning environments. As a result, the quality of foreign language education has improved considerably.

The Concept of Innovative Pedagogical Technologies. Innovative pedagogical technologies refer to modern tools, methods, and approaches that enhance teaching and learning processes. These include:

- Digital learning platforms
- Multimedia resources
- Artificial intelligence (AI) tools
- Virtual and augmented reality
- Mobile learning applications
- Blended and online learning systems

These technologies aim to make education more effective, engaging, and adaptable to individual learner needs.

The Importance of Technology in Foreign Language Teaching. Foreign language learning requires the development of multiple skills: listening, speaking, reading, and writing. Innovative technologies facilitate the acquisition of these skills in several ways:

1. Enhanced Interaction. Technology enables real-time communication through video conferencing, chats, and collaborative platforms. Students can interact with teachers and native speakers, improving their communicative competence.

2. Personalized Learning. Digital tools allow learners to progress at their own pace. Adaptive learning systems analyze student performance and provide tailored content.

3. Access to Authentic Materials. Learners can access real-life language resources such as videos, podcasts, and online articles, which improve cultural understanding and language use.

4. Increased Motivation. Gamification, multimedia content, and interactive exercises make learning more engaging and enjoyable.

Types of Innovative Technologies in Language Teaching

1. Digital Learning Platforms

Platforms such as online learning management systems (LMS) provide structured courses, assignments, and assessments. They allow teachers to monitor student progress and provide feedback efficiently.

2. Mobile Learning Applications

Mobile apps support language learning anytime and anywhere. They include vocabulary exercises, pronunciation practice, and interactive quizzes.

3. Artificial Intelligence

AI-powered tools offer speech recognition, automated feedback, and personalized learning paths. Chatbots simulate real-life conversations, helping students practice speaking skills.

4. Multimedia and Interactive Tools

Videos, animations, and interactive presentations enhance comprehension and retention. Visual and auditory elements make learning more effective.

5. Virtual and Augmented Reality

These technologies create immersive environments where learners can practice language skills in realistic contexts, such as virtual travel or simulated conversations.

6. Blended Learning

Blended learning combines traditional classroom instruction with online learning. This approach maximizes the benefits of both methods and improves learning outcomes.

Impact on the Quality of Education. Innovative pedagogical technologies significantly improve the quality of foreign language education:

1. Development of Communicative Competence

Students gain practical language skills through interactive activities and real-life simulations.

2. Improved Learning Outcomes

Technology enhances understanding, retention, and application of knowledge.

3. Increased Learner Autonomy

Students take responsibility for their learning, which fosters independence and critical thinking.

4. Better Assessment and Feedback

Digital tools provide immediate feedback, helping learners identify and correct mistakes quickly.

Challenges in Implementing Innovative Technologies

Despite their advantages, innovative technologies also present challenges:

- Lack of technical infrastructure in some educational institutions
- Insufficient teacher training
- High cost of advanced technologies
- Over-reliance on technology, reducing human interaction
- Digital divide among students

Addressing these challenges is essential for successful implementation.

Recommendations for Effective Integration

To maximize the benefits of innovative technologies, the following strategies are recommended:

1. Provide professional development for teachers
2. Ensure access to necessary technological resources
3. Combine traditional and modern teaching methods
4. Encourage student-centered learning approaches
5. Regularly evaluate and update technological tools

Conclusion. Innovative pedagogical technologies play a crucial role in improving the quality of foreign language education. They enhance interaction, motivation, and learning outcomes while supporting personalized and flexible learning environments. Although challenges exist, proper planning and implementation can ensure their effective use. As technology continues to evolve, it will remain an integral part of modern language teaching, shaping the future of education.

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USING GAMES TO DEVELOP VOCABULARY, SPEAKING, LISTENING, AND INTERACTION SKILLS

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Annotation: This article critically examines the pedagogical value of game-based learning in developing students' vocabulary, speaking, listening, and interaction skills within the context of English language teaching. It explores contemporary educational approaches that emphasize communicative competence and learner-centered instruction. The paper analyzes a variety of didactic and interactive games, including role-playing, storytelling, and technology-enhanced activities, highlighting their practical implementation in classroom settings. Furthermore, it discusses methodological considerations and potential challenges associated with integrating games into the curriculum. The findings suggest that game-based learning significantly enhances learner motivation, fosters active engagement, and facilitates the acquisition of language skills in a meaningful and contextualized manner.

Keywords: game-based learning, vocabulary acquisition, speaking fluency, listening comprehension, interaction skills, communicative competence, student-centered learning, pedagogy

Аннотация: В статье рассматривается педагогическая значимость использования игровых методов в процессе обучения английскому языку. Особое внимание уделяется развитию словарного запаса, устной речи, навыков аудирования и взаимодействия. Анализируются современные подходы и практические методы обучения. Результаты показывают, что игровые технологии способствуют повышению мотивации и эффективности обучения.

Annotatsiya: Ushbu maqolada ingliz tilini o‘qitishda o‘yinlardan foydalanishning pedagogik ahamiyati chuqur tahlil qilinadi. O‘quvchilarning lug‘at boyligi, nutq, tinglab tushunish va muloqot ko‘nikmalarini rivojlantirishda o‘yinlarning o‘rni ko‘rsatib beriladi. Tadqiqot natijalari o‘yinlar o‘quv jarayonini samarali va qiziqarli qilishini tasdiqlaydi.

In the era of globalization and rapid technological advancement, the ability to communicate effectively in a foreign language has become an essential skill. Consequently, the development of communicative competence has emerged as a central objective in modern language education. Traditional teacher-centered approaches, which primarily focus on grammar and memorization, are no longer sufficient to meet the demands of contemporary learners.

In this regard, innovative pedagogical strategies, particularly game-based learning, have gained considerable attention. Games introduce an element of enjoyment and engagement into the learning process, thereby transforming the classroom into a dynamic and interactive environment. They provide learners with opportunities to practice language in authentic contexts, encouraging both fluency and accuracy.

Game-based learning is grounded in constructivist and communicative theories of language acquisition. According to these perspectives, learners actively construct knowledge through interaction and meaningful experiences. Games serve as a medium through which students engage in problem-solving, collaboration, and communication.

Moreover, affective factors such as motivation, anxiety, and self-confidence play a crucial role in language learning. Games help reduce anxiety and create a supportive atmosphere, enabling students to participate more freely without fear of making mistakes.

Vocabulary acquisition is a fundamental aspect of language proficiency. Without an adequate lexical base, effective communication becomes impossible. Games provide a contextualized and meaningful way of learning new vocabulary. For instance, activities such as "Word Chain" not only reinforce previously learned vocabulary but also stimulate quick thinking and cognitive flexibility. Similarly, context-based games encourage learners to use vocabulary in meaningful sentences, thereby improving retention and usage.

Speaking is often considered the most challenging skill for language learners due to psychological barriers such as fear and lack of confidence. Game-based activities effectively address these issues by creating a relaxed and enjoyable environment.

The "Reporter" activity, for example, encourages students to express their opinions and engage in discussions. This enhances fluency, coherence, and public speaking abilities. Storytelling games further develop creativity and narrative skills, enabling students to construct meaningful and structured speech.

Listening comprehension is essential for successful communication. However, it requires focused attention and the ability to interpret meaning from auditory input.

Games such as "Listen and Act" promote active listening by requiring students to respond to verbal instructions. These activities enhance concentration, comprehension, and immediate reaction skills. Furthermore, interactive listening games encourage learners to engage with authentic language input.

Interaction lies at the heart of communicative competence. Students must be able to initiate, maintain, and respond appropriately in conversations.

Role-playing activities simulate real-life scenarios, providing learners with opportunities to practice language in context. Through these activities, students develop pragmatic competence, including turn-taking, politeness strategies, and appropriate responses.

Debate-based games further enhance critical thinking and argumentation skills. Students learn to defend their viewpoints while respecting others' opinions.

The effective implementation of games requires careful planning and methodological awareness. Teachers must align game activities with learning objectives and consider students' age, proficiency level, and interests.

Games can be integrated into various stages of the lesson:

As a warm-up activity to increase motivation

As a practice activity to reinforce new material

As a consolidation activity to review learning outcomes

Moreover, the integration of digital technologies has expanded the possibilities of game-based learning. Online platforms, mobile applications, and interactive tools provide additional opportunities for engagement.

Despite their numerous benefits, the use of games in education is not without challenges. These include limited classroom time, lack of resources, and insufficient teacher training.

Additionally, excessive use of games without clear objectives may reduce their effectiveness. Therefore, teachers must maintain a balance between entertainment and educational value.

In conclusion, game-based learning represents a highly effective approach to developing vocabulary, speaking, listening, and interaction skills in English language teaching. By fostering motivation, reducing anxiety, and promoting active engagement, games create a conducive environment for language acquisition.

The integration of games into the curriculum should be systematic and purposeful. When implemented effectively, game-based learning not only enhances linguistic competence but also contributes to the overall development of learners as confident and independent communicators.

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DIE VERMITTLUNG VON FREMDSPRACHENKENNTNISSEN AN MITARBEITER KLEINER UNTERNEHMEN DURCH INNOVATIVE TECHNOLOGIEN

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Annotation: Der Artikel untersucht die Möglichkeiten der Vermittlung von Fremdsprachenkenntnissen an Mitarbeiter kleiner Unternehmen unter Einsatz innovativer Technologien. Im Fokus stehen digitale Lernplattformen, mobile Anwendungen sowie der Einsatz von künstlicher Intelligenz und virtuellen Lernumgebungen. Es wird analysiert, inwiefern diese Technologien zur Steigerung der Lerneffizienz, Motivation und Flexibilität beitragen können. Darüber hinaus werden ökonomische Vorteile für kleine Unternehmen sowie potenzielle Herausforderungen bei der Implementierung digitaler Lernlösungen diskutiert. Die Ergebnisse zeigen, dass technologiegestützte Ansätze ein hohes Potenzial zur Optimierung der betrieblichen Sprachbildung besitzen.

Schlüsselwörter: Fremdsprachenlernen, kleine Unternehmen, innovative Technologien, digitale Bildung, künstliche Intelligenz, E-Learning, berufliche Weiterbildung, Sprachkompetenz, Digitalisierung, Lernplattformen

Annotatsiya: Maqolada kichik korxonalar xodimlariga innovatsion texnologiyalar yordamida xorijiy tillarni o‘rgatish imkoniyatlari tahlil qilinadi. Asosiy e’tibor raqamli o‘quv platformalari, mobil ilovalar, sun’iy intellekt hamda virtual o‘quv muhitlaridan foydalanishga qaratilgan. Ushbu texnologiyalarning o‘quv samaradorligi, motivatsiya va moslashuvchanlikni oshirishdagi roli ko‘rib chiqiladi. Shuningdek, kichik korxonalar uchun iqtisodiy afzalliklar hamda raqamli o‘quv yechimlarini joriy etish bilan bog‘liq muammolar tahlil etiladi. Natijalar shuni ko‘rsatadiki, texnologiyaga asoslangan yondashuvlar kasbiy til o‘qitishni optimallashtirishda katta salohiyatga ega.

Kalit so‘zlar: xorijiy til o‘rganish, kichik korxonalar, innovatsion texnologiyalar, raqamli ta’lim, sun’iy intellekt, E-learning, kasbiy tayyorgarlik, til kompetensiyasi, raqamlashtirish, o‘quv platformalari

Die Globalisierung und die zunehmende Internationalisierung von Märkten stellen auch kleine und mittlere Unternehmen (KMU) vor neue Herausforderungen. Eine der zentralen Kompetenzen in diesem Kontext ist die Beherrschung von Fremdsprachen, die nicht nur die Kommunikation mit internationalen Partnern erleichtert, sondern auch die Wettbewerbsfähigkeit stärkt. Dennoch verfügen viele kleine Unternehmen über begrenzte Ressourcen, um systematische Sprachschulungen für ihre Mitarbeiter zu organisieren. Vor diesem Hintergrund gewinnen

innovative Technologien als effizientes Instrument zur Vermittlung von Fremdsprachenkenntnissen zunehmend an Bedeutung.

Ein wesentlicher Vorteil technologiebasierter Lernformen liegt in ihrer Flexibilität. Digitale Plattformen ermöglichen es den Mitarbeitern, unabhängig von Zeit und Ort zu lernen. Mobile Anwendungen, Online-Kurse und virtuelle Lernumgebungen bieten individualisierte Lernpfade, die sich an den Kenntnisstand und die beruflichen Anforderungen der Lernenden anpassen lassen. Dadurch wird ein selbstgesteuertes Lernen gefördert, das insbesondere für Berufstätige mit engem Zeitplan von großer Relevanz ist.

Darüber hinaus eröffnen moderne Technologien neue didaktische Möglichkeiten. Künstliche Intelligenz kann beispielsweise personalisierte Übungen generieren, Fehler analysieren und gezieltes Feedback geben. Sprachlern-Apps integrieren Gamification-Elemente, die die Motivation der Lernenden erhöhen, während virtuelle Realität (VR) und Simulationen authentische Kommunikationssituationen nachbilden können. Auf diese Weise wird nicht nur das sprachliche Wissen vermittelt, sondern auch die kommunikative Kompetenz in realitätsnahen Kontexten trainiert.

Ein weiterer wichtiger Aspekt ist die Kostenersparnis. Im Vergleich zu traditionellen Präsenzkursen sind digitale Lernlösungen oft deutlich günstiger und skalierbarer. Kleine Unternehmen können somit auch mit begrenztem Budget ihren Mitarbeitern Zugang zu qualitativ hochwertigen Lernressourcen ermöglichen. Zudem lassen sich Lernfortschritte digital dokumentieren und analysieren, was eine gezielte Steuerung des Lernprozesses erlaubt.

Trotz der zahlreichen Vorteile sind auch Herausforderungen zu berücksichtigen. Dazu gehören technische Voraussetzungen, digitale Kompetenzen der Mitarbeiter sowie die Notwendigkeit, geeignete Lerninhalte auszuwählen. Ohne eine klare Lernstrategie und entsprechende Unterstützung seitens des Unternehmens besteht die Gefahr, dass digitale Angebote nicht effektiv genutzt werden.

Zusammenfassend lässt sich feststellen, dass innovative Technologien ein großes Potenzial für die Vermittlung von Fremdsprachenkenntnissen in kleinen Unternehmen bieten. Sie ermöglichen flexible, kosteneffiziente und individuell angepasste Lernprozesse. Für eine erfolgreiche Implementierung ist jedoch eine durchdachte Integration in die betriebliche Weiterbildung sowie die aktive Einbindung der Mitarbeiter erforderlich. Langfristig können solche Ansätze einen entscheidenden Beitrag zur Stärkung der internationalen Wettbewerbsfähigkeit kleiner Unternehmen leisten.

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ПОВЫШЕНИЕ КАЧЕСТВА КАДРОВ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ И ИННОВАЦИОННЫЕ ПЕДАГОГИЧЕСКИЕ ТЕХНОЛОГИИ, А ТАКЖЕ ПЕРСПЕКТИВНЫЕ ПУТИ ИХ РАЗВИТИЯ РАЗВИТИЕ SOFT SKILLS У ПРЕПОДАВАТЕЛЕЙ ИНОСТРАННЫХ ЯЗЫКОВ

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Аннотация: В статье рассматривается значение soft skills в профессиональной деятельности преподавателей иностранных языков. Анализируется их влияние на качество образовательного процесса и раскрываются современные подходы к их развитию в условиях цифровизации образования.

Ключевые слова: soft skills, преподавание иностранных языков, педагогическая компетентность, эмоциональный интеллект, цифровые технологии, межкультурная коммуникация.

Annotatsiya: Ushbu maqola chet tili o‘qituvchilarining professional faoliyatida yumshoq ko‘nikmalarning ahamiyatini o‘rganadi. Unda ularning ta’lim jarayoni sifatiga ta’siri tahlil qilinadi va ta’limni raqamlashtirish sharoitida ularni rivojlantirishga zamonaviy yondashuvlar ochib beriladi.

Kalit so‘zlar: yumshoq ko‘nikmalar, chet tillarini o‘qitish, pedagogik kompetensiya, hissiy intellekt, raqamli texnologiyalar, madaniyatlararo muloqot

Abstract: This article examines the importance of soft skills in the professional work of foreign language teachers. It analyzes their impact on the quality of the educational process and reveals modern approaches to their development in the context of digitalization of education.

Keywords: soft skills, teaching foreign languages, pedagogical competence, emotional intelligence, digital technologies, intercultural communication.

soft skills, foreign language teaching, pedagogical competence, emotional intelligence, digital technologies, intercultural communication

yumshoq ko‘nikmalar, chet tillarini o‘qitish, pedagogik kompetensiya, hissiy intellekt, raqamli texnologiyalar, madaniyatlararo muloqot

Введение В условиях глобализации и цифровой трансформации образования существенно возрастают требования к профессиональной подготовке преподавателей иностранных языков. Современный педагог должен обладать не только глубокими предметными знаниями, но и развитым комплексом универсальных навыков, обеспечивающих эффективность педагогического взаимодействия. К таким навыкам относятся так называемые soft skills, играющие важную роль в формировании профессиональной компетентности преподавателя.

Актуальность данной темы обусловлена необходимостью повышения качества кадров в системе языкового образования через развитие надпрофессиональных компетенций, способствующих успешной адаптации к современным образовательным условиям.

Теоретические основы soft skills

Понятие soft skills включает совокупность универсальных навыков, обеспечивающих успешную профессиональную деятельность в различных сферах. В педагогическом контексте к ним относят коммуникативные способности, эмоциональный интеллект, критическое мышление, креативность и навыки сотрудничества.

Исследования в области педагогики и психологииподтверждают, что развитие данных навыков напрямую влияет на эффективность образовательного процесса. В частности, эмоциональный интеллект способствует установлению благоприятного психологического климата, а коммуникативные навыки обеспечивают продуктивное взаимодействие между преподавателем и обучающимися. Таким образом, soft skills выступают важным компонентом профессиональной компетентности преподавателя иностранного языка.

Роль soft skills в преподавании иностранных языков

Специфика преподавания иностранных языков предполагает активное коммуникативное взаимодействие, что усиливает значимость soft skills. Высокий уровень их развития позволяет преподавателю эффективно организовывать учебный процесс, мотивировать обучающихся и учитывать их индивидуальные особенности.

Коммуникативная компетентность обеспечивает успешную передачу знаний и формирование языковых навыков. Критическое мышление способствует выбору адекватных методических подходов, а креативность позволяет разнообразить учебный процесс и повысить интерес студентов. Особое значение имеет межкультурная коммуникация, являющаяся неотъемлемой частью обучения иностранным языкам. Она способствует формированию толерантности и пониманию культурного многообразия. Кроме того, развитие soft skills создает основу для внедрения инновационных педагогических технологий, включая проектное обучение, геймификацию и смешанное обучение.

Инновационные подходы к развитию soft skills

Современные образовательные технологии предоставляют широкие возможности для развития soft skills у преподавателей. Использование цифровых платформ способствует формированию навыков коммуникации, самоорганизации и принятия решений.

Метод blended learning позволяет сочетать традиционные и онлайн-форматы обучения, развивая гибкость и адаптивность педагогов. Важную роль играют также программы повышения квалификации, направленные на развитие эмоционального интеллекта и навыков командной работы. Перспективным направлением является применение технологий искусственного интеллекта, которые позволяют персонализировать образовательный процесс и повышать его эффективность.

Заключение. Развитие soft skills у преподавателей иностранных языков является важным условием повышения качества образования. В современных условиях данные навыки обеспечивают эффективность педагогической деятельности, способствуют внедрению инновационных технологий и формированию благоприятной образовательной среды.

В перспективе необходимо усилить внимание к развитию soft skills в системе педагогического образования, внедрять современные образовательные технологии и разрабатывать специализированные программы подготовки и повышения квалификации преподавателей.

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METHODS AND TECHNIQUES OF INTEGRATING ICT INTO ENGLISH CLASSES

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Annotation: This article examines the methods and techniques of integrating Information and Communication Technologies (ICT) into English language teaching. It analyzes modern approaches such as communicative language teaching, task-based learning, blended learning, and the flipped classroom. The study also highlights practical classroom techniques and discusses the advantages and challenges of ICT integration. The findings show that ICT enhances student motivation, supports active learning, and improves language skills.

Keywords: ICT, English teaching, digital tools, blended learning, task-based learning, interactive methods

Аннотация: В данной статье рассматриваются методы и приёмы интеграции информационно-коммуникационных технологий (ИКТ) в обучение английскому языку. Анализируются современные подходы, такие как коммуникативный метод, обучение на основе заданий, смешанное обучение и перевёрнутый класс. Также рассматриваются практические методы и проблемы внедрения ИКТ. Результаты показывают, что ИКТ повышает мотивацию учащихся и улучшает языковые навыки.

Ключевые слова: ИКТ, обучение английскому языку, цифровые технологии, смешанное обучение, интерактивные методы.

Annotatsiya: Ushbu maqolada ingliz tilini o‘qitishda axborot-kommunikatsiya texnologiyalarini (AKT) integratsiya qilish usullari va metodlari tahlil qilinadi. Kommunikativ yondashuv, topshiriqqa asoslangan o‘qitish, aralash ta’lim va “flipped classroom” kabi zamonaviy metodlar ko‘rib chiqiladi. Shuningdek, amaliy usullar hamda AKTni qo‘llashdagi muammolar yoritiladi. Natijalar AKT o‘quvchilarning motivatsiyasini oshirishi va til ko‘nikmalarini rivojlantirishini ko‘rsatadi.

Kalit so‘zlar: AKT, ingliz tilini o‘qitish, raqamli texnologiyalar, aralash ta’lim, interaktiv metodlar.

The rapid development of Information and Communication Technologies (ICT) has significantly influenced modern English language teaching. ICT provides new opportunities for improving teaching methods and creating interactive learning environments. Today, traditional teaching approaches are increasingly combined with digital technologies such as online platforms, multimedia tools, and mobile applications. These tools support student engagement, promote active learning, and help develop language skills. However, the effective integration of ICT requires appropriate methods and techniques. Therefore, this article focuses on analyzing key approaches and practical strategies for using ICT in English classes.

The implementation of suitable methodologies and approaches is necessary for the effective use of ICT in English education. ICT should be intentionally and pedagogically incorporated into teaching methods rather than being used spontaneously. ICT through a communicative approach. The goal of the communicative approach is to assist students in developing their ability to utilize language in authentic contexts. ICT makes this tactic possible by enabling authentic communication; for instance, students can participate in online discussions.

-They can use video calls to converse with native speakers.

-They can use digital platforms to collaborate on projects.

Students benefit from these exercises by becoming more confident and fluent.[1]

ICT-Based Task-Based Learning (TBL) involves completing relevant tasks in the target language. By facilitating research, collaboration, and presentation, ICT enhances this approach.

Students can:

-Make presentations in digital format.

-Do research online.

-Use shared documents to collaborate on projects.

This method promotes critical thinking and active learning.[2]

Blended Education: Online learning and traditional classroom training are combined in blended learning. Information and communication technology plays a major role in this strategy. In the context of blended learning, Practice and participation take place in the classroom. - Assignments and resources are available on online platforms. With this method, students can study at their own speed and go over the content again as needed. [3]

Flipped Classroom. The flipped classroom is an innovative teaching style in which students study theoretical content at home before practicing in class. ICT techniques like online lectures and videos are used to offer content outside of the classroom. Students engage in discussions, exercises, and problem-solving activities during class. This method gives more time for interactive learning and promotes student involvement. learning through projects. Completing challenging assignments over time is a component of project-based learning. This approach is made easier by ICT technologies, which enable research, teamwork, and presentation.

Students can:

-Produce presentations or films.

-Conduct surveys online.

-Display their findings digitally.

This approach develops 21st-century abilities like problem-solving and teamwork in addition to language proficiency. [4]

Techniques for Using ICT in the Classroom.

Among the practical tactics are:

-Improving listening comprehension using videos.

-Online evaluation tests

-Digital Narrative

-Virtual role-playing exercises.

-Vocabulary practice games that are interactive.

These techniques add interest and interactivity to the classroom. ICT integration challenges. ICT integration in the classroom presents challenges despite its advantages.

-Insufficient technology resources.

-Inadequate training for teachers.

-Time constraints.

-Technical issues.

To effectively use ICT, teachers must be ready to deal with these challenges. ICT-Based Differentiated Education Differentiated education, which entails modifying teaching strategies to meet each student's specific needs, is made possible by ICT. By utilizing ICT, educators can:

-Offer resources in different quantities.

-Make use of adaptive learning tools.

-Give personalized feedback.

This guarantees that every student can gain from the educational process, irrespective of their skill level. Environments for Interactive Learning ICT makes it easier to create dynamic learning settings where students take an active role in their education. Some examples are:

-Interactive Exams

-Virtual Environments

-Video games.

These areas boost retention and promote active learning. Use of Digital Storytelling: A new method called "digital storytelling" combines narrative with multimedia components like pictures, music, and video. [5]

Students can create their own stories using digital tools, which fosters their creativity.

-The ability to write.

-Speaking abilities

This method is very useful while learning a language. Social media use in language instruction. Social media sites can be used as teaching tools to increase involvement and communication. Students can:

-Take part in conversations.

-Express their opinions.

-Practice writing casually.

Social media encourages open communication and increases drive.

Teacher Training and Professional Development:

To successfully use ICT, teachers must possess the skills and knowledge required. Therefore, professional development is necessary. Teachers must get training in: -Making use of IT resources.

-Make online courses.

-Overseeing Virtual Learning Environments

Continuous training helps to guarantee that technology is used effectively. [6]

The integration of Information and Communication Technologies (ICT) into English language teaching plays a significant role in modern education. ICT provides a wide range of methods and techniques that enhance the teaching and learning process, making it more interactive, flexible, and student-centered. The use of approaches such as communicative language teaching, task-based learning, blended learning, and flipped classroom demonstrates that ICT can effectively support the development of language skills. In addition, practical techniques like multimedia resources, digital storytelling, and online collaboration increase student motivation and engagement.

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DIE VERMITTLUNG VON FREMDSPRACHENKENNTNISSEN AN MITARBEITER KLEINER UNTERNEHMEN DURCH INNOVATIVE TECHNOLOGIEN

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Annotation: Der Artikel untersucht die Möglichkeiten der Vermittlung von Fremdsprachenkenntnissen an Mitarbeiter kleiner Unternehmen unter Einsatz innovativer Technologien. Im Fokus stehen digitale Lernplattformen, mobile Anwendungen sowie der Einsatz von künstlicher Intelligenz und virtuellen Lernumgebungen. Es wird analysiert, inwiefern diese Technologien zur Steigerung der Lerneffizienz, Motivation und Flexibilität beitragen können. Darüber hinaus werden ökonomische Vorteile für kleine Unternehmen sowie potenzielle Herausforderungen bei der Implementierung digitaler Lernlösungen diskutiert. Die Ergebnisse zeigen, dass technologiegestützte Ansätze ein hohes Potenzial zur Optimierung der betrieblichen Sprachbildung besitzen.

Schlüsselwörter: Fremdsprachenlernen, kleine Unternehmen, innovative Technologien, digitale Bildung, künstliche Intelligenz, E-Learning, berufliche Weiterbildung, Sprachkompetenz, Digitalisierung, Lernplattformen

Annotatsiya: Maqolada kichik korxonalar xodimlariga innovatsion texnologiyalar yordamida xorijiy tillarni o‘rgatish imkoniyatlari tahlil qilinadi. Asosiy e’tibor raqamli o‘quv platformalari, mobil ilovalar, sun’iy intellekt hamda virtual o‘quv muhitlaridan foydalanishga qaratilgan. Ushbu texnologiyalarning o‘quv samaradorligi, motivatsiya va moslashuvchanlikni

oshirishdagi roli ko‘rib chiqiladi. Shuningdek, kichik korxonalar uchun iqtisodiy afzalliklar hamda raqamli o‘quv yechimlarini joriy etish bilan bog‘liq muammolar tahlil etiladi. Natijalar shuni ko‘rsatadiki, texnologiyaga asoslangan yondashuvlar kasbiy til o‘qitishni optimallashtirishda katta salohiyatga ega.

Kalit so‘zlar: xorijiy til o‘rganish, kichik korxonalar, innovatsion texnologiyalar, raqamli ta’lim, sun’iy intellekt, E-learning, kasbiy tayyorgarlik, til kompetensiyasi, raqamlashtirish, o‘quv platformalari

Die Globalisierung und die zunehmende Internationalisierung von Märkten stellen auch kleine und mittlere Unternehmen (KMU) vor neue Herausforderungen. Eine der zentralen Kompetenzen in diesem Kontext ist die Beherrschung von Fremdsprachen, die nicht nur die Kommunikation mit internationalen Partnern erleichtert, sondern auch die Wettbewerbsfähigkeit stärkt. Dennoch verfügen viele kleine Unternehmen über begrenzte Ressourcen, um systematische Sprachschulungen für ihre Mitarbeiter zu organisieren. Vor diesem Hintergrund gewinnen innovative Technologien als effizientes Instrument zur Vermittlung von Fremdsprachenkenntnissen zunehmend an Bedeutung.

Ein wesentlicher Vorteil technologiebasierter Lernformen liegt in ihrer Flexibilität. Digitale Plattformen ermöglichen es den Mitarbeitern, unabhängig von Zeit und Ort zu lernen. Mobile Anwendungen, Online-Kurse und virtuelle Lernumgebungen bieten individualisierte Lernpfade, die sich an den Kenntnisstand und die beruflichen Anforderungen der Lernenden anpassen lassen. Dadurch wird ein selbstgesteuertes Lernen gefördert, das insbesondere für Berufstätige mit engem Zeitplan von großer Relevanz ist

Darüber hinaus eröffnen moderne Technologien neue didaktische Möglichkeiten. Künstliche Intelligenz kann beispielsweise personalisierte Übungen generieren, Fehler analysieren und gezieltes Feedback geben. Sprachlern-Apps integrieren Gamification-Elemente, die die Motivation der Lernenden erhöhen, während virtuelle Realität (VR) und Simulationen authentische Kommunikationssituationen nachbilden können. Auf diese Weise wird nicht nur das sprachliche Wissen vermittelt, sondern auch die kommunikative Kompetenz in realitätsnahen Kontexten trainiert.

Ein weiterer wichtiger Aspekt ist die Kostenersparnis. Im Vergleich zu traditionellen Präsenzkursen sind digitale Lernlösungen oft deutlich günstiger und skalierbarer. Kleine Unternehmen können somit auch mit begrenztem Budget ihren Mitarbeitern Zugang zu qualitativ hochwertigen Lernressourcen ermöglichen. Zudem lassen sich Lernfortschritte digital dokumentieren und analysieren, was eine gezielte Steuerung des Lernprozesses erlaubt.

Trotz der zahlreichen Vorteile sind auch Herausforderungen zu berücksichtigen. Dazu gehören technische Voraussetzungen, digitale Kompetenzen der Mitarbeiter sowie die Notwendigkeit, geeignete Lerninhalte auszuwählen. Ohne eine klare Lernstrategie und entsprechende Unterstützung seitens des Unternehmens besteht die Gefahr, dass digitale Angebote nicht effektiv genutzt werden.

Zusammenfassend lässt sich feststellen, dass innovative Technologien ein großes Potenzial für die Vermittlung von Fremdsprachenkenntnissen in kleinen Unternehmen bieten. Sie ermöglichen flexible, kosteneffiziente und individuell angepasste Lernprozesse. Für eine erfolgreiche Implementierung ist jedoch eine durchdachte Integration in die betriebliche Weiterbildung sowie die aktive Einbindung der Mitarbeiter erforderlich. Langfristig können solche Ansätze einen entscheidenden Beitrag zur Stärkung der internationalen Wettbewerbsfähigkeit kleiner Unternehmen leisten.

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RUS TILINI O‘QITISHDA INNOVATSION PEDAGOGIK TEXNOLOGIYALAR VA KADRLAR TAYYORLASH SIFATINI OSHIRISH MASALALARI

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Annotatsiya: Mazkur maqolada rus tilini o‘qitishda innovatsion pedagogik texnologiyalardan foydalanishning ahamiyati, zamonaviy ta’lim tizimida kadrlar tayyorlash sifatini oshirish masalalari hamda ularni amaliyotga joriy etish yo‘llari tahlil qilinadi. Shuningdek, xorijiy tajriba asosida samarali metodlar yoritib beriladi.

Kalit so‘zlar: innovatsion texnologiyalar, rus tili, ta’lim sifati, pedagogik metodlar, kadrlar tayyorlash, kommunikativ yondashuv, raqamli ta’lim

Аннотация: В данной статье рассматривается значение использования инновационных педагогических технологий в преподавании русского языка, а также вопросы повышения качества подготовки кадров в современной системе образования. Кроме того, анализируются пути их внедрения в практику на основе зарубежного опыта и освещаются эффективные методы обучения.

Ключевые слова: инновационные технологии, русский язык, качество образования, педагогические методы, подготовка кадров, коммуникативный подход, цифровое обучение

Abstract: This article examines the importance of using innovative pedagogical technologies in teaching the Russian language, as well as issues related to improving the quality of personnel training in the modern education system. It also analyzes ways of implementing these technologies in practice based on international experience and highlights effective teaching methods.

Keywords: innovative technologies, Russian language, quality of education, pedagogical methods, personnel training, communicative approach, digital learning

Hozirgi globallashuv va axborotlashuv davrida xorijiy tillarni o‘rganish har bir mutaxassis uchun zarur kompetensiyalardan biriga aylanmoqda. Rus tili esa nafaqat mintaqaviy, balki ilmiy, iqtisodiy va madaniy aloqalarni rivojlantirishda muhim vosita hisoblanadi. Shu sababli, rus tilini o‘qitish tizimini takomillashtirish, uning samaradorligini oshirish va zamonaviy talablar darajasiga olib chiqish dolzarb masala bo‘lib qolmoqda.

Ta’lim tizimida amalga oshirilayotgan islohotlar innovatsion pedagogik texnologiyalarni keng joriy etishni talab qilmoqda. Bu esa o‘z navbatida o‘qituvchilarning kasbiy malakasini oshirish, yangi metod va yondashuvlarni egallash zaruratini yuzaga keltiradi. Bugungi globallashuv davrida xorijiy tillarni, jumladan rus tilini o‘rganish muhim ahamiyat kasb etmoqda. Ta’lim tizimida olib borilayotgan islohotlar o‘qitish jarayoniga zamonaviy pedagogik texnologiyalarni joriy etishni talab etmoqda. Ayniqsa, rus tilini o‘qitishda innovatsion yondashuvlardan foydalanish nafaqat bilim sifatini oshiradi, balki o‘quvchilarning kommunikativ kompetensiyasini rivojlantirishga xizmat qiladi.

1. Innovatsion pedagogik texnologiyalarning mazmuni va ahamiyati

Innovatsion pedagogik texnologiyalar — bu ta’lim jarayonini samarali tashkil etishga qaratilgan yangi metodlar, vositalar va yondashuvlar majmuasidir. Ular o‘quvchilarning faolligini oshirish, mustaqil fikrlashini rivojlantirish va bilimlarni amaliyot bilan bog‘lashga xizmat qiladi.

Rus tilini o‘qitishda quyidagi innovatsion texnologiyalar keng qo‘llanilmoqda:

- **Interfaol metodlar** (aqliy hujum, klaster, rol o‘ynash, debatlar);

- **Axborot-kommunikatsiya texnologiyalari (AKT)**;
- **Multimedia vositalari** (video, audio, prezentatsiyalar);
- **Masofaviy ta’lim platformalari** (onlayn kurslar, virtual sinflar);
- **Mobil ilovalar va raqamli resurslar**.

Mazkur texnologiyalar o‘quvchilarning tinglab tushunish, gapirish, o‘qish va yozish ko‘nikmalarini kompleks rivojlantirishga yordam beradi.

2. Rus tilini o‘qitishda zamonaviy pedagogik yondashuvlar

Zamonaviy ta’lim jarayonida quyidagi yondashuvlar muhim ahamiyat kasb etadi:

Kommunikativ yondashuv

Bu yondashuv o‘quvchilarning real hayotiy vaziyatlarda erkin muloqot qilish qobiliyatini rivojlantirishga qaratilgan. Dars jarayonida dialoglar, rolli o‘yinlar va muammoli vaziyatlar qo‘llaniladi.

Kompetensiyaviy yondashuv

Ushbu yondashuv bilimdan ko‘ra amaliy ko‘nikmalarga urg‘u beradi. O‘quvchilar o‘rganilgan bilimlarni real hayotda qo‘llay olishlari kerak.

Talabaga yo‘naltirilgan ta’lim

Bu yondashuvda o‘quvchi markaziy o‘rinni egallaydi. Har bir o‘quvchining individual xususiyatlari va ehtiyojlari hisobga olinadi.

Blended learning (aralash ta’lim)

An’anaviy va onlayn ta’limning uyg‘unlashuvi bo‘lib, dars samaradorligini oshiradi.

3. Kadrlar tayyorlash sifatini oshirish muammolari

Rus tili o‘qituvchilarini tayyorlash tizimida quyidagi muammolar kuzatilmoqda:

- An’anaviy o‘qitish usullarining ustunligi;
- Zamonaviy texnologiyalarni qo‘llash bo‘yicha bilim va ko‘nikmalarning yetishmasligi;
- Amaliy mashg‘ulotlarning kamligi;
- O‘qituvchilarning doimiy kasbiy rivojlanish tizimining yetarli emasligi;
- Ta’lim muassasalarida texnik vositalarning cheklanganligi.

Bu muammolar ta’lim sifatiga bevosita ta’sir ko‘rsatadi.

4. Xorijiy tajriba va innovatsion yechimlar

Rivojlangan davlatlar tajribasi shuni ko‘rsatadiki, xorijiy tillarni o‘qitishda quyidagi omillar muhim hisoblanadi:

- Doimiy malaka oshirish tizimi;
- Zamonaviy texnologiyalardan keng foydalanish;
- Amaliy mashg‘ulotlarga katta e’tibor qaratish;
- O‘quvchilarning mustaqil ta’lim olishiga sharoit yaratish.

Rus tilini o‘qitishda ham ushbu tajribalarni joriy etish muhim natijalar beradi.

5. Muammolarni bartaraf etish yo‘llari

Quyidagi chora-tadbirlar orqali kadrlar tayyorlash sifatini oshirish mumkin:

- O‘qituvchilar uchun muntazam trening va seminarlar tashkil etish;
- Raqamli ta’lim platformalarini keng joriy etish;
- Darslarda interfaol metodlardan foydalanishni kuchaytirish;
- Xorijiy tajribalarni o‘rganish va amaliyotga tatbiq etish;
- Ta’lim muassasalarini zamonaviy texnik vositalar bilan ta’minlash.

Xulosa qilib aytganda, rus tilini o‘qitishda innovatsion pedagogik texnologiyalarni joriy etish ta’lim samaradorligini oshirishning eng muhim omillaridan biridir. Zamonaviy yondashuvlar asosida tashkil etilgan ta’lim jarayoni o‘quvchilarning til o‘rganishga bo‘lgan qiziqishini oshiradi va ularning kommunikativ kompetensiyasini rivojlantiradi.

Shu bilan birga, kadrlar tayyorlash tizimini takomillashtirish, o‘qituvchilarning kasbiy malakasini muntazam oshirib borish va ilg‘or xorijiy tajribalarni joriy etish bugungi kunning dolzarb vazifalaridan biri hisoblanadi.

Yuqorida keltirilgan tahlillar shuni ko‘rsatadiki, rus tilini o‘qitish jarayonida innovatsion pedagogik texnologiyalarni joriy etish zamonaviy ta’lim tizimining ajralmas qismiga aylanib

bormoqda. Bugungi kunda an’anaviy o‘qitish usullari o‘quvchilarning ehtiyojlarini to‘liq qondira olmayapti, shu bois ta’lim jarayonini yangicha yondashuvlar asosida tashkil etish zarurati ortib bormoqda.

Innovatsion texnologiyalar, xususan, axborot-kommunikatsiya vositalari, interfaol metodlar va raqamli platformalardan foydalanish o‘quvchilarning bilim olish jarayonini yanada qiziqarli, samarali va interaktiv holga keltiradi. Bu esa o‘z navbatida ularning mustaqil fikrlash, muloqot qilish hamda amaliy ko‘nikmalarini rivojlantirishga xizmat qiladi. Ayniqsa, kommunikativ va kompetensiyaviy yondashuvlarning qo‘llanilishi rus tilini o‘rganishda yuqori natijalarga erishish imkonini beradi.

Shu bilan birga, kadrlar tayyorlash sifati masalasi ham dolzarb bo‘lib qolmoqda. Zamonaviy o‘qituvchi nafaqat o‘z fanini mukammal bilishi, balki innovatsion texnologiyalarni amaliyotda qo‘llay olishi, doimiy ravishda o‘z ustida ishlashi va kasbiy kompetensiyalarini rivojlantirib borishi zarur. Aks holda, ta’lim tizimida kutilgan natijalarga erishish qiyinlashadi.

Tahlillar shuni ko‘rsatadiki, mavjud muammolarni bartaraf etish uchun kompleks yondashuv zarur. Jumladan, o‘qituvchilarning malakasini oshirish tizimini takomillashtirish, zamonaviy o‘quv-uslubiy materiallar bilan ta’minlash, ta’lim muassasalarining moddiy-texnik bazasini mustahkamlash hamda ilg‘or xorijiy tajribalarni milliy ta’lim tizimiga moslashtirish muhim ahamiyatga ega.

Kelgusida rus tilini o‘qitish samaradorligini oshirish uchun quyidagi ustuvor yo‘nalishlarga e’tibor qaratish maqsadga muvofiq:

- raqamli ta’lim muhitini yanada rivojlantirish;
- innovatsion pedagogik texnologiyalarni keng joriy etish;
- talabaga yo‘naltirilgan ta’limni takomillashtirish;
- xalqaro hamkorlikni kuchaytirish;
- o‘qituvchilarning uzluksiz kasbiy rivojlanishini ta’minlash.

Xulosa o‘rnida aytish mumkinki, rus tilini o‘qitishda innovatsion yondashuvlarni joriy etish va kadrlar tayyorlash sifatini oshirish o‘zaro uzviy bog‘liq jarayonlar bo‘lib, ular ta’lim tizimining samaradorligini belgilovchi asosiy omillardan hisoblanadi. Mazkur yo‘nalishlarda olib borilayotgan izchil islohotlar kelajakda raqobatbardosh, yuqori malakali mutaxassislarni tayyorlashga xizmat qiladi.

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BOSHQARUV PSIXOLOGIYASIGA OID TERMINOLOGIYA VA TARJIMA MUAMMOLARI

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Annotatsiya: Mazkur maqolada boshqaruv psixologiyasiga oid terminologiya va uning tarjima jarayonida yuzaga keladigan muammolar keng tahlil qilinadi. Terminlarning turli tillarda ifodalanishi, ularning semantik xususiyatlari hamda tarjima jarayonida yuzaga keladigan noaniqliklar chuqur o‘rganiladi. Shuningdek, boshqaruv psixologiyasida qo‘llaniladigan asosiy terminlarning to‘g‘ri tarjima qilinishi tashkilot samaradorligiga ta’siri yoritiladi. Tadqiqotda liderlik, motivatsiya, kommunikatsiya kabi tushunchalarning tarjima muammolari alohida ko‘ri

Kalit so‘zlar: terminologiya, tarjima muammolari, boshqaruv psixologiyasi, kommunikatsiya, liderlik, motivatsiya, semantik aniqlik

Аннотация: В статье подробно анализируются терминология психологии управления и проблемы перевода. Рассматриваются различия в значениях терминов на разных языках и трудности, возникающие при их переводе. Особое внимание уделяется влиянию корректного перевода терминов на эффективность управления.

Ключевые слова: терминология, проблемы перевода, психология управления, лидерство, коммуникация

Annotation: This article analyzes terminology in management psychology and translation problems in detail. It examines differences in meaning across languages and challenges in translating key management terms. Special attention is given to the impact of accurate translation effectiveness.

Keywords: terminology, translation problems, management psychology, leadership, communication

Zamonaviy global iqtisodiyot va raqamli texnologiyalar rivojlanib borayotgan hozirgi davrda boshqaruv psixologiyasi va unga oid terminologiya xalqaro miqyosda keng qo‘llanilmoqda. Tashkilotlar, korxonalar va turli xalqaro kompaniyalar o‘rtasida ko‘p tilli muloqot kengayib borayotgani sababli ilmiy va professional terminlarning to‘g‘ri tarjima qilinishi muhim ahamiyat kasb etadi. Ayniqsa, boshqaruv psixologiyasiga oid terminlar inson omili, qaror qabul qilish, motivatsiya va liderlik kabi murakkab jarayonlarni ifodalaydi. Shu sababli ularni noto‘g‘ri tarjima qilish nafaqat til xatosi, balki boshqaruv xatolariga ham olib kelishi mumkin [1;67].

Bugungi kunda asosiy muammolardan biri terminlarning turli tillarda bir xil ma’noda ifodalanmasligidir. Masalan, ingliz tilidagi “leadership” tushunchasi ko‘pincha oddiy “rahbarlik” deb tarjima qilinadi, ammo uning mazmuni bundan ancha keng bo‘lib, jamoaga ta’sir ko‘rsatish, ilhomlantirish va strategik yo‘naltirishni ham o‘z ichiga oladi. Shu kabi “motivation”, “communication”, “decision-making” kabi terminlar ham so‘zma-so‘z tarjima qilinganda o‘zining ilmiy va psixologik mohiyatini qisman yo‘qotadi [5;34].

Tarjima jarayonida faqat tilni bilish yetarli emas, balki sohaning o‘ziga xos xususiyatlarini chuqur anglash talab etiladi. Tarjima — bu nafaqat so‘zlarni almashtirish, balki ma’noni to‘g‘ri yetkazish jarayonidir. Shu bois tarjimon boshqaruv psixologiyasi terminlarini tushunishi, ularning kontekstual ma’nosini to‘g‘ri talqin qilishi lozim. Aks holda noto‘g‘ri tarjima qilingan terminlar tashkilot ichida noto‘g‘ri qarorlar qabul qilinishiga sabab bo‘lishi mumkin [5;56].

Boshqaruv psixologiyasi inson xulq-atvori, hissiyotlari va jamoaviy munosabatlarni o‘rganadi. Bu esa terminlarning faqat lingvistik emas, balki psixologik va ijtimoiy ahamiyatga ega ekanligini ko‘rsatadi. Har bir termin o‘zida ma’lum bir konseptual mazmunni mujassam etadi va uni noto‘g‘ri tarjima qilish ushbu mazmunning buzilishiga olib keladi. Natijada tashkilot ichidagi kommunikatsiya sifati pasayadi va xodimlar o‘rtasida tushunmovchiliklar yuzaga keladi [2;78].

Masalan, “feedback” termini ko‘pincha “javob” deb tarjima qilinadi, ammo uning asl mazmuni bundan ancha keng bo‘lib, xodim faoliyatini baholash, rivojlantirish va teskari aloqa berish jarayonini anglatadi. Bu termin noto‘g‘ri tarjima qilinganda boshqaruv tizimida muhim funksiyalar yo‘qolib ketadi va xodimlar rivojlanishi sekinlashadi [4;63].

Raqamli transformatsiya jarayonida terminologiyaning roli yanada ortib bormoqda. Masofaviy ish tizimlari, virtual jamoalar va onlayn kommunikatsiya vositalari kengaygani sari terminlarning aniq va bir xil tushunilishi muhimlashmoqda. Chunki virtual muhitda noto‘g‘ri tarjima qilingan birgina termin butun jamoa faoliyatiga salbiy ta’sir ko‘rsatishi mumkin [1;92].

Tadqiqot jarayonida monografik tahlil, analitik va taqqoslash usullari qo‘llanildi. Turli tillardagi terminlar o‘zaro solishtirilib, ularning ma’no farqlari o‘rganildi. Statistik tahlil orqali tarjima xatolarining tashkilot faoliyatiga ta’siri aniqlashtirildi. So‘rovnoma va kuzatish usullari yordamida esa amaliy muammolar o‘rganilib, real tajribaga asoslangan xulosalar chiqarildi [6;41].

Tahlillar shuni ko‘rsatdiki, boshqaruv psixologiyasiga oid terminlarni noto‘g‘ri tarjima qilish qator jiddiy muammolarni keltirib chiqaradi. Eng avvalo, bu noto‘g‘ri qaror qabul qilishga olib keladi, chunki terminlarning asl mazmuni to‘liq anglanmaydi. Shuningdek, kommunikatsiya jarayonida uzilishlar yuzaga keladi, xodimlar o‘rtasida tushunmovchiliklar paydo bo‘ladi va jamoaviy ish samaradorligi pasayadi. Bunday holatlarda vazifalar noto‘g‘ri talqin qilinadi, topshiriqlar kechikadi va umumiy ish jarayonida muvofiqlashtirish qiyinlashadi. Ayniqsa, xalqaro tashkilotlarda bu muammo yanada keskinroq namoyon bo‘lib, turli til va madaniyat vakillari o‘rtasida noto‘g‘ri tushunishlar soni ortadi. Natijada tashkilot ichidagi boshqaruv tizimi izdan chiqishi va strategik maqsadlarga erishish qiyinlashishi mumkin. Aksincha, terminlarning to‘g‘ri va aniq tarjima qilinishi boshqaruv jarayonlarini soddalashtiradi, axborot almashinuvini tezlashtiradi va xodimlar o‘rtasida o‘zaro tushunishni mustahkamlaydi. Bu esa umumiy ish samaradorligini oshirib, jamoada sog‘lom psixologik muhitni shakllantirishga xizmat qiladi [2;101].

Xulosa qilib aytganda, boshqaruv psixologiyasiga oid terminologiyani to‘g‘ri tarjima qilish zamonaviy tashkilotlar faoliyatida muhim strategik ahamiyatga ega. Tarjima jarayonida faqat so‘zma-so‘z yondashuvdan foydalanish yetarli emas, balki ma’noga asoslangan, kontekstni hisobga olgan yondashuvni qo‘llash zarur. Terminologiyani standartlashtirish, tarjimonlarning nafaqat lingvistik, balki sohaviy bilimlarini ham oshirish, maxsus ilmiy lug‘atlar va metodik qo‘llanmalar yaratish orqali ushbu muammolarni sezilarli darajada kamaytirish mumkin. Bundan tashqari, tashkilotlarda yagona terminologik siyosatni joriy etish va xodimlar uchun muntazam treninglar tashkil etish ham muhim ahamiyat kasb etadi. Bu chora-tadbirlar natijasida boshqaruv sifati oshadi, qaror qabul qilish jarayoni takomillashadi va tashkilotning uzoq muddatli barqaror rivojlanishi ta’minlanadi [3;120].

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THE ROLE OF CAMPUS FACILITIES IN SUPPORTING STUDENT LEARNING

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ABSTRACT: This study looks into the relation between university facilities and student academic success focusing on Kimyo International University in Tashkent (Samarkand branch). The main intention of this research is to find out how modern classrooms, information technology resources, libraries, and specialized laboratories affects students motivation and learning outcomes. Quantitative research was used with 48 participants surveyed with a formal questioner. This

analysis proved that an adequate quality in campus facilities strongly effects academic performance of the students, where especially technologically equipped classrooms and specialized areas for study are a must for brain development and improvement of practical and cognitive skills. Strategic suggestions were presented on behalf of university administration to make the campus modern as the core element for student success.

Keywords: University infrastructure, academic achievement, technological integration, learning environment, motivation, laboratory facilities.

Introduction The relationship between physical campus infrastructure and student success is not a new area of inquiry within higher education. For a time, many scholars in this area believed that physical aspects of a university were of less importance than pedagogical quality however, new evidence indicates that the physical learning environment is of the highest importance. Institutions of higher education today are no longer considered simply places to listen to lectures but have evolved into learning environments where the quality of facilities which include not only classroom technology but also hosteling and library facilities, have had a positive and direct impact on students.

More recent literature on university facilities indicates that specific categories of facilities are the strongest predictors of student success. Though both Rosmaizura Mohd Zain (2016) and Zurainan et al. (2020) suggest that libraries, hosteling, and modern classrooms be seen as key factors in student achievement others like Nabi et al. (2019) argue that these factors are not as strong as environmental factors, such as family background. Additionally, design which is senses-focused, including consideration of lighting and ergonomics, and results are beginning to shape the assessment of campus environments (Owoseni et al., 2020).

Though much of the literature is worldwide, many researchers need to investigate how these phenomena are experienced in varying local contexts, such as the quickly changing field of higher education in Uzbekistan. This study will employ a quantitative research approach in order to assess the effect of campus facilities on the academic performance of students at Kimyo International University in Tashkent. Through the administration of structured surveys to a total of 48 student participants the effect of campus facilities in terms of technology equipment, study space, and specialized laboratory on student motivation and skill development will be explored. Ultimately, this research intends to find out if proactive management of physical campus infrastructure results in student success.

Literature Review. The relationship between campus facilities and academic performance has been extensively studied, with conflicting ideas regarding its importance. Some research suggests that physical environment is secondary to teacher quality, yet most recent findings indicate that it has an integral role in students' outcomes. This review explores various papers looking at how different types of campus facilities ranging from libraries and hostels to the physical sensory characteristics of classrooms affect students' overall academic achievements and learning process.

Certain categories of infrastructure had greater influence over success than others. A questionnaire based study carried out by Rosmaizura Mohd Zain (2016) among 364 students revealed that the variables: library, hostels and transport services are highly related to students academic achievement, concluding that such infrastructure elements must be prioritised if students are to perform well. This was reflected in Zurainan, Nazir, & Sabri (2020) questionnaire based research where three of four facility areas, namely classroom, library and hostels, had a significant relationship on students achievement, which indicate that effective management of these elements is essential in the learning process.

However, physical facilities may not have the highest influence on students' performance. Nabi, Farroq, & Nazir (2019) performed tests involving students and school administrations which concludes that school facilities are not a principal factor when influenced by another variable. Family background and private coaching are said to have greater influence on students academic achievements and these have indicated that in order to create an optimal environment for students to learn, just the upgrading of physical facilities are not enough but with a combination of support from family as well.

Expanding into physical sensory elements of the learning environment, Owoseni, Ibem, & Opoko (2020) carried out a survey where 11 factors were identified to have a significant influence where out of these 11 factors, the students reported 53.6% influence by the physical environment, emphasizing the importance of a remodelling effort beyond mere structural form but to physical sensory elements to enhance student outcomes

In conclusion, campus facilities play an integral role in students' academic achievements with varying influences on the students, from libraries and hostels to classroom sensory characteristics while all indicate a high relation, it is observed that this influence cannot exist alone, but with additional factors like family support and appropriate physical sensory elements being present. Therefore, educational institutions must continue to refine and adapt campus facilities with proper management to maximize learning and student success.

Methodology. This research was designed using a quantitative research approach. The goal of this study was to explore the influence of university campus facilities on academic performance among university students. Specifically, it aimed to examine the ways in which the physical and technological settings affect students' learning and motivation process.

The subjects of this study consisted of students studying at Kimyo International University in Tashkent (Samarkand branch). Fifty students participated in this research and these individuals are classmates or peers at the university. These particular subjects were chosen through a convenience sample and represent a various group of students who benefit from the facilities at the university.

The instrument for this research was a questionnaire delivered through the messaging service, Telegram. Students were questioned on the four categories of university campus facilities: Technological Equipment (Do the modern classrooms equipment aid to comprehend difficult subject matter?), Overall Satisfaction (Is student motivation affected by the condition of campus facilities?), Study Environments (Do university library and designated study rooms help students in preparing for examinations?), and Specialized Facilities (Do labs and practice rooms increase students' grade and ability to master skills?).

A survey was prepared and the link was posted on student groups on Telegram. Students were briefed about the study and assured confidentiality. Over the next period of time, 50 responses were completed. Student responses were rated on a Likert scale ranging from "To a great extent" to "Not at all."

The qualitative data was treated as quantitative and analyzed using descriptive statistics. It was then interpreted to find out if a relationship existed between the availability of facilities (such as library or labs) and the success of students in academics.

RESULTS. The main aim of this study was to measure the extent to which campus facilities affects the academic performance of university students. In the selection of the 50 initial participants from University A, a total of 48 complete questionnaires were collected over the specified collection time. The response rate supports the validity of the quantitative research through the Likert format.

The descriptive statistics identified a number of observations concerning students' perceptions of the physical and technological environment.

Technology Infrastructure Students recognized the significant part of up to date classroom technology to facilitate comprehension of various topics. These results suggest that the better the classroom technology, the higher the student's motivation.

Library & study zones The large number of participants felt that the study zones and the university library were crucial in students' preparation for class.

Laboratories & Practical Learning Students also emphasized on the effects of subject-specific labs and the results revealed that access to the facilities directly translates into higher skills and grades.

The observations obtained through the descriptive statistics confirm the relation between good facilities and academic success. These suggest that

the physical environment has direct effect on learning, providing a learning environment for focus and study.

The technological environment has a direct effect on motivation of students.

The quantitative data collected strongly suggests that campus facilities are not only the surrounding of students' learning but a necessary resource contributing to students' success. There appears to be a significant positive correlation between a student's use of campus facilities and their motivation towards an excellent academic performance. All the respondents' data were anonymous.

Conclusion. Based on this in-depth examination of how university infrastructure has been found to affect student achievement at Kimyo International University in Tashkent (Samarkand branch), the following concrete conclusions can be reached: This research has been able to prove that the material and technological resources on campus serve not just as an environment for learning, but are a key factor that determines student success.

Modern classroom technology is, as shown in this study, directly linked to student motivation; use of up-to-date, high-quality multimedia instruments as well as the effective application of various platforms (such as the resources shared on Telegram) not only make it much easier to understand even the most complicated subjects, but have also streamlined the skill-building process, thus increasing student productivity.

The importance of purpose-built spaces: Dedicated areas on campus such as a well-equipped library, or quiet, modern study rooms are essential for proper cognitive development; they help the students gain and retain the knowledge and information necessary for individual learning.

Hands-on skill acquisition: Well-equipped, up-to-date labs were identified as crucial for bridging the gap between theory and practical application, as is evident from the student's performance in terms of their grades, and readiness for work.

Students' general well-being: This study was able to confirm that the different aspects of the environment of the university - from lighting, the arrangement and design of furniture, and general comfort, impact is far greater than first realized, and that students are not fatigued when they feel satisfied with the quality of the physical space around them.

In conclusion, despite other determining factors such as family background playing a part, thoughtful planning of and continued development of university infrastructure remain a cornerstone; an institution must continually update and improve its campus resources if it is to achieve the level of student motivation and academic excellence it is aiming for through the use of modern classrooms, adaptable spaces, and an ideal lab environment.

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USING CASE STUDIES IN TEACHING ECONOMIC ENGLISH

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Abstract: The teaching of English for economics students requires effective methodologies that integrate language learning with professional content. One of the most practical and student-centered methods is the use of case studies. This article explores the role of case studies in teaching Economic English, emphasizing their contribution to the development of communicative competence, critical thinking, and professional skills. Case studies provide real-world contexts that allow students to apply economic concepts while practicing English in meaningful situations. The paper discusses theoretical foundations, classroom implementation strategies, benefits, and challenges of using case studies. It concludes that this method significantly enhances students' ability to use English in academic and professional economic environments.

Keywords: Case studies, Economic English, English for Specific Purposes (ESP), communicative competence, problem-solving, interactive learning, economics education

In the modern globalized world, English has become the dominant language of international economics, business, and finance. For students specializing in economics, proficiency in English is essential not only for academic success but also for future professional activities. However, traditional methods of teaching English often fail to prepare students for real-life communication in economic contexts. These methods usually focus on grammar rules, vocabulary memorization, and translation exercises, which do not adequately develop communicative competence.

As a result, educators are increasingly adopting innovative and interactive teaching methods. One such method is the use of case studies, which has proven to be highly effective in both business and language education. Case studies present real or simulated economic situations that require analysis, discussion, and decision-making. When used in teaching Economic English, they provide students with opportunities to apply language skills in meaningful and practical contexts.

The case study method originated in business and legal education and has since been widely adopted in various fields, including language teaching. It is based on experiential learning theory, which emphasizes learning through experience and reflection. According to this approach, students learn more effectively when they are actively involved in solving real-world problems rather than passively receiving information.

In the context of English for Specific Purposes (ESP), the case study method aligns well with the goal of preparing students for professional communication. It allows learners to engage with authentic content, develop analytical skills, and use language as a tool for problem-solving. Researchers have argued that integrating subject matter with language instruction leads to deeper learning and better retention of both content and language [1].

The use of case studies in teaching Economic English involves presenting students with real or hypothetical economic scenarios that require analysis and discussion. These scenarios may include topics such as market competition, financial crises, investment decisions, or business strategies. Students are typically asked to read the case, identify key issues, discuss possible solutions, and present their conclusions in English.

This method encourages students to use economic terminology in context and to communicate their ideas clearly and logically. It also promotes collaboration, as students often work in groups to analyze cases and develop solutions. Through this process, they not only improve their language skills but also gain a deeper understanding of economic concepts.

In addition, case studies help bridge the gap between theory and practice. Instead of learning abstract concepts in isolation, students see how these concepts are applied in real-life situations. This makes learning more relevant and engaging, which in turn increases motivation and participation.

One of the main advantages of using case studies is their ability to develop multiple skills simultaneously. From a linguistic perspective, students improve their speaking, listening, reading,

and writing skills. They engage in discussions, listen to others' opinions, read case materials, and write reports or summaries.

At the same time, case studies enhance important professional skills such as critical thinking, decision-making, and problem-solving. Students learn how to analyze complex information, evaluate different perspectives, and justify their decisions. These skills are essential for success in the field of economics.

Furthermore, case studies promote the development of communicative competence. Students learn how to express their ideas clearly, use appropriate language in different contexts, and interact effectively with others. They also become more confident in using English, which is crucial for their future careers.

Effective implementation of case studies requires careful planning and organization. Teachers should select cases that are relevant to students' level and field of study. The complexity of the case should be appropriate, providing enough challenge without causing frustration.

Before presenting the case, teachers may introduce key vocabulary and concepts to ensure that students can understand the material. During the activity, students can be divided into small groups to discuss the case and develop solutions. The teacher acts as a facilitator, guiding the discussion and providing support when needed.

After the discussion, students may be asked to present their findings, either orally or in written form. This stage is important for reinforcing language use and providing feedback. Reflection activities can also be included to help students evaluate their performance and learning outcomes.

Despite their many benefits, the use of case studies in teaching Economic English also presents certain challenges. One of the main difficulties is the time required to prepare and conduct case study activities. Teachers need to find suitable materials and design tasks that align with learning objectives.

Another challenge is the varying language proficiency of students. Some learners may struggle to participate actively in discussions, especially if they lack confidence or sufficient vocabulary. In addition, large class sizes can make it difficult to manage group work and ensure equal participation.

To address these challenges, teachers can adapt case studies to suit their classroom conditions. Simplifying the language of cases, providing vocabulary support, and using structured tasks can help lower-level students participate more effectively. The use of technology, such as online discussion forums and multimedia resources, can also enhance the learning experience.

In conclusion, the use of case studies is a highly effective method for teaching Economic English. It integrates language learning with professional content, promotes active participation, and develops both linguistic and analytical skills. By engaging students in real-world problem-solving, case studies prepare them for the demands of their future careers in economics.

Although there are some challenges in implementation, these can be overcome with careful planning and appropriate teaching strategies. Overall, the case study method represents a valuable approach in modern ESP teaching and should be widely adopted in economics education.

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CHALLENGES OF UTILIZING FOREIGN EXPERIENCE AND INNOVATIVE TECHNOLOGIES IN ENHANCING THE QUALITY OF FOREIGN LANGUAGE TEACHING

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ANNOTATION: This article examines the pressing issues of improving the quality of teaching staff in foreign language education through the integration of innovative pedagogical technologies. The study analyzes modern approaches to teacher professional development, the application of digital tools, communicative and interactive methods, and blended learning models in foreign language instruction. The article identifies key challenges facing educators today and proposes evidence-based strategies and prospective directions for enhancing teaching effectiveness. Special attention is given to the role of continuous professional development, technology-assisted language learning (TALL), and competency-based frameworks in shaping a new generation of qualified foreign language teachers.

Keywords: foreign language teaching, innovative pedagogical technologies, teacher quality, professional development, communicative approach, blended learning, digital tools, competency-based education, interactive methods, technology-assisted language learning.

INTRODUCTION: In the context of globalization and rapid technological advancement, the demand for highly qualified foreign language teachers has grown significantly. The ability to communicate in foreign languages — particularly English — has become a fundamental competency in academic, professional, and social life. However, the effectiveness of foreign language education depends not only on the curriculum or learning materials but, most critically, on the quality of the teaching personnel delivering instruction. Across many educational systems, a persistent gap exists between the theoretical preparation of language teachers and the practical demands of modern classrooms. Traditional lecture-based methodologies are increasingly inadequate in meeting the needs of digitally-literate learners who expect dynamic, interactive, and personalized learning experiences.

1. THE CONCEPT OF TEACHER QUALITY IN FOREIGN LANGUAGE EDUCATION

Teacher quality is a multi-dimensional concept that encompasses subject matter knowledge, pedagogical competence, communicative proficiency, emotional intelligence, and adaptability to diverse learning contexts. According to Darling-Hammond (2006), teacher effectiveness is the single most important school-based factor influencing student achievement.

In the domain of foreign language teaching, quality is further defined by:

1. **Linguistic competence** — the teacher's own mastery of the target language at an advanced or native-equivalent level.
2. **Methodological competence** — knowledge and skilled application of language teaching methods and approaches.
3. **Intercultural competence** — the ability to teach language within its cultural context, fostering cross-cultural awareness in learners.
4. **Technological competence** — proficiency in using digital tools and platforms to enhance instruction.
5. **Reflective practice** — the habit of self-evaluation and continuous improvement.

Raising teacher quality, therefore, requires a systemic approach that addresses each of these dimensions through pre-service education, in-service training, and ongoing professional development.

2. INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING

2.1. Communicative Language Teaching (CLT)

Communicative Language Teaching remains one of the most influential modern methodologies. CLT prioritizes meaningful interaction as both the means and the goal of language learning. Rather than focusing on grammar rules in isolation, CLT encourages learners to use the language in authentic communicative situations. Teachers trained in CLT act as facilitators, designing tasks that require real information exchange, negotiation of meaning, and collaborative problem-solving.

2.2. Technology-Assisted Language Learning (TALL)

The integration of technology into language classrooms has transformed the possibilities of foreign language instruction. Key technological innovations include:

1. **Learning Management Systems (LMS)** such as Moodle, Canvas, and Google Classroom, which allow teachers to organize course materials, assignments, and feedback in structured digital environments.
2. **AI-powered language platforms** such as Duolingo, Babbel, and Rosetta Stone, which provide adaptive, personalized learning paths for students.
3. **Video conferencing tools** (Zoom, Microsoft Teams) enabling real-time communication with native speakers worldwide.
4. **Corpus-based tools** that allow learners to explore authentic language use in vast collections of real texts.
5. **Automatic Speech Recognition (ASR)** technology, which provides immediate pronunciation feedback.

These technologies do not replace teachers; rather, they require teachers to develop new competencies to deploy them effectively and critically.

2.3. Blended Learning

Blended learning combines face-to-face classroom instruction with online learning activities. This hybrid model offers flexibility, allowing students to review material at their own pace while benefiting from the social and interactive dimensions of in-person teaching. Research has consistently shown that well-designed blended learning programs improve language learning outcomes compared to purely traditional instruction (Graham, 2006).

2.4. Project-Based Learning (PBL)

Project-Based Learning engages students in extended, real-world projects that require the use of the foreign language for a meaningful purpose. Students might produce a short documentary, conduct interviews, write articles, or develop presentations — all in the target language. PBL develops not only language skills but also critical thinking, teamwork, and creativity, preparing learners for real-life language use.

2.5. Gamification

Gamification involves applying game design elements — points, badges, leaderboards, challenges — to educational contexts. In foreign language teaching, gamification increases student motivation, reduces language anxiety, and encourages sustained practice. Platforms such as Kahoot!, Quizlet, and Classcraft have made gamified language learning accessible and effective.

2.6. Flipped Classroom

In a flipped classroom model, students engage with instructional content (videos, readings, podcasts) at home before class, freeing up classroom time for interactive practice, discussion, and collaborative activities. For language learning, this approach maximizes the time spent on communicative practice with peers and the teacher.

3. KEY CHALLENGES IN IMPROVING PERSONNEL QUALITY

Despite the availability of innovative pedagogical tools, several challenges persist in the effort to improve the quality of foreign language teaching staff:

Inadequate pre-service preparation. Many teacher education programs still rely heavily on outdated methodologies and fail to adequately prepare graduates for technology-rich, communicative classrooms.

Limited access to professional development. In-service teachers, especially in rural or under-resourced areas, often lack access to high-quality training, workshops, or peer-learning communities.

Resistance to change. Some experienced teachers resist adopting new technologies and methods, either due to unfamiliarity, lack of confidence, or institutional inertia.

Digital divide. Unequal access to technology among both teachers and students creates disparities in the quality of instruction delivered.

Inadequate assessment of teacher competence. Existing evaluation frameworks often fail to capture the full range of competencies required of a modern foreign language teacher.

4. PROMISING DIRECTIONS FOR THE FUTURE

4.1. Competency-Based Teacher Education

Future teacher education programs should be organized around clearly defined competency frameworks — such as the Common European Framework of Reference for Languages (CEFR) — that specify what teachers must know and be able to do across linguistic, methodological, intercultural, and digital dimensions.

4.2. Continuous Professional Development (CPD)

Lifelong learning must become a cornerstone of teaching careers. This includes access to short courses, online certifications, peer observation programs, mentoring, and participation in professional communities of practice. Platforms such as Coursera, edX, and the British Council's TeachingEnglish resources offer rich opportunities for self-directed professional growth.

4.3. International Collaboration and Exchange

Teacher exchange programs, international conferences, and collaborative research projects enable educators to share best practices across national boundaries. Exposure to diverse pedagogical traditions enriches teachers' methodological repertoire and broadens their cultural perspectives.

4.4. Integration of Artificial Intelligence

AI tools — including intelligent tutoring systems, AI writing assistants, and automated assessment platforms — are poised to play an increasingly important role in language education. Teacher preparation programs must equip educators to work alongside these technologies, using them to augment rather than replace human instruction.

4.5. Reflective Teaching Practice

Institutionalizing reflective practice — through teaching portfolios, peer feedback, lesson study, and action research — fosters a culture of continuous self-improvement. Reflective teachers are better equipped to identify their own gaps, experiment with new approaches, and adapt their practice to the evolving needs of their learners.

4.6. National Policy and Institutional Support

Ultimately, systemic improvement in teacher quality requires strong policy frameworks, institutional commitment, and adequate resource allocation. Governments and educational institutions must invest in teacher salaries, professional development infrastructure, and research into language pedagogy.

Conclusion

Improving the quality of personnel in foreign language teaching is not a single intervention but a sustained, multi-layered effort involving teacher education reform, innovative pedagogical practice, technological integration, and supportive policy frameworks. Innovative pedagogical technologies — from communicative approaches and blended learning to AI-powered platforms and gamification — offer powerful tools for transforming language classrooms. However, these tools are only as effective as the teachers who wield them. By investing in the continuous professional development, digital literacy, and reflective capacity of language educators,

educational systems can ensure that foreign language teaching meets the demands of a rapidly changing world.

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LEARNING ENGLISH THROUGH MOVIES AND MUSIC

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Abstract: This article explores the effectiveness of learning English through movies and music. Audio-visual materials provide learners with authentic language input, improve listening comprehension, expand vocabulary, and develop pronunciation skills. Movies help students understand real-life communication, cultural expressions, and conversational English, while songs increase motivation and make language learning more enjoyable. The article also discusses practical classroom activities and strategies for integrating films and music into English language teaching. Using entertainment-based resources can create a more interactive and student-centered learning environment.

Key words: English learning, movies, music, listening skills, vocabulary, pronunciation, motivation, communicative approach.

Annotatsiya: Ushbu maqolada ingliz tilini filmlar va musiqa orqali o‘rganishning samaradorligi yoritiladi. Audio-vizual materiallar o‘quvchilarga tabiiy til muhitini yaratib beradi, tinglab tushunish ko‘nikmalarini rivojlantiradi, lug‘at boyligini oshiradi hamda talaffuzni yaxshilaydi. Filmlar orqali talabalar kundalik suhbatlar, madaniy ifodalar va haqiqiy ingliz tilidagi muloqotni tushunishni o‘rganadilar. Qo‘shiqlar esa motivatsiyani oshirib, til o‘rganish jarayonini qiziqarli qiladi. Maqolada filmlar va musiqani ingliz tili darslariga integratsiya qilish usullari ham muhokama qilinadi. Ko‘ngilochar materiallardan foydalanish interaktiv va talaba markazidagi ta’lim muhitini yaratishga yordam beradi.

Kalit so‘zlar: ingliz tilini o‘rganish, filmlar, musiqa, tinglab tushunish, lug‘at boyligi, talaffuz, motivatsiya, kommunikativ yondashuv.

Аннотация: данной статье рассматривается эффективность изучения английского языка с помощью фильмов и музыки. Аудиовизуальные материалы обеспечивают учащимся аутентичную языковую среду, улучшают навыки аудирования, расширяют словарный запас

и развивают произношение. Фильмы помогают понимать реальное общение, культурные выражения и разговорный английский язык, а музыка повышает мотивацию и делает процесс обучения более интересным. В статье также обсуждаются практические методы использования фильмов и музыки на уроках английского языка. Использование развлекательных материалов способствует созданию интерактивной и ориентированной на студентов образовательной среды.

Ключевые слова: изучение английского языка, фильмы, музыка, аудирование, словарный запас, произношение, мотивация, коммуникативный подход.

Learning English has become increasingly important in today's globalized world. Traditional teaching methods are useful, but modern students often need more engaging and interactive approaches to language acquisition. Movies and music are among the most effective tools for improving English language skills because they combine entertainment with education [2].

Films expose learners to natural conversations, slang expressions, pronunciation patterns, and cultural contexts. Unlike textbook dialogues, movie conversations reflect real-life communication. Students can hear different accents, observe body language, and understand how language is used in various social situations. Watching movies with subtitles can significantly improve listening comprehension and reading skills simultaneously [5].

Music also plays a major role in language learning. Songs contain repeated words and phrases that help learners memorize vocabulary and grammar structures more easily. Rhythm and melody improve pronunciation and intonation. Furthermore, listening to English songs creates emotional engagement, which increases students' motivation and confidence.

Teachers can integrate movies and music into classroom activities in many ways. For example, students may complete listening tasks, discuss movie scenes, analyze song lyrics, or practice speaking through role-play activities. Such methods encourage active participation and improve communicative competence.

Another advantage of using movies and music is cultural learning. Language and culture are closely connected, and audio-visual materials help learners understand traditions, humor, lifestyles, and social behavior in English-speaking countries. This cultural awareness makes communication more meaningful and effective.

However, teachers should carefully select appropriate materials according to students' language levels and interests. Overly difficult films or songs may discourage learners. Therefore, educational objectives and learners' needs must be considered during lesson planning [7].

In conclusion, learning English through movies and music is an innovative and motivating approach that improves listening, speaking, pronunciation, vocabulary, and cultural understanding. By combining entertainment with education, teachers can create enjoyable and productive learning experiences for students. One of the greatest advantages of using movies and music in language learning is the development of communicative skills. Students become more confident in speaking because they hear authentic pronunciation and everyday expressions. Repetition of phrases in songs and movie dialogues helps learners remember new vocabulary naturally.

In addition, movies and songs improve students' critical thinking and creativity. Learners can analyze characters, discuss storylines, express opinions, and interpret song meanings [1]. These activities make lessons more interactive and student-centered. As a result, students participate more actively in classroom discussions.

Technology also supports this method of learning. Today, learners can access English movies, TV shows, podcasts, and songs through online platforms such as Netflix, YouTube, and Spotify. Mobile applications and streaming services allow students to practice English anytime and anywhere. This flexibility increases independent learning habits and continuous language exposure.

Moreover, using entertainment resources reduces stress and anxiety in language learning [8]. Many students feel nervous when studying grammar through traditional methods, but movies and music create a relaxed atmosphere. Enjoyable learning experiences help students stay motivated and maintain long-term interest in English.

Researchers and language educators emphasize that combining visual, auditory, and emotional elements strengthens memory retention. Therefore, movies and music are not only entertaining tools but also powerful educational resources for improving overall English proficiency.

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II SHO‘BA. GLOBAL TA’LIMDA MADANIYATLARARO KOMMUNIKATSIYA VA INTEGRATSIYA TIZIMINI YANA-DA TAKOMILLASHTIRISH YO‘LLARINI OSHIRISH

GLOBAL TA’LIM MUHITIDA MADANIYATLARARO KOMMUNIKATSIYA VA INTEGRATSIYANI RIVOJLANTIRISH ISTIQBOLLARI

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Annotatsiya: Ushbu maqolada global ta’lim muhitida madaniyatlararo kommunikatsiya va integratsiya jarayonlarini rivojlantirish masalalari yoritilgan. Zamonaviy ta’lim tizimlarining globallashuvi sharoitida xalqaro hamkorlik, raqamli texnologiyalar va akademik mobillikning ahamiyati tahlil qilingan. Ya’ni, madaniyatlararo kompetensiyalarni shakllantirishning istiqbolli yo‘nalishlari asoslab berilgan.

Kalit so‘zlar: global ta’lim, madaniyatlararo kommunikatsiya, integratsiya, xalqaro hamkorlik, raqamli ta’lim, akademik mobillik, kompetensiya, globallashuv.

Abstract: This article explores the issues of developing intercultural communication and integration processes in the global education environment. The importance of international cooperation, digital technologies, and academic mobility in the context of globalization of modern education systems is analyzed. It also substantiates promising directions for the formation of intercultural competencies.

Keywords: global education, intercultural communication, integration, international cooperation, digital education, academic mobility, competence, globalization.

Аннотация: В данной статье рассматриваются вопросы развития межкультурной коммуникации и процессов интеграции в глобальной образовательной среде. Анализируется значение международного сотрудничества, цифровых технологий и академической мобильности в условиях глобализации современных образовательных систем. Также обосновываются перспективные направления формирования межкультурных компетенций.

Ключевые слова: глобальное образование, межкультурная коммуникация, интеграция, международное сотрудничество, цифровое образование, академическая мобильность, компетенция, глобализация.

Bugungi globallashuv jarayoni ta’lim tizimlarining o‘zaro integratsiyalashuvini tezlashtirib, madaniyatlararo kommunikatsiyani ta’lim jarayonining muhim komponentiga aylantirmoqda [1] [2]. Turli mamlakatlar ta’lim muassasalari o‘rtasidagi hamkorlikning kengayishi, o‘quv dasturlarining uyg‘unlashuvi hamda raqamli platformalarning rivojlanishi global ta’lim muhitining shakllanishiga asos bo‘lmoqda [2] [5]. Shu nuqtayi nazardan, madaniyatlararo kommunikatsiya nafaqat til bilish ko‘nikmalarini, balki turli madaniyat vakillari bilan samarali muloqot qilish, ularning qadriyatlarini tushunish va hurmat qilish kompetensiyalarini ham o‘z ichiga oladi [3] [4].

Madaniyatlararo kommunikatsiyaning ta’limdagi o‘rni shundaki, madaniyatlararo kommunikatsiya global ta’lim jarayonida talabalar va pedagoglar o‘rtasida o‘zaro tushunishni ta’minlovchi asosiy omillardan biridir [3] [4]. Bu jarayon turli madaniy kontekstlarda fikr almashish, muammolarni birgalikda hal qilish va global fikrlashni rivojlantirishga xizmat qiladi. Zamonaviy ta’lim muhitida talabalar faqat bilim olish bilan cheklanib qolmay, balki xalqaro jamoalarda ishlash, global loyihalarda ishtirok etish va turli madaniyat vakillari bilan hamkorlik qilish ko‘nikmalarini ham egallamoqdalar.

Global integratsiya jarayonlari - Ta’lim tizimlarining integratsiyasi xalqaro standartlarning joriy etilishi, kredit-modul tizimining keng qo‘llanilishi va akademik mobillik dasturlarining rivojlanishi orqali amalga oshmoqda [5] [2]. Bu jarayonlar ta’lim sifatini oshirish bilan birga, madaniyatlararo tajriba almashuvini ham kuchaytiradi. Masofaviy ta’lim platformalari va raqamli

texnologiyalar esa turli mamlakatlardagi ta’lim oluvchilarni bir virtual muhitda birlashtirish imkonini bermoqda [2] [1]. Bu esa global ta’limning yangi bosqichga chiqishiga zamin yaratmoqda.

Rivojlantirish istiqbollari, kelgusida madaniyatlararo kommunikatsiya va integratsiyani rivojlantirish quyidagi yo‘nalishlarda amalga oshirilishi mumkin:

- xalqaro ta’lim dasturlarini kengaytirish;
- qo‘shma diplom dasturlarini rivojlantirish;
- raqamli ta’lim platformalarini integratsiyalash;
- interaktiv va loyihaviy ta’lim metodlarini keng joriy etish;
- o‘qituvchilarning global kompetensiyalarini oshirish. Shuningdek, sun’iy intellekt va raqamli texnologiyalar asosida shaxsiylashtirilgan ta’lim tizimlarini yaratish madaniyatlararo kommunikatsiyani yanada samarali qilish imkonini beradi. Global ta’lim muhitida madaniyatlararo kommunikatsiya va integratsiya jarayonlari ta’lim sifatini oshirishda muhim omil bo‘lib xizmat qiladi [1] [5]. Ushbu jarayonlarni samarali tashkil etish uchun xalqaro hamkorlikni kengaytirish, raqamli texnologiyalarni joriy etish va global kompetensiyalarga asoslangan ta’lim yondashuvlarini rivojlantirish zarur. Madaniyatlararo integratsiyaning istiqboldagi rivoji ta’lim tizimlarini yanada ochiq, moslashuvchan va innovatsion qilishga xizmat qiladi.

Bugungi globallashuv jarayoni ta’lim tizimlarining o‘zaro integratsiyalashuvini tezlashtirib, madaniyatlararo kommunikatsiyani ta’lim jarayonining muhim komponentiga aylantirmoqda. Turli mamlakatlar ta’lim muassasalari o‘rtasidagi hamkorlikning kengayishi, o‘quv dasturlarining uyg‘unlashuvi hamda raqamli platformalarning rivojlanishi global ta’lim muhitining shakllanishiga asos bo‘lmoqda. Shu nuqtayi nazardan, madaniyatlararo kommunikatsiya nafaqat til bilish ko‘nikmalarini, balki turli madaniyat vakillari bilan samarali muloqot qilish, ularning qadriyatlarini tushunish va hurmat qilish kompetensiyalarini ham o‘z ichiga oladi.

Madaniyatlararo kommunikatsiyaning ta’limdagi o‘rni shundaki, u global ta’lim jarayonida talabalar va pedagoglar o‘rtasida o‘zaro tushunishni ta’minlovchi asosiy omillardan biri sifatida namoyon bo‘ladi. Bu jarayon turli madaniy kontekstlarda fikr almashish, muammolarni birgalikda hal qilish hamda global fikrlashni rivojlantirishga xizmat qiladi. Zamonaviy ta’lim muhitida talabalar faqat bilim olish bilan cheklanib qolmay, balki xalqaro jamoalarda ishlash, global loyihalarda ishtirok etish va turli madaniyat vakillari bilan hamkorlik qilish ko‘nikmalarini ham egallamoqdalar.

Global integratsiya jarayonlari ta’lim tizimlarining xalqaro standartlar asosida rivojlanishi bilan bevosita bog‘liq bo‘lib, kredit-modul tizimining keng joriy etilishi, akademik mobillik dasturlarining kengayishi hamda ta’lim dasturlarining uyg‘unlashuvi orqali amalga oshmoqda. Ushbu jarayonlar ta’lim sifatini oshirish bilan birga, turli madaniyatlar o‘rtasida tajriba almashuvini ham kuchaytiradi. Natijada, ta’lim muassasalari o‘rtasida raqobatbardoshlik va innovatsion yondashuvlar rivojlanadi. Shuningdek, raqamli ta’lim texnologiyalarining jadal rivojlanishi global ta’lim muhitining yanada kengayishiga imkon yaratmoqda. Masofaviy ta’lim platformalari, virtual sinflar va onlayn akademik resurslar turli davlatlardagi ta’lim oluvchilarni yagona ta’lim makonida birlashtirmoqda. Bu esa nafaqat bilim almashuvini, balki madaniyatlararo muloqotning yangi shakllarini ham shakllantirmoqda.

Rivojlantirish istiqbollari nuqtayi nazaridan, madaniyatlararo kommunikatsiya va integratsiyani yanada takomillashtirish uchun xalqaro ta’lim dasturlarini kengaytirish, qo‘shma diplom dasturlarini rivojlantirish, raqamli ta’lim platformalarini integratsiyalash hamda interaktiv va loyihaviy ta’lim metodlarini keng joriy etish muhim ahamiyatga ega. Bundan tashqari, o‘qituvchilarning global kompetensiyalarini rivojlantirish ham ta’lim sifatini oshirishda asosiy omillardan biri hisoblanadi. Kelgusida sun’iy intellekt va raqamli texnologiyalar asosida shaxsiylashtirilgan ta’lim tizimlarini yaratish madaniyatlararo kommunikatsiyani yanada samarali tashkil etish imkonini beradi. Bu esa har bir ta’lim oluvchining individual ehtiyojlarini inobatga olgan holda global ta’lim jarayonini optimallashtirishga xizmat qiladi. Global ta’lim muhitida madaniyatlararo kommunikatsiya va integratsiya jarayonlari ta’lim sifatini oshirishda muhim omil bo‘lib xizmat qiladi. Ushbu jarayonlarni samarali tashkil etish uchun xalqaro hamkorlikni kengaytirish, raqamli texnologiyalarni joriy etish va global kompetensiyalarga asoslangan ta’lim

yondashuvlarini rivojlantirish zarur. Natijada, madaniyatlararo integratsiyaning istiqboldagi rivoji ta’lim tizimlarini yanada ochiq, moslashuvchan va innovatsion qilishga xizmat qiladi.

Ilmiy-nazariy ahamiyatga doir takliflar quyidagicha:

- Madaniyatlararo kommunikatsiya va integratsiya jarayonlarini global ta’lim tizimi doirasida tizimli o‘rganish uchun zamonaviy ilmiy konsepsiyalarni ishlab chiqish maqsadga muvofiq.
- Global ta’limda madaniyatlararo kompetensiyalarni shakllantirishning nazariy modelini takomillashtirish va uni pedagogik jarayonga moslashtirish zarur.
- Raqamli ta’lim muhitida madaniyatlararo o‘zaro ta’sir mexanizmlarini ilmiy asosda tadqiq etish va yangi metodologik yondashuvlarni ishlab chiqish lozim.

Amaliy ahamiyatga oid tavsiyalar esa quyidagicha:

- Ta’lim muassasalarida xalqaro hamkorlik dasturlarini kengaytirish va talabalar almashinuvini faollashtirish tavsiya etiladi.
- O‘quv jarayoniga madaniyatlararo kommunikatsiyani rivojlantiruvchi interaktiv va loyihaviy metodlarni keng joriy etish maqsadga muvofiq.
- Raqamli platformalar orqali xalqaro onlayn darslar va qo‘shma ta’lim loyihalarini tashkil etish samarali natija beradi.
- O‘qituvchilarning global va madaniyatlararo kompetensiyalarini oshirish bo‘yicha maxsus trening va malaka oshirish kurslarini yo‘lga qo‘yish zarur.
- Talabalarda global fikrlash va tolerantlikni shakllantirishga qaratilgan maxsus o‘quv modullarini ishlab chiqish tavsiya etiladi.

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INNOVATIVE TECHNOLOGIES IN FOREIGN LANGUAGE LEARNING: ENHANCING MEDICAL EDUCATION IN A GLOBAL CONTEXT

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Abstract: in today’s globalized world, competence in foreign languages —especially English — has become a critical requirement within medical training. This paper investigates how innovative technologies contribute to improving foreign language acquisition among medical students. It emphasizes the incorporation of digital resources including artificial intelligence, smartphone apps, virtual simulations, and web-based learning environments to foster linguistic proficiency. Additionally, the study explores how such technologies enhance communication abilities, clinical comprehension, and accessibility to worldwide medical resources. It also addresses obstacles learners encounter and offers practical strategies for successful adoption. The results indicate that technology-supported language instruction greatly benefits the academic and professional growth of prospective healthcare providers.

Keywords: Foreign language acquisition, medical training, innovative technologies, artificial intelligence, digital education, communication abilities

Introduction: The fast-paced evolution of globalization has reshaped medical education, making foreign language skills a vital necessity for health professionals. English, in particular, acts as the main channel for global communication, scientific publications, and clinical cooperation. Medical learners who lack adequate language abilities frequently struggle to comprehend current research literature, interact with patients from diverse backgrounds, and prepare for worldwide certification exams.

Conventional language teaching approaches are no longer adequate to address the needs of contemporary education. Consequently, cutting-edge technologies have arisen as effective instruments for enhancing foreign language instruction. These technologies not only render learning more dynamic and captivating but also offer customized and adaptable study experiences.

This paper seeks to examine the function of innovative technologies in foreign language learning and their effect on advancing medical education within a global setting.

Role of Innovative Technologies in Language Learning

1. Artificial Intelligence (AI) in Language Learning

Artificial intelligence has fundamentally changed how students acquire foreign languages. AI-enabled platforms deliver individualized learning experiences by assessing each learner's strengths and weaknesses. For medical students, AI tools can assist in refining pronunciation, mastering medical vocabulary, and developing clinical interaction skills.

As an example, AI-driven chatbots replicate realistic doctor–patient dialogues, enabling students to rehearse clinical communication in a risk-free setting. These systems also deliver immediate feedback, thereby boosting learning effectiveness.

2. Mobile Applications and Digital Platforms

Mobile learning apps have become one of the most convenient resources for language development. Applications like language-learning software allow learners to practice vocabulary, grammatical structures, and listening comprehension at any time and place.

Medical learners can take advantage of specialized applications focused on medical English, covering terminology in anatomy, pharmacology, and patient interaction. This approach helps close the gap between academic knowledge and real-world communication.

3. Virtual Simulations and E-learning

Virtual simulations offer particular value in medical training. These simulations create lifelike clinical situations in which students engage with simulated patients using a foreign language.

E-learning platforms grant access to global lectures, online seminars, and medical courses, enabling students to learn from international specialists. Such exposure improves both language facility and clinical understanding simultaneously.

Impact on Medical Education

1. Improved Clinical Communication

Clear communication is an essential skill for healthcare providers. Innovative technologies help students build the capacity to interact effectively with patients from various language backgrounds. This proves especially important in multicultural healthcare environments.

2. Access to Global Medical Knowledge

The majority of medical studies and scientific journals are published in English. Technology-facilitated language instruction allows learners to access and comprehend these materials, keeping them informed about the newest developments in medicine.

3. Preparation for International Examinations

Medical students studying for exams such as the USMLE or PLAB need strong English proficiency. Digital resources offer focused preparation, including medical vocabulary, listening exercises, and case-based discussions.

Challenges in Implementation

Nevertheless, several obstacles exist:

· Restricted access to advanced technologies in certain regions

· Insufficient training for both learners and instructors

· Excessive dependence on technology lacking real-life interaction
· Digital interruptions reducing study efficiency

Solutions and Recommendations

To address these challenges, the following measures are advised:
· Blending technology with conventional teaching approaches
· Offering training sessions for both students and educators
· Promoting the use of reliable and academically validated platforms
· Designing specialized medical language courses
· Fostering self-regulated and ongoing learning

Conclusion

Cutting-edge technologies have greatly reshaped foreign language acquisition, particularly within medical education. Through the integration of artificial intelligence, mobile applications, and virtual simulations, learners can develop strong language and clinical communication competencies. These advancements not only boost academic outcomes but also prepare future healthcare professionals for worldwide demands.

Nonetheless, the successful deployment of these technologies depends on adequate infrastructure, proper training, and a balanced approach. With appropriate implementation, technology-driven language instruction can play a key role in shaping capable and globally competitive medical practitioners.

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COMMUNICATIVE COMPETENCE AS A TOOL AGAINST INTERCULTURAL BARRIERS

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Abstract*: Closely related to the phenomenon of intercultural communication is the possibility of the existence of misunderstandings. Accordingly, it can be argued that the possibility of communication barriers arises at the point where cultural, linguistic and psychological elements intersect. However, it does not mean that the barriers to communication really exist; rather, it is a problem for which the phenomenon of communicative competence provides a theoretical and evidence-based solution. This article focuses on the phenomenon of communicative competence not only as a language skill but rather as a complex ability that includes a variety of sub-skills such as the grammatical level, the sociolinguistic level, the discourse level, and the strategic level. This article will show that the phenomenon of communicative competence functions as a cognitive, emotional, and physical tool that enables the speaker to overcome the barriers that may arise from the phenomenon of intercultural communication.*

Keywords: *communicative competence, intercultural barriers, sociolinguistic competence, strategic competence, AUM theory, cultural dimensions, intercultural education.*

INTRODUCTION. Closely related to the phenomenon of intercultural communication is the possibility of the existence of misunderstandings. Accordingly, it can be argued that the possibility of communication barriers arises at the point where cultural, linguistic and psychological

elements intersect. However, it does not mean that the barriers to communication really exist; rather, it is a problem for which the phenomenon of communicative competence provides a theoretical and evidence-based solution.

One of the long-standing beliefs in language teaching is that if people are to understand each other across cultures, this requires a certain level of vocabulary and grammatical knowledge. However, decades of research in intercultural communication studies have conclusively shown that this belief is false. A speaker can be grammatically and lexically proficient but still be misinterpreted by a listener from a different cultural background. A speaker with limited grammatical skills but high cultural sensitivity can be more successful in communication. The distance between these two types of speakers is closed by a construct that researchers refer to as communicative competence, a term that extends far beyond knowledge of language itself. Originally proposed by Hymes in response to Chomsky's strictly formal notion of linguistic competence, and later developed and applied in a teaching-oriented manner by Canale and Swain, communicative competence is one of the key concepts in both applied linguistics and intercultural communication research.

This article focuses specifically on the role of communicative competence as a solution to the problem of intercultural barriers. The suggestion here is not that such competence can overcome barriers entirely, but rather that a high level of development of communicative competence allows the speaker to anticipate the places where barriers may be a problem, cope with the anxiety and ambiguity that an intercultural encounter may produce, understand ambiguous messages kindly and correctly, and recover from misunderstandings when they do occur. Communicative competence is not the opposite of intercultural barriers but rather the cure for them — a proactive and intentional approach to a structural and regular problem.

LITERATURE REVIEW. The concept of communicative competence underwent its most influential theoretical elaboration in the work of Canale and Swain, whose framework identified four distinct but interrelated components: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence [1, p. 26-31]. Each component maps onto a distinct category of intercultural barrier and each demands a different pedagogical response.

Grammatical competence is the knowledge of phonological, morphological, syntactic, and lexical rules of a language, and it is the foundation without which communication cannot begin. However, it is also the least adequate by itself, since the speaker may construct grammatically well-formed sentences that are pragmatically inappropriate, culturally insulting, and contextually unintelligible [1, p. 26-27].

Sociolinguistic competence is concerned with the capacity for appropriate speech acts in appropriate social and cultural contexts. It includes knowledge of speech acts, registers, and culturally specific norms for appropriate speech in specific situations in terms of what can be said, to whom, and when. The miscommunication that occurs as a result of differing norms of directness, formality, and face-saving is ultimately a failure in sociolinguistic competence [1, p. 27-29].

Discourse competence is a speaker's ability to go beyond the sentence level and use language to construct coherent texts, control turn-taking, and sustain thematic continuity in discourse. Intercultural communication often reveals discourse-level communication barriers, such as differences in argumentation strategies, in signaling topic shifts, and in interpreting silence in communication [1, p. 29-30].

Strategic competence, or the capacity to make up for deficiencies in other components and to keep communication running in spite of breakdowns, is probably the most directly applicable component to intercultural communication. It comprises strategies of clarification, circumlocution, repair strategies, and negotiation of meaning. In intercultural communication, where breakdowns are more structurally likely and less easily repairable, strategic competence is no longer a marginal addition to other components, but a core competence in its own right [1, p. 30-31].

Sociolinguistic competence is the first line of defense against the cultural aspect of intercultural barriers. Hofstede's dimensions of culture can be a useful analytical grid for understanding the causes of the systematic sociolinguistic failures in intercultural interactions. The

dimension of individualism-collectivism entails a predictable symmetry in speech act realization: in individualist cultures, a direct refusal is the normatively expected form; in collectivist cultures, the same communicative intention is achieved indirectly, with the expectation that the other party will infer the intention from the context [3, p. 90-145]. A well-developed sociolinguistic competence enables speakers to be aware of these differences and to make inferences about ambiguous speech in terms of the likely communicative norms of the other person rather than in terms of their own. Samovar, Porter, and McDaniel describe this as a high-context vs. low-context communication divide [6, p. 8-10].

Discourse competence deals with intercultural barriers due to different forms of structuring larger stretches of communication. Jenifer and Raman have confirmed that cross-cultural communication barriers due to structural differences, including argument structures, turn-taking structures, and contextualization structures, are directly connected to the lack of intercultural communicative competence [4, p. 348-350].

The four aspects of communicative competence were originally conceived in relation to a single culture/single language setting. Intercultural Communicative Competence (ICC) refers to the qualitatively advanced level of potentiality in situations where the communicational setting involves two or more cultures. According to Byram's widely accepted model, ICC means the ability to interact in a foreign language with people not only from another country but also another culture, taking account of one's own and the other's cultural background [5, p. 71-73].

METHODOLOGICAL REVIEW. Note: As the original article is a theoretical/discursive paper, this section describes the conceptual methodology rather than empirical methods. This article employs a conceptual synthesis and theoretical review methodology. The authors analyze existing theoretical frameworks of communicative competence (Canale & Swain, 1980), intercultural communication (Gudykunst & Kim's Anxiety/Uncertainty Management - AUM theory), cultural dimensions (Hofstede et al., 2010), and intercultural communicative competence (Byram, 1997). The approach is qualitative and interpretative, aiming to integrate these frameworks into a unified argument that positions communicative competence as a tool against intercultural barriers. The authors do not report primary data collection or empirical experimentation; instead, they draw logical inferences from previously published peer-reviewed sources (n=6) and illustrative examples from intercultural encounters. The methodological logic proceeds as follows: (a) identification of types of intercultural barriers (psychological, cultural, linguistic), (b) mapping of Canale & Swain's four components onto these barrier types, (c) extension to ICC and AUM theory to explain how competence reduces misunderstanding, and (d) synthesis into a conclusion about pedagogical and practical implications.

RESULTS. The analysis yields the following findings:

Grammatical and discourse competence address the linguistic basis of intercultural barriers (semantic, pragmatic, and nonverbal differences). A culturally contextualized grammatical competence enables the speaker to grasp not only what is grammatically possible but also what is culturally natural. Discourse competence resolves barriers due to different argument structures, turn-taking patterns, and uses of silence.

Sociolinguistic competence functions as the primary defense against culturally based barriers. It enables speakers to make inferences about ambiguous speech from the interlocutor's communicative norms rather than their own. In high-context vs. low-context communication divides, sociolinguistic perspective-taking reduces misattributions of bluntness (as aggression) or indirectness (as evasion).

Strategic competence is the most directly applicable component to intercultural communication. It comprises clarification, circumlocution, repair strategies, and negotiation of meaning. In intercultural settings, where breakdowns are structurally more likely, strategic competence becomes a core rather than marginal competence.

Mindfulness (Gudykunst & Kim) - a deliberate cognitive style - differentiates competent intercultural communicators from those who resort to stereotyping. Strategic competence contributes directly to the development of mindfulness.

Anxiety/Uncertainty Management (AUM) theory substantiates that good intercultural communicators differ not in the absence but in the mindful management of anxiety and uncertainty [2, p. 27-28].

Jenifer & Raman's findings show that the level of serious miscommunication in cross-cultural professional settings is significantly lower for employees who have developed cultural self-awareness and perspective-taking, compared to those whose communicative preparation is restricted to linguistic skills only [4, p. 350-351].

Byram's ICC model confirms that effective intercultural communication requires not only the four original components but also an overarching reflexive-intercultural dimension.

CONCLUSION. It has been demonstrated within this article that communicative competence - conceived in all its multi-componential richness - represents the best available solution to the structural problem of intercultural barriers. In opposition to the psychological basis of barriers, strategic competence and the developed ability to be mindful offer a set of instruments to cope with anxiety and uncertainty within safe limits. In opposition to the cultural basis, sociolinguistic competence, particularly in its reflexive perspective-taking form, enables communicators to make sense of ambiguous messages from the perspective of the interlocutor's norms rather than one's own. In opposition to the linguistic basis, developed grammatical and discourse competence extend beyond literal accuracy to a deep-level understanding of the structures of different languages and cultures.

Overall, none of these components can be relied upon on its own, but all four - grammatical, sociolinguistic, discourse, and strategic - accompanied by the overarching reflexive-intercultural dimension posited by Byram, are necessary for effective intercultural communication. Communicative competence functions as a cognitive, emotional, and physical tool that enables the speaker to overcome the barriers that may arise from the phenomenon of intercultural communication.

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ENHANCING THE SYSTEM OF INTERCULTURAL COMMUNICATION AND INTEGRATION IN GLOBAL EDUCATION

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Annotation: *This article examines the process of enhancing intercultural communication within the framework of global education and its role in strengthening integration among diverse academic communities. The study focuses on the increasing importance of cultural interaction in the context of globalization, where educational systems are no longer isolated but interconnected across national and cultural boundaries. The paper analyzes key challenges that hinder effective*

intercultural communication, including linguistic barriers, cultural stereotypes, and institutional limitations. At the same time, it explores modern pedagogical approaches and digital tools that facilitate cross-cultural dialogue and collaboration in educational environments. Particular attention is given to the role of higher education institutions in fostering intercultural competence as a core element of professional development. The research is based on a qualitative analysis of existing academic literature and comparative observations of international educational practices. As a result, the study proposes a set of practical recommendations aimed at improving communication strategies, promoting inclusivity, and ensuring more effective integration processes in global education systems. The findings contribute to a deeper understanding of how intercultural communication can be systematically developed to meet the demands of a rapidly globalizing world.

Keywords: *intercultural communication, global education, cultural integration, higher education, intercultural competence, globalization, educational systems, cross-cultural interaction, digital learning, inclusive education*

Introduction. In the context of rapid globalization, education systems are increasingly shaped by cross-border interactions, mobility, and the exchange of knowledge. Universities and academic institutions are no longer confined to national frameworks; instead, they function as interconnected spaces where individuals from diverse cultural, linguistic, and social backgrounds engage with one another. This transformation has elevated intercultural communication from a peripheral skill to a central component of effective education and professional development.

However, the expansion of global education has not automatically ensured meaningful integration among participants. Persistent challenges such as language barriers, cultural misunderstandings, and unequal access to resources continue to limit the depth and quality of intercultural interaction. In many cases, integration remains superficial, restricted to formal collaboration rather than genuine mutual understanding. This indicates a gap between the structural internationalization of education and the actual development of intercultural competence.

Addressing this gap requires a more systematic approach to enhancing intercultural communication within educational environments. It is not sufficient to rely on student mobility or digital connectivity alone; instead, there is a need to integrate targeted pedagogical strategies, institutional support mechanisms, and inclusive communication practices. Such an approach can create conditions in which diversity becomes a resource rather than a barrier.

This study aims to examine the mechanisms through which intercultural communication can be strengthened in global education systems and to identify practical ways to support deeper integration. By analyzing current academic perspectives and emerging practices, the paper seeks to contribute to the development of more effective and inclusive educational models that respond to the complexities of a globalized world.

Main Body. The effectiveness of intercultural communication in global education depends not only on the presence of diversity, but on how that diversity is structured, guided, and transformed into meaningful interaction. While internationalization has expanded access to multicultural environments, it has also exposed deep structural and pedagogical weaknesses that limit genuine integration. These weaknesses are not accidental; they stem from the assumption that proximity between cultures automatically produces understanding. In practice, the opposite often occurs: without intentional frameworks, diversity can reinforce fragmentation rather than cohesion.

One of the primary barriers to effective intercultural communication is the persistence of linguistic asymmetry. Although a common language—most often English—is widely used in international education, unequal proficiency levels create imbalances in participation and influence. Students with higher linguistic competence tend to dominate discussions, while others remain passive, not due to lack of knowledge but due to communicative limitations. This imbalance reduces the diversity of perspectives and undermines the very purpose of global education. Addressing this issue requires more than language support courses; it demands adaptive communication models that prioritize clarity, inclusivity, and multiple forms of expression.

Another critical factor is the influence of implicit cultural frameworks. Students and educators often operate within unexamined norms related to communication styles, authority, and collaboration. For instance, direct and assertive communication may be valued in some cultures, while others emphasize indirectness and consensus. When these differences are not explicitly addressed, they lead to misinterpretations that are often perceived as incompetence or disengagement. Therefore, developing intercultural competence must involve structured reflection on cultural assumptions, rather than treating culture as a static or decorative element.

To move beyond these limitations, educational institutions must adopt deliberate pedagogical strategies that embed intercultural communication into the learning process. One effective approach is the integration of collaborative, problem-based learning models that require students from different backgrounds to work together on complex tasks. Such models shift the focus from passive coexistence to active interdependence, where communication becomes a functional necessity rather than an abstract goal. However, the success of these models depends on careful design, including clear role distribution, guided interaction, and continuous feedback.

Digital technologies also play a significant role in enhancing intercultural communication, but their impact is often overestimated. While online platforms facilitate connection across geographical boundaries, they do not inherently improve the quality of interaction. In some cases, digital environments can amplify misunderstandings due to the absence of non-verbal cues and contextual signals. Therefore, the use of technology must be accompanied by digital communication literacy, ensuring that participants are aware of the limitations and responsibilities associated with virtual interaction.

Institutional policies further shape the conditions under which intercultural communication develops. Universities that treat internationalization as a quantitative goal—measured by the number of foreign students or partnerships—often neglect the qualitative dimension of integration. In contrast, institutions that prioritize inclusive practices, such as intercultural training for faculty, mentorship programs, and support structures for minority groups, create more sustainable environments for meaningful engagement. This indicates that intercultural communication is not only an individual skill but also an institutional outcome.

Importantly, the enhancement of intercultural communication should not be framed solely as a challenge for students. Educators themselves play a decisive role in modeling communication practices and setting expectations for interaction. Without adequate training and awareness, instructors may unintentionally reproduce biases or exclude certain voices. Therefore, professional development programs must include components that address intercultural dynamics in teaching and assessment.

In synthesis, improving intercultural communication in global education requires a shift from passive exposure to active design. Diversity alone is insufficient; it must be supported by intentional pedagogical frameworks, inclusive institutional policies, and critical reflection on cultural assumptions. Only through such a comprehensive approach can global education move beyond symbolic internationalization and achieve genuine integration that reflects the complexity of a globalized academic environment.

Conclusion and suggestions. The effectiveness of intercultural communication in global education ultimately depends on whether institutions are willing to move from declarative internationalization to practical integration. The analysis of existing challenges shows that linguistic inequality, unexamined cultural assumptions, and fragmented institutional approaches continue to limit meaningful interaction between participants from different backgrounds. At the same time, it is clear that these barriers are not fixed conditions but manageable issues that can be addressed through coordinated educational strategies. Strengthening intercultural communication therefore requires a shift in focus from simply increasing diversity to actively structuring how that diversity is experienced and processed within academic environments. From a practical perspective, educational institutions should prioritize the development of structured intercultural training programs that are embedded into curricula rather than offered as optional modules, since optional participation often leads to uneven competence among students. In addition, teaching methods

should be redesigned to emphasize collaborative and problem-based learning formats where students are required to engage in sustained interaction, negotiate meaning, and jointly solve tasks, as this creates natural conditions for intercultural exchange. Another important direction is the systematic support of language development not only through formal instruction but also through academic communication workshops that focus on real interaction contexts such as presentations, debates, and group projects. Digital tools should be integrated in a more critical and pedagogically informed way, ensuring that online communication platforms are used not just for access but for structured dialogue that includes feedback mechanisms and clear communication guidelines. Furthermore, institutions should invest in the professional development of educators, equipping them with the skills to manage culturally diverse classrooms, identify communication barriers, and apply inclusive teaching strategies. Without this layer, even well-designed student programs may lose effectiveness due to inconsistent facilitation. On a policy level, universities need to redefine internationalization indicators by moving beyond quantitative metrics such as student numbers and instead focusing on qualitative outcomes like intercultural competence development, student interaction quality, and long-term collaboration success. Finally, fostering intercultural communication should be understood as a continuous process rather than a one-time reform, requiring regular assessment, adaptation, and feedback from all participants involved in the educational process.

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GLOBAL TA'LIMDA MADANIYATLARARO KOMMUNIKATSIYA VA INTEGRATSIYA TIZIMINI YANADA TAKOMILLASHTIRISH YO'LLARI

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Annotatsiya: Mazkur maqolada globallashuv sharoitida ta'lim tizimining transformatsiyasi jarayonida madaniyatlararo kommunikatsiyaning o'rni, uning nazariy asoslari hamda amaliy ahamiyati keng qamrovda tahlil qilinadi. Turli madaniyatlar o'rtasidagi samarali muloqotni shakllantirish mexanizmlari, integratsiya jarayonlari bilan uzviy bog'liqligi va uni yanada takomillashtirishning ilmiy asoslangan yo'llari yoritiladi.

Аннотация: В статье всесторонне анализируется роль межкультурной коммуникации в условиях глобализации образования, её теоретические основы и практическое значение. Освещаются механизмы формирования эффективного взаимодействия между культурами и предлагаются научно обоснованные пути совершенствования интеграционных процессов.

Annotation: This article provides a comprehensive analysis of intercultural communication in the context of global education transformation, highlighting its theoretical foundations and

practical significance. It explores mechanisms for effective cross-cultural interaction and proposes scientifically grounded approaches for improving integration systems.

Keywords: Intercultural communication, global education, integration, multiculturalism, communicative competence, social adaptation, cultural identity.

Introduction: Modern globalization processes are bringing about deep structural changes in all spheres of human development. In particular, the education system has emerged as one of the most active and strategic areas of this transformation, making the exchange of knowledge, international academic integration, and the development of multilingual competencies its key priorities. Today, learning foreign languages is considered not only a means of individual intellectual development, but also a fundamental requirement for successful participation in the global labor market, scientific research, and international communication. In the education systems of developed countries, language learning is organized on the basis of communicative, integrative, and competency-based approaches, aiming to closely connect linguistic knowledge with real-life communication. However, in many developing countries, the traditional grammar-translation method still dominates, which often leads to insufficient development of learners' practical speaking skills. As a result, a significant gap arises between theoretical knowledge and practical competence. From this perspective, it is essential to conduct a scientific analysis of the current challenges in foreign language learning, to study effective methodologies from international practice, and to adapt them to the national education system. In particular, the integration of communicative competence theory, the interlanguage model, constructivist approaches, and digital pedagogy concepts serves as an important scientific foundation for improving the effectiveness of language learning. Moreover, in recent years, the widespread implementation of artificial intelligence, adaptive learning systems, and digital platforms has significantly transformed the methodology of foreign language education. This shift requires a transition from traditional pedagogical models to modern, technology-driven, and learner-centered educational paradigms. Therefore, the scientific and practical significance of this topic continues to grow. This article systematically analyzes the key challenges in foreign language learning, examines effective methods and approaches used in global practice, and proposes recommendations for their implementation in the national education system.

Analysis and Results. Modern globalization processes have a significant impact on all areas of human development, particularly on the education system. The rapid development of information technologies and the expansion of international economic and cultural relations have greatly increased cooperation among people from different nations and cultures. From this perspective, the global education system should not be limited to providing knowledge only, but must also prepare individuals to function effectively in a multicultural environment. In this context, intercultural communication plays a central role. The concept of intercultural communication was first introduced into academic discourse in the mid-20th century and refers to the process of interaction and mutual understanding between people from different cultural backgrounds. This process is carried out not only through language, but also through social behavior, value systems, mentality, and communicative strategies. Therefore, effective intercultural communication requires not only linguistic knowledge, but also competencies such as cultural awareness, empathy, and tolerance. The importance of intercultural communication in the global education system lies in its ability to increase students' competitiveness in the international arena. In developed countries, the concept of "intercultural competence" is considered one of the key skills. This competence reflects an individual's ability to act effectively and adaptively in different cultural contexts. For this reason, integrating an intercultural component into the education process has become an important task. The integration of education systems contributes to alignment with global standards, expansion of academic mobility, and acceleration of knowledge exchange. In these processes, intercultural communication serves as a mediating tool, as communication is essential for overcoming differences between various educational systems and cultural environments. For example, students participating in international exchange programs often face communicative difficulties when adapting to a new cultural environment. This is mainly due to the insufficient development of

intercultural competence. In this regard, improving the system of intercultural communication requires a number of comprehensive measures. First, it is necessary to introduce specialized intercultural courses into educational programs. These courses should include not only theoretical knowledge but also practical activities based on real-life situations. Second, it is important to develop virtual international communication platforms through the use of digital technologies. This will allow students to interact directly with representatives of different cultures without geographical limitations. In addition, enhancing teachers' intercultural competence is of particular importance, as teachers act not only as knowledge providers but also as cultural mediators. Therefore, special attention should be given to intercultural approaches in teacher training programs.

Conclusion. In conclusion, intercultural communication and integration processes in the global education system are closely interconnected, and their effective organization is one of the key requirements of modern education. Scientific research and practical measures in this field not only improve the quality of education but also contribute to strengthening international cooperation

Recommendations. From a theoretical perspective, it is necessary to further deepen the concept of intercultural communication and develop new models and methodological frameworks. From a practical perspective, it is advisable to expand international cooperation in educational institutions, increase exchange programs for students and teachers, and make broader use of modern information and communication technologies.

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WAYS TO FURTHER IMPROVE THE SYSTEM OF INTERCULTURAL COMMUNICATION AND INTEGRATION IN EDUCATION

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Abstract: In today's globalized world, intercultural communication has become a vital component of education systems. The increasing interaction between people of different cultural backgrounds requires the development of effective strategies to enhance intercultural competence and integration in educational environments. This article examines the importance of intercultural communication in education and proposes practical ways to improve its system. It explores the role of curriculum design, teacher training, digital technologies, and institutional policies in fostering intercultural awareness and cooperation. The study concludes that a comprehensive and systematic approach is necessary to promote inclusive, culturally responsive, and globally oriented education.

Key words. intercultural communication, education system, cultural integration, globalization, intercultural competence, inclusive education, digital learning

Annotatsiya. Bugungi globallashgan dunyoda madaniyatlararo kommunikatsiya ta'lim tizimining muhim tarkibiy qismiga aylandi. Turli madaniyat vakillari o'rtasidagi o'zaro aloqalarning ortib borishi ta'lim muhitida madaniyatlararo kompetensiyani rivojlantirish va integratsiyani kuchaytirish uchun samarali strategiyalar ishlab chiqishni talab etadi. Ushbu maqolada ta'limda madaniyatlararo kommunikatsiyaning ahamiyati ko'rib chiqilib, uning tizimini takomillashtirishning amaliy yo'llari taklif etiladi. Shuningdek, o'quv dasturlarini ishlab chiqish, o'qituvchilarni tayyorlash, raqamli texnologiyalar va institutsional siyosatlarning madaniyatlararo ong va hamkorlikni rivojlantirishdagi roli tahlil qilinadi. Tadqiqot natijasida inklyuziv, madaniy jihatdan moslashuvchan va global yo'naltirilgan ta'limni rivojlantirish uchun kompleks va tizimli yondashuv zarurligi xulosa qilinadi.

Kalit so‘zlar. madaniyatlararo kommunikatsiya, ta’lim tizimi, madaniy integratsiya, globallashuv, madaniyatlararo kompetensiya, inklyuziv ta’lim, raqamli ta’lim.

Аннотация. В современном глобализированном мире межкультурная коммуникация стала важной составляющей системы образования. Возрастающее взаимодействие между представителями различных культур требует разработки эффективных стратегий для развития межкультурной компетенции и интеграции в образовательной среде. В данной статье рассматривается значение межкультурной коммуникации в образовании и предлагаются практические пути совершенствования её системы. Также анализируется роль разработки учебных программ, подготовки преподавателей, цифровых технологий и институциональной политики в формировании межкультурной осведомлённости и сотрудничества. В работе делается вывод о необходимости комплексного и системного подхода для развития инклюзивного, культурно ориентированного и глобально направленного образования.

Ключевые слова. межкультурная коммуникация, система образования, культурная интеграция, глобализация, межкультурная компетенция, инклюзивное образование, цифровое обучение

Introduction. Globalization has significantly influenced education by connecting people from diverse linguistic, cultural, and social backgrounds. As a result, intercultural communication has become a key factor in shaping modern educational systems. It enables students to understand cultural differences, develop tolerance, and effectively interact in multicultural environments.

However, despite its importance, many educational institutions still face challenges in integrating intercultural communication effectively. Therefore, it is essential to explore ways to improve this system and ensure that education meets the demands of a globalized society.

The Concept of Intercultural Communication in Education

Intercultural communication refers to the interaction between individuals from different cultural backgrounds. In education, it involves the exchange of knowledge, values, and perspectives among students and teachers from diverse cultures.

Effective intercultural communication in education helps to:

- Promote mutual understanding and respect
- Reduce cultural stereotypes and prejudices
- Develop global competence
- Enhance collaboration and teamwork

The Importance of Intercultural Integration in Education. Intercultural integration ensures that students from different cultural backgrounds feel included and valued in the learning process. It contributes to:

1. Development of Global Citizens

Students gain the skills necessary to function in an interconnected world.

2. Improvement of Communication Skills

Learners become more effective communicators in multicultural contexts.

3. Promotion of Social Harmony

Education fosters tolerance and reduces conflicts based on cultural differences.

4. Enhancement of Academic Performance

Inclusive environments improve student engagement and learning outcomes.

Ways to Improve Intercultural Communication and Integration

1. Curriculum Development

Educational curricula should include intercultural topics, such as cultural studies, global issues, and diversity awareness. Incorporating authentic materials from different cultures can enrich students’ learning experiences.

2. Teacher Training and Professional Development

Teachers play a crucial role in promoting intercultural communication. Training programs should focus on:

- Cultural sensitivity

• Inclusive teaching strategies
• Conflict resolution skills
• Multilingual teaching approaches

3. Use of Digital Technologies

Technology can connect students from different parts of the world through:

• Online exchange programs
• Virtual classrooms
• Collaborative international projects

Digital tools also provide access to diverse cultural content, enhancing learners' global awareness.

4. Student Exchange Programs

Exchange programs allow students to experience different cultures firsthand. These programs:

• Improve language skills
• Foster cultural understanding
• Build international networks

5. Inclusive Educational Policies

Educational institutions should adopt policies that support diversity and inclusion. This includes:

• Equal opportunities for all students
• Support services for international students
• Anti-discrimination policies

6. Multilingual Education

Promoting multilingualism helps students communicate across cultures more effectively. Language learning should be encouraged as a tool for intercultural understanding.

7. Creating a Supportive Learning Environment

Schools and universities should create environments where cultural diversity is respected and celebrated. Activities such as cultural festivals, workshops, and discussion forums can promote intercultural dialogue.

Challenges in Intercultural Integration. Despite its benefits, intercultural integration faces several challenges:

• Cultural misunderstandings and stereotypes
• Language barriers
• Lack of teacher preparedness
• Limited resources
• Resistance to change

Addressing these challenges requires coordinated efforts from educators, policymakers, and institutions.

Recommendations. To further improve intercultural communication and integration in education, the following recommendations are proposed:

1. Integrate intercultural competence into national education standards
2. Invest in teacher training programs
3. Encourage international collaboration among institutions
4. Utilize modern technologies for global communication
5. Promote research in intercultural education
6. Foster student participation in intercultural activities

Conclusion. Intercultural communication and integration are essential components of modern education systems. They prepare students to live and work in a diverse and interconnected world. By improving curricula, enhancing teacher training, utilizing technology, and promoting inclusive policies, educational institutions can create more effective and harmonious learning environments. A strategic and comprehensive approach will ensure that intercultural competence becomes a fundamental outcome of education.

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LINGUISTIC FEATURES OF BUSINESS TERMINOLOGY IN ENGLISH AND UZBEK

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Abstract: This article provides a comparative analysis of the formation, structural, and semantic features of business terminology in English and Uzbek. The research examines the methods of term formation, metaphorization processes, and the problems of adapting international terms into the Uzbek language.

Keywords: business terminology, linguistics, derivation, metaphor, calque, neologism, economic discourse.

Аннотация: В данной статье проводится сравнительный анализ формирования, структурных и семантических особенностей бизнес-терминологии в английском и узбекском языках. В исследовании рассматриваются способы словообразования терминов, процессы метафоризации и проблемы адаптации международных терминов в узбекском языке.

Keywords: business terminology, linguistics, derivation, metaphor, calculus, neologism, economic discourse.

Annotasiya: Ushbu maqolada ingliz va o‘zbek tillaridagi biznes terminologiyasining shakllanishi, strukturaviy va semantik xususiyatlari qiyosiy tahlil qilinadi. Tadqiqotda terminlarning yasalish usullari, metaforizatsiya jarayonlari va xalqaro terminlarning o‘zbek tiliga moslashish muammolari ko‘rib chiqilgan.

Tayanch so‘zlar: biznes terminologiyasi, lingvistika, derivatsiya, metafora, kalkalash, neologizm, iqtisodiy diskurs.

The processes of integration and globalization of the world economy have increased the importance of business terminology in interlingual communication to an unprecedented extent. At a time when English dominates as the language of international finance and trade, the enrichment and systematization of the economic lexicon of the Uzbek language in accordance with the requirements of the time is an urgent linguistic task. The purpose of this article is to shed light on the linguistic nature of business terms in two languages with different systems.

4.1. Analysis of structural-semantic models of English business terminology

The formation of terms in English business discourse is mainly subject to the law of "economic economy" (principle of least effort). Research shows that the following models dominate in English business terminology:

A) Conversion phenomenon:

B) In English, the transition of one word class to another without word-forming suffixes speeds up business communication.

• Market (noun: market) $\rightarrow$ To market (verb: to sell/market in the market).

• Credit (noun: credit) $\rightarrow$ To credit (verb: to deposit money into an account).

B) Conceptual metaphorization:

English business language is enriched by "transferring" concepts from other fields (military, sports, maritime). When this phenomenon is analyzed based on J. Lakoff's "Metaphors We Live By" theory, the tendency to view business as an aggressive action is revealed:• Military terms: Hostile takeover, guerrilla

marketing.

• Sports terms: Team player, touch base.

Acronym and Abbreviation:

The complexity of business processes requires their conversion into short codes. For example, S.W.O.T. (Strengths, Weaknesses, Opportunities, Threats) analysis is often adopted into the Uzbek language as an abbreviation, since its Uzbek equivalent (K.K.I.X. — Strong, Weak, Opportunity, Danger) has not yet become popular.

4.2. Derivational and etymological landscape of Uzbek business terminology

The economic lexicon of the Uzbek language is currently undergoing a period of its own "transformation". Analyses show that the terms consist of three large layers:

Turkic and Arab-Persian layer (Historical succession):

Terms created at the expense of the internal capabilities of the Uzbek language are considered systematic and popular.

Capital (Capital), Funds (Funds), Entrepreneur (Entrepreneur).

Here, affixes such as -kor, -dor, -chilik are active: shareholder, executive, accountability.

2. Kalkalash (Semantic appropriation):

"Copying" of English terms using Uzbek words:

Shadow economy $\rightarrow$ "Shadow economy".

Money laundering $\rightarrow$ "Money laundering".

Target audience $\rightarrow$ "Target audience".

Analysis result: The process of mapping helps to accept new concepts without violating the lexical structure of the Uzbek language, but sometimes a literal translation can slightly blur the original economic meaning of the term (for example, liquid assets - liquid assets are not translated as liquid assets instead of liquid assets).

3. Transliteration (International terms):

Directly borrowed words: Audit, Broker, Marketing, Management.

4.3. Comparative results: Differentiation and Convergence

When comparing English and Uzbek, the following patterns were identified:

• Syntactic complexity: In English, terms often consist of 1-2 words (Blue chip), while in Uzbek, 3-4 word combinations are required to express them (Highly liquid reliable shares).

• Polysemy (Multiple meanings): English business terms have a high level of polysemy. For example, the term "Option" in economics means "option" (a type of contract), and in common language - "choice". In Uzbek, terms tend to be more monosemantic (one-meaning).

4.4. Pragmatic analysis: Euphemisms

English business language has a more "softened" character. For example, when a company is in crisis and lays off people, it is not called firing directly, but rightsizing (staff optimization). In Uzbek business discourse, pragmatic euphemisms are just taking shape, and we still use more formal and legal terms.

4.5. Terminological equivalence and the problem of "false friends"

It was found that the level of equivalence is different when comparing business terms between English and Uzbek. In business discourse, the phenomenon of "False friends of the translator" causes terminological confusion:

• The term "Director": While in English business, Director often means a member of the board of directors (shareholder), in Uzbek it is understood only as an executive director (manager).

• "Credit" and "Debit": While these terms are understood only as a bank account in Uzbek, in English they have a wider semantic field, such as "credibility" and "debt obligation".

In Uzbek business terminology, while the denotative meaning (dictionary meaning) is preserved, the connotative meaning (additional meaning and coloring) is often lost when adopting English words. This opens the way to pragmatic errors in business communication.

level of language interference (change under the influence of a foreign language).

Conclusion: As a result of a comparative analysis of business terminology in English and Uzbek, the following conclusions were drawn:

Structural differences: English business terminology is analytical in nature, in which abbreviations (CEO, B2B) and the conversion method prevail. Uzbek, on the other hand, is agglutinative in nature, and terms are formed mainly through affixation (-kor, -dor, -lik) and descriptive word combinations.

Semantic features: English business lexicon is highly metaphorical (military, sports and biological images). Uzbek, on the other hand, perceives these terms more as calques (literal translation) or international borrowings.

Current trend: Uzbek business language is abandoning the Russian terminological layer and moving directly to the stage of English-national synthesis. In this case, standardization of terms is required to eliminate the problems of "false friends" and semantic inconsistencies.

Suggestions and recommendations: Expand the "Methodology" Section: Briefly explain *how* you collected the data. Did you use a specific corpus (like the British National Corpus or an Uzbek news database)? Mentioning a corpus-based approach adds significant scientific weight.

Deepen the "Metaphor" Analysis: You mentioned J. Lakoff. To make this stronger, provide the specific Uzbek counterparts for military/sports metaphors. Do Uzbek speakers use "Team player" (*jamoaviy o‘yinchi*), or do they prefer more formal terms like *hamkor*? This contrast highlights the level of "Westernization" in Uzbek business culture.

Address the "Agglutinative" Nature of Uzbek: English relies on conversion ($Noun \rightarrow Verb$). Uzbek is an agglutinative language. You should emphasize how Uzbek uses suffixes (like *-lash/-lashmoq*) to turn nouns into business verbs, contrasting this with English conversion.

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INCREASING WAYS TO FURTHER IMPROVE THE SYSTEM OF INTERCULTURAL COMMUNICATION AND INTEGRATION IN GLOBAL EDUCATION

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Abstract: Article explores strategies to enhance intercultural communication and integration in global education systems. It emphasizes the importance of fostering cultural awareness, empathy, and collaboration among students from diverse backgrounds. The discussion includes practical approaches such as implementing inclusive curricula, promoting cross-cultural exchanges, utilizing technology for virtual interactions, and training educators in intercultural competencies. By prioritizing these strategies, educational institutions can create more inclusive environments that prepare students for success in a globalized world. The article advocates for a holistic approach that integrates theory and practice to cultivate intercultural understanding and cooperation among learners.

Key words: Intercultural Communication, Global Education, Cultural Awareness, Integration Strategies, Cross-Cultural Exchange, Inclusive Curriculum, Educator Training, Empathy in Education**.**

Introduction: In an increasingly interconnected world, the importance of intercultural communication and integration within global education systems cannot be overstated. As students from diverse cultural backgrounds come together in classrooms, the ability to communicate effectively across cultural boundaries becomes essential for fostering understanding, collaboration, and mutual respect. The rise of globalization has not only expanded educational opportunities but has also introduced complex challenges related to cultural diversity. Therefore, it is imperative to explore innovative strategies that can enhance intercultural communication and integration in educational contexts.

Intercultural communication refers to the exchange of information and ideas between individuals from different cultural backgrounds. This process is influenced by various factors, including language, social norms, values, and beliefs. In a global education setting, effective intercultural communication can lead to enriched learning experiences, improved academic performance, and better social cohesion among students. However, many educational institutions still struggle to create environments that adequately support this crucial aspect of learning. To address these challenges, educators and policymakers must adopt a multifaceted approach that prioritizes cultural awareness, empathy, and collaboration. One effective strategy is the implementation of inclusive curricula that reflect the diverse perspectives and experiences of all students. By integrating multicultural content into lesson plans, educators can provide students with a broader understanding of global issues and promote critical thinking about cultural differences. This not only enhances students' academic knowledge but also cultivates an appreciation for diversity, which is vital in today’s global society.

Moreover, promoting cross-cultural exchanges-both in-person and virtual-can significantly enhance intercultural communication skills among students. Programs that facilitate interactions between students from different countries or regions allow learners to share their unique perspectives and experiences. Such exchanges can take the form of student exchange programs, collaborative projects, or virtual classrooms that connect learners across borders. These experiences foster empathy and understanding, helping students navigate cultural nuances and develop stronger interpersonal skills. Technology also plays a crucial role in enhancing intercultural communication in education. The digital age offers numerous tools that can facilitate interaction among students worldwide. Online platforms enable collaborative learning experiences that transcend geographical boundaries, allowing students to work together on projects, engage in discussions, and share

resources. By leveraging technology in the classroom, educators can create dynamic learning environments that encourage intercultural dialogue and cooperation.

Furthermore, training educators in intercultural competencies is essential for creating an inclusive educational atmosphere. Teachers who are equipped with the skills to navigate cultural differences can better support their students in developing intercultural communication abilities. Professional development programs focused on cultural sensitivity, conflict resolution, and inclusive teaching practices can empower educators to foster a more harmonious classroom environment. Improving intercultural communication and integration in global education systems requires a comprehensive approach that addresses the diverse needs of students. By implementing inclusive curricula, promoting cross-cultural exchanges, leveraging technology, and training educators in intercultural competencies, educational institutions can create environments that not only celebrate diversity but also prepare students for success in an increasingly globalized world. As we move forward, it is crucial to prioritize these strategies to cultivate a generation of learners who are equipped to thrive in a multicultural society.

Analysis of literature on the topic: Intercultural communication and integration in global education have garnered significant attention from scholars and educators worldwide. Several notable researchers and theorists have contributed to the understanding and improvement of these systems. Hall is renowned for his work on intercultural communication, particularly his concepts of high-context and low-context cultures. His theories emphasize the importance of understanding cultural context in communication, which is essential for effective interaction among students from diverse backgrounds. His work encourages educators to consider cultural nuances when designing curricula and communication strategies. Hofstede's research on cultural dimensions has been instrumental in understanding how cultural differences impact communication styles and educational practices. His framework, which includes dimensions such as individualism vs. collectivism and uncertainty avoidance, provides valuable insights for educators seeking to create more inclusive learning environments. By applying Hofstede's dimensions, educators can tailor their approaches to meet the diverse needs of their students.

A prominent figure in global education, Merryfield has focused on integrating multicultural education into teacher training programs. Her research advocates for the inclusion of global perspectives in curricula, emphasizing the need for educators to prepare students for a diverse world. Merryfield's work highlights the importance of fostering critical thinking and empathy through intercultural education. Deardorff has made significant contributions to the field of intercultural competence, particularly through her development of the Intercultural Competence Model. This model outlines the essential skills and attitudes necessary for effective intercultural communication. Deardorff's research emphasizes the role of experiential learning, reflection, and assessment in developing intercultural competencies among students.



Known for his work in educational technology, Papert has explored how digital tools can facilitate intercultural communication and collaboration among students. His advocacy for constructivist learning environments encourages the use of technology to connect learners globally, promoting cross-cultural exchanges that enhance understanding and integration. As a Nobel laureate in economics and a philosopher, Sen has emphasized the importance of education in fostering global citizenship and intercultural understanding. His concept of "capability" highlights the need for education systems to empower individuals to engage with diverse cultures critically and empathetically. In summary, these scholars have laid the groundwork for enhancing intercultural communication and integration in global education. Their research underscores the importance of cultural awareness, inclusive curricula, experiential learning, and the effective use of technology in creating educational environments that celebrate diversity and foster mutual understanding among students from different cultural backgrounds. By building on their insights, educators can continue to improve intercultural communication systems in educational settings worldwide.

Methodology: To further improve the system of intercultural communication and integration in global education, it is essential to adopt a comprehensive research methodology that encompasses various approaches and techniques. This methodology should focus on understanding the complexities of cultural interactions and evaluating the effectiveness of educational practices in promoting intercultural competence. Below are key components of a research methodology designed to enhance intercultural communication in global education. Conduct in-depth interviews and focus group discussions with educators, students, and cultural experts to gather insights into their experiences with intercultural communication. This qualitative approach allows for the exploration of personal narratives, challenges faced, and successful strategies implemented in diverse educational settings. Engage in ethnographic research within educational institutions to observe interactions among students from different cultural backgrounds. This method provides a nuanced understanding of the social dynamics at play and helps identify barriers to effective communication. Conduct case studies of successful programs or institutions that have effectively integrated intercultural communication practices. Analyze the factors contributing to their success and identify best practices that can be replicated in other contexts.

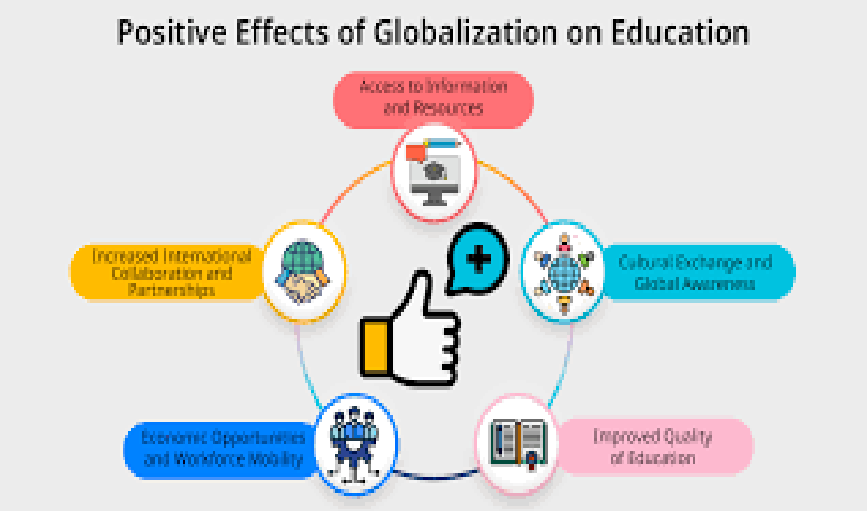
Implement longitudinal studies to track changes in intercultural competence over time among students participating in global education programs. This approach helps assess the long-term impact of educational interventions on students' ability to communicate across cultures. By employing a multifaceted research methodology that incorporates qualitative, quantitative, mixed methods, action research, case studies, and longitudinal studies, educators and researchers can gain valuable insights into improving intercultural communication and integration in global education. This comprehensive approach will enable the development of effective strategies that foster an inclusive learning environment, ultimately preparing students for success in an increasingly interconnected world.

Results and discussion: As the world becomes more interconnected, the importance of intercultural communication and integration in global education cannot be overstated. Educational institutions are tasked with preparing students to thrive in diverse environments, necessitating a systematic approach to enhance intercultural competencies. This analysis explores various strategies to improve intercultural communication and integration, along with anticipated outcomes. One of the most effective ways to enhance intercultural communication is through the development of a curriculum that emphasizes cultural diversity and global perspectives. Integrating subjects such as global studies, cultural anthropology, and language courses can provide students with a deeper understanding of different cultures. By incorporating case studies, real-world scenarios, and collaborative projects that require cross-cultural teamwork, educators can foster an environment where students learn to appreciate and navigate cultural differences.

A well-rounded curriculum will equip students with the knowledge and skills needed to engage effectively with diverse populations, leading to improved empathy and understanding. Educators play a pivotal role in modeling intercultural communication. Providing professional development programs focused on cultural competency can empower teachers to address their

biases, understand their students' diverse backgrounds, and implement inclusive teaching strategies. Workshops that include role-playing, simulations, and discussions about cultural sensitivity can enhance educators' ability to facilitate meaningful conversations about diversity.

Trained educators will create a more inclusive classroom environment, leading to increased student engagement and participation from all cultural backgrounds. Implementing student exchange programs and international collaborations can significantly enhance intercultural experiences. These programs allow students to immerse themselves in different cultures, fostering firsthand understanding and appreciation of diversity. Virtual exchange programs can also be utilized to connect classrooms across the globe, enabling students to collaborate on projects while sharing their cultural perspectives. Participation in exchange programs will lead to greater cultural awareness, enhanced communication skills, and the ability to form meaningful relationships with peers from different backgrounds.



Encouraging students to engage with local communities that reflect diverse cultures can provide practical experience in intercultural communication. Service-learning projects that involve collaboration with multicultural organizations can help students develop empathy and social responsibility. By interacting with individuals from various backgrounds, students gain insights into cultural norms and practices outside the classroom. Community engagement fosters a sense of belonging and responsibility among students while enhancing their ability to communicate effectively across cultural boundaries. Leveraging technology can facilitate intercultural communication in innovative ways. Online platforms that host discussions, forums, or collaborative projects can connect students globally. Utilizing social media for cross-cultural exchanges allows students to share their experiences and perspectives in real-time, breaking down geographical barriers. Enhanced technological integration will promote continuous dialogue among students from different cultures, enriching their learning experiences and broadening their worldviews.

Conclusion: Global education today demands more than just academic knowledge; it requires a robust system of intercultural communication and integration to prepare students for a borderless workforce. To further improve this system, educational institutions must move beyond superficial cultural exchanges toward a curriculum deeply rooted in "Global Citizenship Education." This involves integrating virtual exchange programs, leveraging AI for real-time translation, and fostering "Intercultural Communicative Competence" as a core requirement. Furthermore, faculty training in inclusive pedagogy and international collaborative research is essential. By institutionalizing these strategies, global education can transition from fragmented interactions to a cohesive, integrated system that values diversity as a strategic intellectual asset, ultimately fostering global peace and economic synergy.

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PROBLEMS AND SOLUTIONS IN IMPROVING FOREIGN LANGUAGE SKILLS OF THE YOUTH

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Annotation. This thesis presents a comprehensive scientific analysis of the challenges and solutions in improving foreign language proficiency among the youth in New Uzbekistan. It examines key issues such as methodological limitations in the education system, insufficient teacher qualifications, socio-economic disparities, and psychological barriers affecting language acquisition. The study proposes evidence-based solutions, including the implementation of modern communicative teaching approaches, integration of digital technologies, enhancement of continuous teacher training, and expansion of equal access to quality education.

Key words. foreign languages, youth, education system, communicative competence, pedagogical innovation, digital education, human capital, global integration, social inequality, motivation

Annotatsiya. Ushbu tezis Yangi O‘zbekiston sharoitida yoshlar o‘rtasida xorijiy tillarni o‘rganish muammolari va ularni bartaraf etish yo‘llarini chuqur ilmiy tahlil qiladi. Unda ta’lim tizimidagi metodik kamchiliklar, o‘qituvchilar malakasining yetarli darajada emasligi, ijtimoiy-iqtisodiy tengsizliklar hamda psixologik to‘siqlarning til o‘rganishga ta’siri keng yoritilgan. Tadqiqotda zamonaviy kommunikativ yondashuvlarni joriy etish, raqamli texnologiyalarni keng qo‘llash, o‘qituvchilarni uzluksiz tayyorlash tizimini takomillashtirish va sifatli ta’limga teng kirish imkoniyatlarini ta’minlash bo‘yicha ilmiy asoslangan takliflar ishlab chiqilgan.

Kalit so‘zlar. xorijiy tillar, yoshlar, ta’lim tizimi, kommunikativ kompetensiya, pedagogik innovatsiyalar, raqamli ta’lim, inson kapitali, global integratsiya, ijtimoiy tengsizlik, motivatsiya

Аннотация. Данная работа представляет собой комплексный научный анализ проблем и путей совершенствования владения иностранными языками среди молодежи в условиях Нового Узбекистана. В исследовании рассматриваются методические недостатки системы образования, недостаточный уровень квалификации преподавателей, социально-экономическое неравенство и психологические барьеры, влияющие на процесс изучения языков. Предложены научно обоснованные решения, включая внедрение современных коммуникативных методов обучения, интеграцию цифровых технологий, развитие системы непрерывного повышения квалификации педагогов и обеспечение равного доступа к качественному образованию.

Ключевые слова. иностранные языки, молодежь, система образования, коммуникативная компетенция, педагогические инновации, цифровое образование, человеческий капитал, глобальная интеграция, социальное неравенство, мотивация

Introduction. In the framework of the New Uzbekistan, the advancement of foreign language proficiency among youth has evolved into a fundamental component of national development strategy, reflecting the country’s aspiration to integrate more deeply into the global economic, scientific, and cultural space. The increasing mobility of labor, expansion of international trade, and the globalization of higher education have transformed foreign languages—particularly English, but also Russian, Chinese, and other strategically important languages—into key instruments of human capital formation. From the perspective of modern economic theory, language skills are not merely cultural assets but productive competencies that enhance employability, increase earnings potential, and facilitate knowledge transfer across borders.

Empirical research in education economics demonstrates that individuals with advanced foreign language proficiency tend to experience higher labor market returns, especially in emerging economies undergoing structural transformation. In Uzbekistan, where economic reforms are oriented toward diversification, innovation, and export-led growth, the demand for a multilingual workforce has intensified. At the same time, the government has introduced a range of institutional reforms, including curriculum modernization, expansion of specialized language schools, and the integration of international standards such as the Common European Framework of Reference for Languages (CEFR). Despite these efforts, measurable outcomes often reveal a gap between policy ambitions and actual language proficiency levels among students. This discrepancy highlights the need for a deeper analytical examination of underlying constraints and the formulation of scientifically grounded solutions.

A critical examination of the current state of foreign language education reveals that methodological inefficiencies remain one of the central barriers to effective learning. While contemporary linguistics emphasizes communicative competence as the primary objective of language acquisition, classroom practices frequently continue to rely on teacher-centered instruction, rote memorization, and grammar-focused exercises. According to second language acquisition theory, particularly the communicative approach and Krashen’s input hypothesis, meaningful interaction and exposure to comprehensible input are essential for developing fluency. However, in many educational settings, students have limited opportunities to engage in authentic communication, resulting in a discrepancy between theoretical knowledge and practical skills.

In addition to methodological challenges, the issue of teacher quality and professional development is of paramount importance. Research indicates that teacher effectiveness is one of the most significant determinants of student achievement in language learning. In Uzbekistan, although the number of foreign language teachers has increased, qualitative indicators such as pedagogical competence, language proficiency, and digital literacy remain uneven. Continuous professional development systems are often insufficiently institutionalized, leading to a lack of exposure to innovative teaching strategies such as blended learning, flipped classrooms, and task-based instruction. Furthermore, the integration of technology into language education, which has been

shown to significantly enhance learning outcomes through adaptive learning systems and multimedia resources, is still at an early stage in many regions.

Another dimension of the problem is socio-economic inequality, which creates disparities in access to high-quality language education. From a sociological perspective, educational outcomes are closely linked to family background, income level, and geographic location. Urban students typically benefit from better-equipped schools, access to private language courses, and exposure to digital learning platforms, whereas rural students often face limited infrastructure, fewer qualified teachers, and reduced access to supplementary resources. This digital and educational divide leads to unequal opportunities for skill development and ultimately affects the overall competitiveness of the national workforce. Psychological and motivational factors also play a crucial role in language acquisition. Studies in educational psychology highlight the importance of intrinsic motivation, self-efficacy, and a supportive learning environment in achieving language proficiency. In many cases, students experience anxiety, fear of making mistakes, or a lack of confidence, which inhibits active participation in speaking activities. Moreover, the perceived relevance of foreign languages to students' future careers significantly influences their level of engagement. When language learning is not clearly connected to real-life opportunities, motivation tends to decline.

Addressing these complex challenges requires a comprehensive and interdisciplinary approach. Pedagogically, a transition toward student-centered and competency-based education is essential. The adoption of communicative language teaching, task-based language teaching and content and language integrated learning can create more interactive and meaningful learning experiences. Empirical evidence suggests that these approaches improve not only linguistic competence but also critical thinking and problem-solving skills. The use of digital technologies, including artificial intelligence-based language applications, virtual reality environments, and online collaboration platforms, can further enhance exposure to authentic language use and provide personalized learning pathways. From an institutional perspective, strengthening teacher training systems is crucial. This includes the establishment of continuous professional development frameworks, certification standards aligned with international benchmarks, and partnerships with foreign educational institutions. Investment in teacher education should prioritize both linguistic proficiency and pedagogical innovation, ensuring that educators are equipped to meet the demands of modern language instruction. Additionally, improving working conditions and providing performance-based incentives can enhance teacher motivation and retention.

Policy interventions aimed at reducing inequality must focus on expanding access to quality education in underserved regions. This can be achieved through targeted funding, development of digital infrastructure, and the implementation of distance learning programs. Hybrid education models, which combine online and offline instruction, have proven effective in reaching students in remote areas. Furthermore, creating inclusive learning environments that encourage active participation and reduce psychological barriers is essential for maximizing student engagement. Finally, the promotion of a multilingual culture at the societal level can significantly influence language learning outcomes. Media, cultural institutions, and public campaigns can play an important role in raising awareness about the value of foreign languages. Encouraging youth participation in international exchange programs, academic mobility initiatives, and global competitions provides practical opportunities for language use and fosters intercultural competence. Such initiatives contribute not only to individual development but also to the country's broader goal of global integration.

Conclusion. The enhancement of foreign language skills among the youth of the New Uzbekistan is a multidimensional challenge that intersects with educational policy, economic development, and social equity. While substantial progress has been made in expanding access to language education and aligning national standards with international frameworks, persistent gaps in teaching quality, methodological approaches, and resource distribution continue to limit effectiveness. A scientifically grounded and systematically implemented strategy is required to address these issues in a sustainable manner.

By prioritizing communicative competence, investing in teacher development, leveraging digital technologies, and ensuring equitable access to educational resources, Uzbekistan can significantly improve language learning outcomes. At the same time, fostering motivation and creating a supportive socio-cultural environment are essential for encouraging active engagement among youth. The successful resolution of these challenges will not only enhance individual opportunities but also strengthen the country's human capital, enabling it to compete more effectively in the global knowledge economy. Ultimately, the development of foreign language proficiency represents a strategic investment in the future of the nation, contributing to its economic resilience, cultural openness, and international cooperation.

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INGLIZ VA O‘ZBEK TILLARIDA IQTISODIY EVFEMIZMLARNING SEMANTIK VA PRAGMATIK XUSUSIYATLARI

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Annotatsiya. Mazkur tezis ingliz va o‘zbek tillarida iqtisodiy evfemizmlarning semantik va pragmatik xususiyatlarini qiyosiy o‘rganishga bag‘ishlangan. Tadqiqotda evfemizmlarning iqtisodiy diskursdagi o‘rni, ularning metafora va metonimiya asosida shakllanishi hamda konnotativ ma’nolari tahlil qilinadi. Shuningdek, ularning kommunikativ vazifalari, auditoriyaga ta’siri va ma’lumotni yumshatish xususiyatlari yoritiladi. Ingliz va o‘zbek tillaridagi o‘xshashlik va farqlar aniqlanib, tarjima jarayonidagi muammolar ko‘rib chiqiladi. Natijalar samarali tarjima strategiyalarini ishlab chiqishga xizmat qiladi.

Kalit so‘zlar: evfemizm, iqtisodiy diskurs, semantika, pragmatika, tarjima, metafora, konnotatsiya, kommunikativ strategiya.

Аннотация. Данная работа посвящена сравнительному изучению семантических и прагматических особенностей экономических эвфемизмов в английском и узбекском языках. В исследовании рассматривается роль эвфемизмов в экономическом дискурсе, их формирование на основе метафоры и метонимии, а также коннотативные значения. Анализируются их коммуникативные функции, влияние на аудиторию и способность смягчать или скрывать информацию. Выявляются сходства и различия между языками, обсуждаются проблемы перевода. Результаты способствуют разработке эффективных переводческих стратегий.

Ключевые слова: эвфемизм, экономический дискурс, семантика, прагматика, перевод, метафора, коннотация, коммуникативная стратегия.

Abstract. This thesis is devoted to a comparative study of the semantic and pragmatic features of economic euphemisms in English and Uzbek languages. The research analyzes the role of euphemisms in economic discourse, their formation through metaphor and metonymy, and their connotative meanings. It also examines their communicative functions, their impact on the audience, and their ability to soften or obscure information. Similarities and differences between the two languages are identified, and translation challenges are discussed. The findings contribute to effective translation strategies.

Keywords: euphemism, economic discourse, semantics, pragmatics, translation, metaphor, connotation, communicative strategy.

Kirish. Zamonaviy tilshunoslikda iqtisodiy diskursni o‘rganish dolzarb yo‘nalishlardan biri sifatida e’tirof etilmoqda. Ayniqsa, iqtisodiy jarayonlarni ifodalashda qo‘llaniladigan evfemizmlar tilning nafaqat semantik, balki pragmatik imkoniyatlarini ham yaqqol namoyon etadi. Ingliz va o‘zbek tillarida iqtisodiy evfemizmlarning shakllanishi, qo‘llanishi va tarjima jarayonidagi o‘ziga xosliklarini tahlil qilish bugungi globallashuv sharoitida muhim ilmiy-amaliy ahamiyat kasb etadi. Chunki iqtisodiy axborotlar ko‘pincha ommaviy axborot vositalari, siyosiy nutqlar va rasmiy hujjatlar orqali yetkaziladi va ularda ma’lum darajada yumshatish, yashirish yoki ijobiylashtirish strategiyalari qo‘llaniladi. Evfemizm tushunchasi tilshunoslikda salbiy yoki noqulay mazmunni yumshoqroq, ijtimoiy jihatdan maqbulroq shaklda ifodalash vositasi sifatida qaraladi. So‘nggi yillarda olib borilgan tadqiqotlar (Allan & Burridge, 2020; Crespo-Fernández, 2021; Rawson, 2022) evfemizmlarning nafaqat leksik-semantik hodisa, balki kuchli pragmatik vosita ekanligini ko‘rsatmoqda. Xususan, iqtisodiy diskursda “downsizing”, “negative growth”, “price adjustment” kabi inglizcha birliklar real iqtisodiy muammolarni (ishdan bo‘shatish, iqtisodiy pasayish, narx oshishi) yumshatib ifodalash uchun xizmat qiladi. O‘zbek tilida ham “optimallashtirish”, “narxlarni tartibga solish”, “ish o‘rinlarini qisqartirish” kabi birliklar shunga o‘xshash funksiyani bajaradi.

Mazkur tezisda ingliz va o‘zbek tillaridagi iqtisodiy evfemizmlarning semantik va pragmatik xususiyatlari qiyosiy jihatdan tahlil qilinadi. Semantik nuqtai nazardan, evfemizmlarning ma’no kengayishi, metaforik va metonimik asoslari, konnotativ komponentlari o‘rganiladi. Pragmatik jihatdan esa ularning nutq vaziyatiga moslashuvi, kommunikativ maqsadga xizmat qilishi, auditoriyaga ta’sir ko‘rsatish strategiyalari tahlil etiladi. Ayniqsa, iqtisodiy evfemizmlarning manipulyativ xususiyatlari, ya’ni ma’lumotni yashirish yoki uni ijobiyroq ko‘rsatish orqali jamoatchilik fikriga ta’sir qilish imkoniyatlari alohida e’tibor markazida bo‘ladi.

Adabiyotlar tahlili. Iqtisodiy evfemizmlar masalasi zamonaviy tilshunoslikda ko‘p qirrali yondashuv asosida o‘rganilmoqda. Xususan, evfemizmlarning semantik va pragmatik xususiyatlarini tahlil qilishda kognitiv tilshunoslik, diskurs tahlili hamda pragmalingvistika yo‘nalishlari muhim metodologik asos bo‘lib xizmat qiladi. So‘nggi yillarda olib borilgan tadqiqotlar evfemizmlarning ijtimoiy va kommunikativ funksiyalarini chuqurroq ochib berishga qaratilgan. Allan va Burridge (2020) o‘z tadqiqotlarida evfemizmlarni ijtimoiy ehtiyoj mahsuli sifatida talqin qilib, ularning asosiy vazifasi noqulay yoki tabu mazmunni yumshatishdan iborat ekanligini ta’kidlaydi. Mualliflar evfemizmlarni semantik o‘zgarishlar natijasida shakllanuvchi birlik sifatida ko‘rib, ularning metafora va metonimiya asosida yuzaga kelishini ilmiy asoslaydi.

Ushbu yondashuv iqtisodiy diskursda qo‘llaniladigan “downsizing”, “restructuring” kabi birliklarning yashirin semantik qatlamini ochishda muhim ahamiyatga ega.

Crespo-Fernández (2021) esa evfemizmlarni pragmatik nuqtai nazardan o‘rganib, ularni nutq strategiyasi sifatida baholaydi. Uning fikricha, evfemizmlar faqatgina semantik yumshatish vositasi emas, balki auditoriyaga ta’sir ko‘rsatish, muayyan fikrni manipulyativ tarzda yetkazish imkonini beruvchi vositadir. Bu ayniqsa iqtisodiy va siyosiy nutqlarda yaqqol namoyon bo‘ladi. Masalan, iqtisodiy inqiroz holatini “temporary slowdown” tarzida ifodalash orqali muammo jiddiyligi kamaytiriladi. Rawson (2022) evfemizmlarning lug‘aviy tizimdagi o‘rnini tadqiq qilib, ularni dinamik hodisa sifatida tavsiflaydi. Uning fikricha, evfemizmlar vaqt o‘tishi bilan o‘zining yumshatuvchi xususiyatini yo‘qotib, yangi evfemistik birliklar bilan almashinadi. Bu jarayon “euphemism treadmill” deb ataladi. Mazkur nazariya iqtisodiy terminologiyada ham kuzatiladi: masalan, “layoff” o‘rniga “workforce reduction” kabi yangi birliklarning paydo bo‘lishi shundan dalolat beradi.

O‘zbek tilshunosligida ham evfemizmlar masalasi muayyan darajada o‘rganilgan. Jumladan, Mahmudov (2019), Yo‘ldoshev (2021) kabi olimlar evfemizmlarning lingvistik tabiatini, ularning nutqdagi funksiyalarini tahlil qilgan. Ular evfemizmlarni milliy mentalitet va madaniyat bilan chambarchas bog‘liq hodisa sifatida ko‘rsatadi. O‘zbek tilida iqtisodiy evfemizmlar ko‘pincha rasmiy uslub doirasida shakllanib, davlat va iqtisodiy siyosat bilan bog‘liq matnlarda faol qo‘llaniladi. Shuningdek, so‘nggi tadqiqotlarda (Charteris-Black, 2023; Koller, 2022) iqtisodiy diskursda metafora va evfemizmlarning o‘zaro aloqasi alohida ta’kidlanadi. Bu ishlarda iqtisodiy jarayonlar ko‘pincha “growth”, “decline”, “recovery” kabi metaforik birliklar orqali ifodalanishi va ular evfemistik funksiyani ham bajarishi ko‘rsatib o‘tiladi. Bu esa evfemizmlarning semantik tuzilishi murakkab va ko‘p qatlamli ekanligini tasdiqlaydi. Umuman olganda, mavjud adabiyotlar tahlili shuni ko‘rsatadiki, iqtisodiy evfemizmlar tilning semantik tizimi bilan bir qatorda, uning pragmatik va diskursiv imkoniyatlarini ham aks ettiradi. Biroq ingliz va o‘zbek tillarida iqtisodiy evfemizmlarning qiyosiy tahlili yetarli darajada o‘rganilmagan bo‘lib, bu mazkur tadqiqotning ilmiy yangiligini belgilaydi.

Tadqiqot muhokamasi. Mazkur tadqiqot doirasida ingliz va o‘zbek tillaridagi iqtisodiy evfemizmlarning semantik va pragmatik xususiyatlari qiyosiy jihatdan tahlil qilindi. Tahlillar shuni ko‘rsatdiki, har ikkala tilda ham evfemizmlar iqtisodiy jarayonlarni yumshatib ifodalash, auditoriyaga psixologik jihatdan qulay ta’sir ko‘rsatish hamda ma’lumotni qisman yashirish vazifasini bajaradi. Semantik jihatdan qaralganda, ingliz tilidagi iqtisodiy evfemizmlar ko‘pincha metaforik va abstrakt birliklar orqali ifodalanadi. Masalan, “negative growth” iborasi aslida iqtisodiy pasayishni anglatadi, biroq “growth” komponenti orqali ijobiy konnotatsiya saqlanib qoladi. O‘zbek tilida esa shunga o‘xshash holat “salbiy o‘sish” shaklida kuzatiladi, ammo amaliy nutqda ko‘proq “iqtisodiy pasayish” yoki “o‘sish sur’atlarining sekinlashuvi” kabi variantlar qo‘llaniladi.

Pragmatik nuqtai nazardan, ingliz tilida evfemizmlar ko‘pincha korporativ va siyosiy diskursda faol qo‘llanilib, manipulyativ strategiya sifatida xizmat qiladi. Masalan, “downsizing” yoki “rightsizing” kabi birliklar xodimlarni ishdan bo‘shatish jarayonini yumshatadi. O‘zbek tilida esa “optimallashtirish”, “strukturaviy o‘zgarishlar” kabi birliklar shunga o‘xshash funksiyani bajaradi. Biroq o‘zbek nutqida bu birliklar ko‘proq rasmiy-uslubiy xarakterga ega bo‘lib, kundalik nutqda kamroq uchraydi. Tadqiqot natijalari shuni ham ko‘rsatdiki, ingliz tilidagi evfemizmlar qisqa va ixcham shaklda bo‘lsa, o‘zbek tilida ular ko‘pincha ko‘proq tushuntiruvchi elementlarni o‘z ichiga oladi. Bu farq tillarning tipologik xususiyatlari va kommunikativ an’analari bilan izohlanadi. Ingliz tilida axborotni qisqa va aniq yetkazish ustuvor bo‘lsa, o‘zbek tilida izohli va kengroq ifodalash tendensiyasi mavjud.

Xulosa. Mazkur tadqiqot ingliz va o‘zbek tillarida iqtisodiy evfemizmlarning semantik va pragmatik xususiyatlarini qiyosiy tahlil qilishga bag‘ishlandi. Natijalar shuni ko‘rsatdiki, evfemizmlar iqtisodiy jarayonlarni yumshatib ifodalash, ijobiy ta’sir yaratish va salbiy holatlarni yashirish vazifasini bajaradi. Semantik jihatdan ular metafora va metonimiya asosida shakllanib, ko‘p qatlamli ma’noga ega bo‘ladi. Pragmatik jihatdan esa nutq strategiyasi sifatida kommunikativ

maqsadga xizmat qiladi. Ingliz tilida ular ixcham, o‘zbek tilida esa izohli va kengroq ifodalanadi. Tarjimada semantik va pragmatik moslikni saqlash muhim hisoblanadi. Umuman, evfemizmlar til va jamiyat aloqasini aks ettiradi.

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INTERKULTURELLE KOMMUNIKATION UND INTEGRATION IM GLOBALEN BILDUNGSSYSTEM: WEGE ZUR WEITEREN VERBESSERUNG

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Annotatsiya: Ushbu tezisda global ta’lim tizimida madaniyatlararo kommunikatsiya va integratsiyaning zamonaviy muammolari hamda rivojlanish imkoniyatlari o‘rganiladi. Xalqaro tajriba va O‘zbekiston ta’lim islohotlarining qiyosiy tahlili asosida madaniyatlararo muloqot, ko‘p tilli ta’lim va tizimli integratsiyani takomillashtirish bo‘yicha aniq yo‘llar ko‘rsatilgan. Tadqiqot natijalari shuni ko‘rsatadiki, izchil ta’lim siyosati, raqamli vositalar va institutsional hamkorlik madaniyatlararo integratsiyani barqaror rivojlantirishda muhim ahamiyat kasb etadi.

Kalit so‘zlar: madaniyatlararo kommunikatsiya, integratsiya, ko‘p tillilik, raqamli ta’lim.

Zusammenfassung: Die vorliegende Studie untersucht aktuelle Herausforderungen und Entwicklungsmöglichkeiten der interkulturellen Kommunikation und Integration im globalen Bildungssystem. Anhand einer vergleichenden Analyse internationaler Erfahrungen und usbekischer Bildungsreformen werden konkrete Wege zur Verbesserung des interkulturellen Dialogs, der mehrsprachigen Bildung und der systemischen Integration dargestellt. Die Ergebnisse zeigen, dass eine kohärente Bildungspolitik, digitale Werkzeuge und institutionelle Partnerschaften unerlässlich sind.

Schlüsselwörter: interkulturelle Kommunikation, Integration, Mehrsprachigkeit, digitales Lernen.

XXI asr dunyosi madaniyatlar, jamiyatlar va iqtisodiyotlarning misli ko‘rilmagan darajada o‘zaro bog’liqligiga guvoh bo‘lmoqda. Globallashuv nafaqat iqtisodiy va texnologik o‘zgarishlarni, balki odamlarning muloqoti, o‘qishi va birgalikda yashash tarzini tubdan o‘zgartirmoqda. Ta’lim bu jarayonda hal qiluvchi rol o‘ynaydi.

Madaniyatlararo kommunikatsiya — madaniy chegaralar bo‘ylab samarali va hurmat bilan muloqot qilish qobiliyati — zamonaviy insonning eng muhim kompetensiyalaridan biriga aylandi (Byram, 2008). Dunyo bo‘ylab ta’lim tizimlari bu kompetensiyani tizimli ravishda rivojlantirish va ayni paytda milliy o‘zlikni saqlash vazifasi bilan duch kelmoqda.

O‘zbekiston so‘nggi yillarda milliy ta’lim tizimini xalqaro standartlarga moslashtirish va mamlakatning madaniy hamda tilshunoslik xilma-xilligini saqlashga qaratilgan keng qamrovli ta’lim islohotlarini amalga oshirdi. Ushbu islohotlar madaniyatlararo kommunikatsiya masalasini o‘rganish uchun qulay kontekst yaratadi.

Ushbu tezis xalqaro tadqiqot natijalari va milliy ta’lim strategiyalari asosida global ta’lim tizimida madaniyatlararo kommunikatsiya va integratsiyani yaxshilashning aniq yo‘llarini aniqlash va baholashni maqsad qiladi.

Madaniyatlararo kommunikatsiya tushunchasi birinchi marta 1950-yillarda Edward T. Hall tomonidan tizimli tarzda ishlab chiqilgan va keyinchalik ko‘plab olimlar tomonidan rivojlantirilgan (Hall, 1959; Hofstede, 1980; Gudykunst, 2003). Madaniyatlararo kommunikatsiya turli madaniy muhitdan kelgan shaxslar o‘rtasidagi ma’nolar almashinuvini anglatadi.

Ta’lim tadqiqotlarida madaniyatlararo kompetensiya kognitiv, affektiv va xulq-atvorga oid elementlarni o‘z ichiga oluvchi uch o‘lchamli konstrukt sifatida ta’riflanadi (Deardorff, 2006). Bu kompetensiya o‘quvchining ochiqlik, qiziquvchanlik va boshqa madaniyatlarga hurmat munosabatlariga asoslanadi.

Ta’lim kontekstida integratsiya ko‘p o‘lchamlidir: institutsional darajada milliy ta’lim tizimlarini xalqaro tuzilmalarga jalb qilish; o‘quv dasturi darajasida madaniyatlararo mazmun va ko‘p tilli yondashuvlarni darsga kiritish; ijtimoiy darajada esa inkluziya, teng imkoniyat va madaniy hurmatni rag’batlantirish. UNESCO ta’lim integratsiyasini barcha o‘quvchilarning kelib chiqishidan qat’i nazar, sifatli ta’limga teng huquqli kirish jarayoni sifatida belgilaydi (UNESCO, 2009).

Xalqaro ta’lim tizimlarining tahlili shuni ko‘rsatadiki, madaniyatlararo integratsiyaning muvaffaqiyatli modellari bir necha bir-birini to‘ldiruvchi ustunlarga asoslanadi. Finlyandiya, Kanada, Singapur va Yevropa Ittifoqining ta’lim tizimlarida ayniqsa samarali yondashuvlar aniqlandi.

Finlyandiya madaniy xilma-xillikni istisno sifatida emas, balki me’yor sifatida qabul qiladigan keng qamrovli madaniyatlararo ta’lim dasturini ishlab chiqdi. Kanada ko‘p madaniyatlilik yondashuvini qo‘llaydi va mahalliy xalqlar, muhojir jamoalar tarixi hamda nuqtai nazarlarini darsga tizimli kiritadi. To‘rtta rasmiy tili bo‘lgan Singapur barcha o‘quvchilarni ingliz tilidan tashqari kamida yana bir davlat tilini o‘rganishga majburlaydigan ko‘p tilli ta’lim tizimini yaratdi.

O‘zbekiston dinamik islohot jarayonida bo‘lib, O‘zbekiston-2030 milliy taraqqiyot strategiyasi va Raqamli O‘zbekiston 2030 dasturi ta’lim sohasini xalqaro miqyosga olib chiqishda aniq maqsadlarni belgilaydi. Shu bilan birga, madaniyatlararo ta’lim mazmuni ko‘pincha alohida mavzu sifatida, fanlararo asosda emas o‘rgatilmoqda; yetarli malakali o‘qituvchilar yetishmayapti; o‘quv materiallari ko‘pincha mahalliy xususiyatlarga moslashtirilmagan.

Raqamli texnologiyalar madaniyatlararo muloqotni rivojlantirishda tobora muhim ahamiyat kasb etmoqda. Virtual almashinuv dasturlari va onlayn hamkorlik platformalari an’anaviy almashinuvlarning geografik va moliyaviy to‘siqlarini bartaraf etish imkonini beradi (O‘Dowd, 2018). COVID-19 pandemiyasi raqamli o‘qish formatlarining tarqalishini sezilarli tezlashtirib, bu shakllarning resurs cheklangan muhitlarda ham ishlashini ko‘rsatdi.

Ushbu tadqiqot shuni ko‘rsatdiki, global ta’lim tizimida madaniyatlararo kommunikatsiya va integratsiyani yaxshilash siyosiy ishtiroj, o‘quv dasturi innovatsiyasi, o‘qituvchilarni qayta tayyorlash va texnologik resurslarni bir vaqtning o‘zida talab qiladigan ko‘p qirrali vazifadir. Tahlil asosida quyidagi tavsiyalar shakllantirildi:

1. Qonuniy mustahkamlash: Madaniyatlararo ta’lim O‘zbekistonning asosiy ta’lim qonunlari va dasturlarida strategik maqsad sifatida aniq belgilanishi kerak.

2. Fanlararo o‘quv dasturi: Madaniyatlararo mazmun barcha o‘quv fanlarida umummadaniy kompetensiya sifatida maktabgacha ta’limdan boshlab tizimli shakllantirilishi lozim.

3. O‘qituvchilarni tayyorlash: Madaniyatlararo kompetensiyalarni o‘qituvchilar tayyorlashda tizimli mustahkamlash va xalqaro almashinuv dasturlarini yo‘lga qo‘yish talab etiladi.

4. Raqamli virtual almashinuv: O‘zbekiston ta’lim muassasalari va xalqaro hamkorlar o‘rtasidagi virtual almashinuv dasturlari tizimli ravishda kengaytirilib, rag’batlantirilishi zarur.

5. Ipak yo‘li merosidan foydalanish: O‘zbekistonning madaniyatlar chorrahasi sifatidagi tarixiy rolini madaniyatlararo ta’lim loyihalari uchun resurs sifatida faol qo‘llash maqsadga muvofiq.

6. Ko‘p tilli ta’lim: O‘zbek tili bilan birga xalqaro tillarni mustahkamlaydigan izchil ko‘p tilli ta’lim taklifini ishlab chiqish milliy ustuvorlik sifatida e’tirof etilishi kerak.

Xulosa o‘rnida shuni ta’kidlash lozimki, madaniyatlararo ta’lim globallashuv davrida hashamat emas, balki zaruratdir. Madaniy kompetensiyaga sarmoya kiritadigan mamlakatlar va ta’lim tizimlari o‘z fuqarolari uchun ham, xalqaro hamjamiyat uchun ham tinch, barqaror va inkluziv kelajak uchun zamin yaratadi. O‘zbekiston o‘zining boy madaniy an’analari va ambitiozli islohot dasturlari bilan Markaziy Osiyoda yetakchi o‘rin egallash uchun noyob imkoniyatga ega.

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TEACHING METAPHORS IN ENGLISH FOR SPECIFIC PURPOSES CLASSES ON COMMUNICATION AND ECONOMY

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Abstract: This paper explores the pedagogical utility of integrating metaphorical analysis within English for Specific Purposes curricula, specifically focusing on the domains of communication and economics. Recognizing that metaphors are integral to everyday thought and action, and particularly prevalent in business discourse, this study aims to demonstrate how an explicit focus on metaphorical language can significantly enhance ESP learners' comprehension and production of specialized terminology. This approach acknowledges that metaphor use in economic discourse is not merely stylistic but deeply conceptual, shaping how complex financial phenomena are understood and communicated. Moreover, understanding these conceptual metaphors can refine foreign language learners' pragmatic competence, enabling them to navigate and contribute to specialized professional communities with greater fluency and authenticity.

Key words: English for Specific Purposes (ESP), Conceptual Metaphor Theory, Corpus-Based Analysis, Language Acquisition, Cross-Cultural Communication, Metaphorical Mapping, Financial Communication.

Scholarly investigations consistently demonstrate that metaphors are not merely ornamental linguistic devices but rather fundamental cognitive mechanisms that structure human perception and

understanding, particularly within specialized domains such as economics [1,2]. Indeed, the lexicon of economics frequently employs metaphorical extensions of common words, manifesting as both lexicalized and novel metaphorical expressions [3]. This ubiquity of metaphor extends across various discourses, including academic, news, fiction, and conversational contexts, highlighting its pervasive role in language [4]. Consequently, a thorough understanding of these conceptual metaphors is crucial for L2 learners to achieve true mastery in English for Specific Purposes [5,6]. This pedagogical necessity is underscored by research highlighting the substantial presence of conceptual metaphors in economic discourse, influencing the articulation and comprehension of complex financial phenomena [7]. The nuanced application of metaphor not only aids in comprehending intricate economic concepts but also serves as a motor or barometer of scientific progress and social evolution within the field. This cognitive dimension of metaphor is particularly salient in economic education, where conceptual metaphor theory offers a framework for understanding how abstract economic ideas are mapped onto more concrete domains [8]. For instance, economic discourse frequently utilizes biological, mechanical, and path/journey metaphors, whose conceptual evolution can be tracked to reveal underlying shifts in economic thought [9]. The pervasive nature of metaphor in economics is further illuminated by its role in simplifying complex financial facts and processes for specific audiences, positioning it as a fundamental mechanism for comprehending abstract concepts and performing abstract reasoning within the discipline [10].

Building upon these theoretical underpinnings, our methodology is designed to investigate the prevalence and function of conceptual metaphors in authentic communication and economic texts, with a specific focus on identifying how these metaphors facilitate or hinder comprehension among ESP learners. This involves a corpus-based approach, leveraging computational linguistic tools to semi-automatically extract and categorize metaphorical expressions within a curated dataset of academic and professional economic texts. This systematic analysis will involve n-gram and collocation analysis to identify recurrent metaphorical patterns and their associated semantic fields [11]. Subsequently, qualitative analysis, including stimulated recall interviews, will be employed with ESP learners to explore their cognitive processing of these metaphors, thereby elucidating the impact of L1 influence and deliberate communicative choices on their interpretation [12]. The research will also adopt a Vygotskian socio-cognitive approach to metaphor in discourse, examining how German-speaking and Italian jurists utilize metaphors in academic writing to understand cross-cultural variations in metaphorical conceptualization [2]. Furthermore, the study will integrate metacognitive and cognitive learning strategies to assess how these approaches can aid learners in overcoming discourse memorization barriers and facilitate the retention of economic discourse in the target language [13]. This mixed-methods design, incorporating both quantitative linguistic analysis and qualitative cognitive insights, will allow for a comprehensive understanding of metaphor's role in ESP learning contexts, particularly in illuminating the challenges and opportunities in translating nuanced cultural and rhetorical traditions [14,15]. A critical component of this methodology involves analyzing institutional and academic discourse to identify widely shared conceptual metaphors, drawing insights from cognitive metaphor theory and corpus linguistics to understand their social and discursive context [16]. This systematic analysis will contribute to the development of targeted pedagogical interventions aimed at enhancing ESP learners' metaphorical competence within economic and communication domains.

The findings will present a detailed categorization of prevalent conceptual metaphors identified within the corpus, highlighting their frequency, semantic domains, and the specific linguistic instantiations that characterize economic and communication discourse. This categorization will delineate the distribution of various metaphor types—such as structural, orientational, and ontological metaphors—and their relative prominence within different sub-disciplines of economics and communication. The analysis will further explore how these metaphors function epistemologically, shaping the conceptualization of abstract economic processes and their policy implications [17]. The results will also identify how cultural variations influence the interpretation and application of these metaphors among different learner populations, especially

considering that conventional metaphors are a fundamental component of everyday communication yet are often overlooked in post-secondary language programs [18]. The analysis will additionally explore the continuum of metaphor use, from conventional metaphorical collocations to extended metaphors, and assess how learners' confidence to experiment with these develops [19]. This exploration will encompass an examination of how these metaphorical competencies translate into practical communicative effectiveness in professional settings, drawing upon a comprehensive analysis of both verbal and non-verbal data [20]. Furthermore, the findings will address the implications of these metaphoric patterns for L2 instruction, providing concrete strategies to develop "culturally congruent" metaphors that bridge linguistic and conceptual differences in international communication [21,22]. This will involve a granular examination of how different metaphor types contribute to the dissemination of knowledge and the communication of scientific arguments in academic discourse, incorporating insights from large-scale studies of lexical metaphors [23]. The study will culminate in a novel conceptual framework for future research on metaphor in cross-cultural communication, integrating theory with empirical analysis [24]. Specifically, the methodology will include a cross-linguistic analysis of metaphorical patterns, contrasting those prevalent in English economic discourse with those found in other languages, such as Arabic, to uncover potential areas of miscommunication and misunderstanding [25].

This section will critically evaluate the identified metaphorical frameworks, examining their effectiveness in conveying complex economic concepts and their potential impact on communicative clarity and pedagogical strategies within ESP contexts. It will also delve into how the varying levels of linguistic and conceptual similarity across different metaphorical categories influence learner comprehension, advocating for a sequential introduction of metaphors in curriculum design to optimize acquisition [26]. Furthermore, the discussion will explore the pedagogical implications of these findings, particularly how an awareness of both conventional and novel metaphorical expressions can inform the development of targeted instructional strategies for L2 learners [21,27]. This includes considering how the cognitive metaphor theory can be leveraged to enhance understanding of disciplinary discourse, especially for non-native speakers [28]. The discussion will also address the dynamic interplay between cultural background and metaphor interpretation, highlighting how hidden variations in figurative language usage among ESL/ELF learners can significantly influence their understanding and production of academic and professional discourse [29]. This will involve a granular examination of how metaphor acts as a "negotiated space" between source and target cultures, where cultural meanings are continuously mediated and reconstructed in economic discourse [22]. This perspective underscores the necessity of addressing the challenges posed by linguistic and cultural disparities in translating complex economic concepts, which can lead to significant miscommunication [25,26]. Such an analysis will integrate insights from studies on textual metaphor in academic writing to refine pedagogical approaches, particularly in addressing how different rhetorical traditions impact the interpretation and translation of specialized terminology. The analysis will therefore extend to evaluating the effectiveness of various translation approaches in preserving the original figurative meaning and cultural connotations of economic metaphors, particularly when rendering information between languages like English and Vietnamese.

This final section will synthesize the major findings regarding the role of metaphor in ESP for communication and economics, emphasizing the pedagogical implications for fostering greater metaphorical competence and intercultural understanding. It will reiterate the importance of explicit metaphor instruction in ESP curricula, advocating for a nuanced approach that considers both the linguistic form and the underlying conceptual structures. This includes the integration of culturally responsive teaching strategies that highlight metaphorical competence and cross-cultural understanding, alongside an examination of how cultural models influence metaphor comprehension. The conclusion will further propose a research agenda for investigating the longitudinal impact of metaphor-focused pedagogy on learners' communicative effectiveness and their ability to navigate diverse professional contexts. Furthermore, the research agenda will explore how technological advancements, particularly AI translation tools, influence the comprehension and

production of metaphorical language in EFL contexts, considering both their utility and their limitations in accurately rendering culturally nuanced expressions.

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TARJIMA LUG‘ATLARINING NEMIS TILINI O‘QITISHDAGI DIDAKTIK IMKONIYATLARI

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Annotatsiya: Mazkur maqolada nemis tilini o‘qitish jarayonida tarjima lug‘atlarining didaktik imkoniyatlari tahlil qilinadi. Lug‘atlardan foydalanishning nazariy asoslari, ularning o‘quvchilarning til kompetensiyasini rivojlantirishdagi o‘rni hamda zamonaviy ta’lim jarayonidagi ahamiyati yoritiladi. Shuningdek, ikki tilli lug‘atlar va raqamli lug‘at platformalarining afzalliklari ko‘rsatib beriladi hamda amaliy tavsiyalar ishlab chiqiladi.

Kalit so‘zlar: nemis tili, tarjima lug‘atlari, didaktika, til o‘qitish, leksik kompetensiya, metodika

Аннотация: В данной статье рассматриваются дидактические возможности переводных словарей в обучении немецкому языку. Анализируются теоретические основы использования словарей, их роль в развитии языковой компетенции учащихся, а также значение в современном образовательном процессе. Освещаются преимущества двуязычных и электронных словарей, а также предлагаются практические рекомендации.

Ключевые слова: немецкий язык, переводные словари, дидактика, обучение языку, лексическая компетенция

Annotation: This article examines the didactic potential of translation dictionaries in teaching the German language. It analyzes the theoretical foundations of dictionary use, their role in developing students' language competence, and their importance in modern education. The advantages of bilingual and digital dictionaries are highlighted, and practical recommendations are provided.

Keywords: German language, translation dictionaries, didactics, language teaching, lexical competence

Bugungi kunda xorijiy tillarni o‘rganish jarayonida samarali vositalardan foydalanish muhim ahamiyat kasb etadi. Nemis tilini o‘qitishda tarjima lug‘atlari o‘quvchilarning leksik

bilimlarini boyitish, so‘z boyligini kengaytirish va nutq faoliyatini rivojlantirishda muhim vosita hisoblanadi.

An’anaviy ta’lim tizimida lug‘atlar ko‘proq qo‘shimcha manba sifatida qaralgan bo‘lsa, zamonaviy metodikada ular mustaqil o‘rganish vositasi sifatida ham keng qo‘llanilmoqda. Shu sababli tarjima lug‘atlarining didaktik imkoniyatlarini ilmiy asosda o‘rganish dolzarb masalalardan biridir.

Nemis tilini o‘qitish jarayonida tarjima lug‘atlaridan foydalanish o‘quvchilarning leksik kompetensiyasini rivojlantirishda muhim o‘rin tutadi. Zamonaviy metodikada lug‘atlar nafaqat yordamchi vosita, balki mustaqil ta’lim manbai sifatida ham qaraladi. Tarjima lug‘atlari orqali o‘quvchilar yangi so‘zlarning ma’nosini tezda aniqlash, ularning to‘g‘ri qo‘llanishini o‘rganish va nutq jarayonida samarali foydalanish imkoniyatiga ega bo‘ladi. Ayniqsa, ikki tilli lug‘atlar boshlang‘ich bosqichda o‘quvchilar uchun qulay vosita bo‘lib xizmat qiladi, chunki ular yangi til birliklarini ona tili bilan solishtirish asosida tezroq o‘zlashtiradi.

Tarjima lug‘atlarining didaktik ahamiyati, avvalo, ularning o‘quvchilarda mustaqil o‘rganish ko‘nikmalarini shakllantirishga xizmat qilishida namoyon bo‘ladi. O‘quvchi dars jarayonida yoki mustaqil ishlash vaqtida lug‘atdan foydalanib, noma’lum so‘zlarning ma’nosini o‘zi izlab topadi. Bu jarayon esa uning faolligini oshiradi va bilimni mustahkamlashga yordam beradi. Shu bilan birga, lug‘atlar o‘quvchilarning o‘z-o‘zini nazorat qilish va xatolarni tahlil qilish ko‘nikmalarini ham rivojlantiradi.

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LINGUO-SEMANTIC AND CULTU RAL INTERPRETATION OF THE HOMELAND CONCEPT IN ENGLISH AND UZBEK INTRODUCTION

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Abstract: This article explores the linguo-semantic and cultural interpretation of the concept of “homeland” in English and Uzbek languages. It aims to identify how this concept is shaped, expressed, and understood within different linguistic and cultural frameworks. The study analyzes lexical units, phraseological expressions, and contextual meanings associated with the notion of homeland in both languages. By applying a comparative and interpretative approach, the research reveals both shared and distinctive features in the conceptualization of homeland. In English, the concept often emphasizes individual belonging, emotional attachment, and national identity, while in Uzbek it is more deeply connected with historical roots, collective memory, spiritual values, and a sense of sacred duty. The findings demonstrate that language serves as a key medium through which cultural values and national identity are encoded and transmitted. This research contributes to the broader field of linguoculturology by highlighting the interplay between language, culture, and cognition in shaping fundamental social concepts.

Keywords: Homeland concept, linguo-semantic analysis, cultural interpretation, English language, Uzbek language, national identity, linguoculturology, semantic meaning, cultural values, comparative analysis.

Introduction. The concept of *homeland* represents one of the most fundamental and multidimensional categories in human cognition, language, and culture. It is not merely a geographical or political entity but a deeply embedded mental construct that reflects the interaction between language, collective memory, historical experience, and cultural values. In linguistic terms, the homeland concept functions as a culturally marked semantic unit, which encodes a wide spectrum of meanings ranging from physical space and territorial belonging to emotional attachment, moral obligation, and spiritual identity.

From the perspective of linguo-semantic analysis, the concept of homeland can be understood as a complex semantic field consisting of interconnected lexical units, metaphors, and associative meanings. These elements are shaped by each language’s internal structure as well as by

external socio-cultural factors. The meanings associated with homeland are not static; rather, they evolve over time under the influence of historical events, political transformations, and cultural shifts. Therefore, studying this concept provides valuable insights into how different linguistic communities conceptualize space, identity, and belonging.

In English linguistic culture, the concept of homeland is typically represented through lexical items such as *homeland, motherland, fatherland, country,* and *nation*. Each of these units carries distinct semantic nuances and reflects different dimensions of the concept, including political organization, civic identity, and emotional attachment. English discourse often emphasizes the legal, political, and institutional aspects of belonging, highlighting values such as citizenship, freedom, and national unity.

Literature Review

Semantic Field and Associative Meanings of the Homeland Concept

The concept of *homeland* represents a complex and multidimensional semantic field within the English language, encompassing a network of lexical units that reflect various aspects of territorial, cultural, political, and emotional belonging. From a linguo-semantic perspective, a semantic field is understood as a structured set of interrelated lexical items that share a common conceptual domain (Lyons, 1977). Within this framework, the lexeme *homeland* functions as a core unit surrounded by semantically related terms such as *motherland, fatherland, native land, country,* and *nation,* each contributing specific shades of meaning.

The term *motherland,* for instance, carries strong emotional and metaphorical connotations, presenting the homeland as a nurturing and life-giving entity. This metaphor aligns with conceptual metaphor theory, where abstract concepts are understood through embodied experiences (Lakoff & Johnson, 1980). In contrast, *fatherland* tends to evoke historical and ideological associations, often linked with authority, heritage, and duty. The lexeme *nation* reflects a more abstract and institutional dimension, emphasizing political organization, collective identity, and statehood (Anderson, 1983). Similarly, *country* functions as a relatively neutral term denoting geographical territory and political unity, while *native land* emphasizes personal origin and individual attachment, often associated with memory and nostalgia.

In the Uzbek linguistic and cultural context, the concept of homeland is primarily expressed through the lexeme *"Vatan,"* which serves as a central cultural and semantic unit. Unlike its English equivalents, *Vatan* embodies not only denotative meaning but also a rich system of cultural, emotional, and ethical connotations. According to Wierzbicka (1997), culturally significant concepts are often encoded in language through key lexical items that reflect the values and worldview of a particular speech community. In this regard, *Vatan* can be considered a key cultural concept in Uzbek linguoculture.

The semantic field of *Vatan* is further expanded through a variety of metaphorical and descriptive expressions such as *ona yurt* (motherland), *tug'ilgan zamin* (birthplace), and *kindik qon to'kilgan joy* (the place where one's umbilical blood was shed). These expressions demonstrate a strong reliance on bodily and kinship metaphors, which reinforce the idea of an inseparable bond between the individual and the homeland. Such metaphorical structures reflect what Lakoff and Johnson (1980) describe as the embodiment of abstract concepts through physical and experiential imagery.

From an associative perspective, the homeland concept in both English and Uzbek languages includes a set of core semantic components that can be considered universal. These include identity, belonging, ancestry, language, culture, protection, and responsibility. As noted by Humboldt (1999), language serves as a medium through which speakers conceptualize their relationship with the world, and these associations reveal how individuals position themselves within a broader cultural and social framework.

However, despite these shared elements, significant differences emerge in the structure and intensity of associative meanings. In English linguistic culture, the homeland concept is often associated with civic identity, political institutions, and legal belonging, reflecting the historical development of the modern nation-state (Anderson, 1983). The emphasis is placed on citizenship,

rights, and participation in a political community, which shapes a more institutional and rational understanding of homeland.

Emotional, Evaluative, and Value-Based Characteristics of the Homeland Concept

The concept of homeland is not limited to its semantic and referential dimensions but also encompasses a rich system of emotional, evaluative, and axiological (value-based) meanings, which play a crucial role in shaping linguistic and cultural consciousness. In linguocultural studies, emotions and values are considered integral components of conceptual structures, as they reflect how speakers perceive, evaluate, and internalize culturally significant phenomena (Wierzbicka, 1999).

In the English linguistic tradition, the homeland concept is associated with a range of emotional and evaluative meanings, primarily expressed through notions such as *pride*, *loyalty*, *patriotism,* and *duty*. These emotional components are often encoded in political discourse, media language, and everyday expressions such as *"serve your country," "defend the nation,"* or *"national pride."* According to Smith (1991), national identity in Western contexts is closely linked to shared values, historical memory, and civic participation, which shape the emotional perception of the homeland. Thus, emotional attachment in English discourse is frequently mediated through institutional and civic frameworks, rather than purely personal or spiritual experiences.

From an evaluative perspective, the homeland in English-speaking cultures is strongly connected with values such as freedom, democracy, equality, and individual rights. These values are deeply rooted in the political and philosophical traditions of Western societies and are reflected in both language and discourse (Hobsbawm, 1990). As a result, the homeland is often conceptualized as a space of legal belonging and civic responsibility, where emotional attachment is balanced by rational and institutional considerations.

The Uzbek linguistic and cultural worldview demonstrates a significantly higher degree of emotional intensity and value-based richness in the conceptualization of homeland. The lexeme *"Vatan"* is not only a linguistic unit but also a powerful cultural symbol, deeply embedded in national consciousness and collective identity. As noted by Uzbek linguist Sh. Safarov (2006), key cultural concepts in Uzbek linguoculture are characterized by strong emotional expressiveness and moral significance, which are reflected in both language and discourse.

Emotional representations of homeland in Uzbek are often conveyed through highly expressive and metaphorical language, such as *"Vatan — muqaddas"* (The homeland is sacred), *"Vatan uchun jon fido"* (One's life is sacrificed for the homeland), and *"Vatan — ona kabi aziz"* (The homeland is as dear as a mother). These expressions illustrate the deep emotional attachment and reverence associated with the homeland, where love for the land is elevated to the level of devotion and self-sacrifice. This aligns with the broader observation that in many Eastern cultures, emotional and moral values are closely intertwined (Karimov, 1997).

From an axiological standpoint, the Uzbek conceptualization of homeland is closely linked with values such as honor (oriyat), dignity (sha'n), loyalty (sadoqat), and collective unity (birlik). These values are not only culturally significant but also function as guiding principles for individual behavior. According to Mahmudov (2012), the Uzbek language reflects a value system in which moral responsibility toward the homeland is considered a fundamental aspect of personal identity. Consequently, the homeland is perceived not merely as a place of residence but as a moral and ethical category, requiring respect, protection, and active commitment.

Furthermore, the emotional and evaluative dimensions of the homeland concept in Uzbek are reinforced through folklore, proverbs, and literary discourse, where the homeland is consistently portrayed as a sacred and invaluable entity. For example, proverbs such as *"Vataning tinch — sen tinch"* (If your homeland is peaceful, you are peaceful) emphasize the interdependence between individual well-being and the stability of the homeland. This reflects a collectivist orientation, where personal identity and emotional state are closely tied to the condition of the community and the nation.

Religious, Ethical, and Spiritual Representations of the Homeland Concept

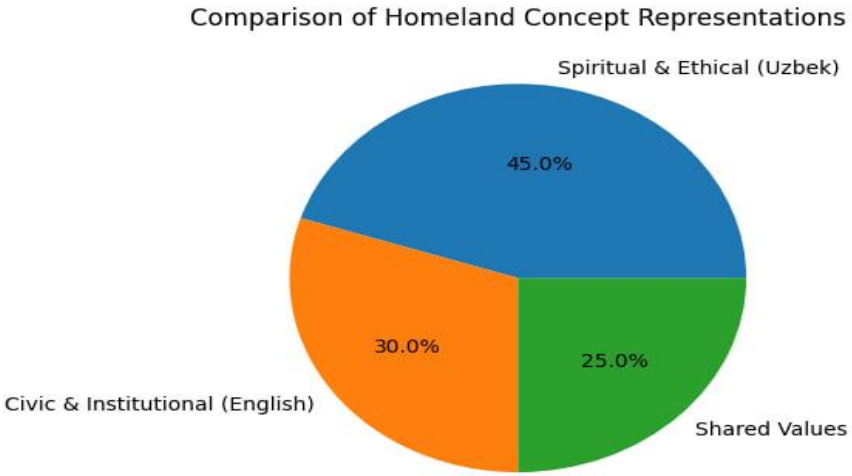

Figure 1. ***Comparison of Homeland concept representations***

The concept of homeland, as a key element of linguistic and cultural consciousness, is deeply embedded in a system of religious, ethical, and spiritual meanings that significantly influence its interpretation across different societies. In linguocultural studies, such dimensions are regarded as essential components of conceptual structures, as they reflect the moral values, belief systems, and worldview of a given speech community (Wierzbicka, 1997). The homeland, therefore, is not merely a territorial entity but a sacralized concept, shaped by the interaction of language, religion, and cultural traditions.

In the Uzbek linguistic and cultural context, the concept of *"Vatan"* occupies a particularly significant place, characterized by a strong integration of religious beliefs and ethical norms. The perception of homeland is closely linked with Islamic values, where moral behavior and social responsibility are often interpreted through a religious framework. A widely распространённая идея in Uzbek discourse—*"Vatan sevgisi imondandir"* (love for the homeland is part of faith)—illustrates the deep connection between patriotism and spirituality. Although this expression is not a direct Qur'anic verse, it reflects a culturally internalized understanding of Islamic ethical principles, where devotion to one's homeland is seen as a manifestation of faith and moral integrity (Karimov, 1997).

Within this framework, the homeland is conceptualized as a divine gift, entrusted to individuals and society by a higher power. This perception implies not only emotional attachment but also a sense of spiritual responsibility, where gratitude, respect, and preservation of the homeland become moral obligations. As noted by Mahmudov (2012), in Uzbek linguoculture, key concepts such as *Vatan* are closely associated with ethical values and collective consciousness, forming the basis of national identity.

Furthermore, the protection and defense of the homeland are regarded as ethical and spiritual duties, often equated with acts of virtue and righteousness. This idea resonates with broader Islamic teachings that emphasize justice, responsibility, and the protection of one's community (Nasr, 2002). In this context, serving the homeland is not only a civic act but also a morally significant practice, reinforcing the individual's role within both society and the spiritual order.

Another important aspect of the Uzbek conceptualization is the strong connection between homeland and ancestry, heritage, and historical continuity. The homeland is perceived as a space that embodies the legacy of past generations, linking individuals to their ancestors and cultural traditions. According to Safarov (2006), such concepts function as cognitive and cultural anchors, through which speakers interpret their place in the world. This intergenerational dimension further enhances the sacred status of the homeland, transforming it into a symbol of continuity and collective memory.

Conclusion. In summary, the comparison of religious, ethical, and spiritual representations of the homeland concept reveals a fundamental distinction between the two linguistic cultures. The Uzbek model is characterized by a high degree of sacralization, where the homeland is perceived as a divine, morally significant, and spiritually charged entity. The English model, on the other hand, reflects a more secularized and institutionalized understanding, where the homeland is primarily associated with civic values and political identity.

In contrast, in the Uzbek linguistic and cultural tradition, the concept of *"Vatan"* occupies a particularly significant and emotionally charged position. It is not only a linguistic unit but also a powerful cultural symbol that integrates notions of birthplace, ancestry, moral duty, and spiritual devotion. The Uzbek understanding of homeland is closely connected with expressions such as *ona yurt* (motherland), *tug'ilgan zamin* (native land), and *kindik qon to'kilgan joy* (the place of one's birth), which reflect a deeply personal and almost sacred relationship between an individual and their land. This indicates that, in Uzbek culture, homeland is conceptualized not only as a physical territory but also as a moral and existential foundation of identity.

These differences highlight the crucial role of cultural, religious, and historical factors in shaping conceptual systems and demonstrate how language encodes not only meanings but also deeply embedded value structures and worldviews.

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METAPHORICAL MODELS IN MARKET AND FINANCE DISCOURSE

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Abstract: This research explores the cognitive and pragmatic functions of metaphors in economic and financial texts. The study demonstrates that metaphors are not merely artistic devices but a fundamental cognitive mechanism for systematizing and understanding complex economic concepts. Analysis reveals the predominance of fundamental conceptual models such as "living

organism" (e.g., economic growth/decline) and "war" (e.g., trade wars, market attacks) in economic discourse. These metaphorical models serve as strategic tools that shape public opinion and political decisions by framing economic processes. In conclusion, studying metaphorical models holds practical significance for standardizing economic terminology and improving the quality of translating field-specific texts.

Keywords: metaphor, economic discourse, finance, cognitive linguistics, conceptual model.

The fields of economics and finance are characterized by their complexity, abstraction, and constantly evolving nature. Human language plays a decisive role in perceiving and expressing this complexity. Specifically, metaphors have become an inseparable part of economic and financial discourse; they do not merely enliven speech but profoundly influence how we understand and reason about economic phenomena. The extensive use of metaphors is a hallmark of economic language, a fact emphasized in the research of T. V. Andryukhina, which highlights how these models vary across different economic contexts. This article explores the cognitive foundations of metaphorical models in market and financial discourses, their impact on economic decisions and policy, and the issues surrounding a critical approach to their application. The study analyzes the semantic field of metaphors used to describe economic and financial concepts—such as "inflation" or "market overheating"—and their role in cognitive mapping.

According to the theory of cognitive linguistics, metaphors are not simply rhetorical ornaments but fundamental tools of human thought and the perception of reality. For instance, abstract concepts such as economic growth, market instability, or financial crisis are often understood and expressed through metaphors drawn from familiar and concrete domains. These metaphors encourage viewing economic events from a specific perspective and play a vital role in identifying problems, proposing solutions, and justifying political measures. Therefore, analyzing metaphorical models in economic discourse is of great importance for a deeper understanding of economic knowledge and its impact on society.

This article aims to enrich our knowledge in this field by investigating the metaphorical formation of economic and financial concepts. Specifically, the research illuminates the semantic features of economic terminology, including how it is shaped and developed through conceptual metaphors. Furthermore, this work focuses on the empirical verification of metaphorical expressions in the analysis of economic processes and their integration into economic models. Through this, the descriptive, normative, and constructive characteristics of economic language are revealed, as metaphors often play a crucial role in framing and constructing the very reality they describe

The theoretical foundation for studying metaphorical models in market and financial discourse traces back to cognitive linguistics, specifically the Conceptual Metaphor Theory proposed by Lakoff and Johnson [1]. This theory interprets metaphors not as a superficial linguistic phenomenon, but as a fundamental mechanism of human thought, where abstract concepts (target domain) are understood and structured through concrete and familiar domains (source domain)—a process known as conceptual mapping [1]. Given that the fields of economics and finance consist primarily of complex abstract concepts, this theory serves as the most effective and widely utilized tool for analyzing this discourse. Andryukhina’s research investigates context-dependent variations of metaphors in economic discourse and their role in framing, empirically confirming that these metaphors possess dynamic and contextual characteristics rather than being static. This approach aids in understanding the cognitive foundations of many metaphors found in economic and financial terminology; for instance, phrases such as "market overheating," "economic cooling," and "capital flow" serve to describe abstract economic processes through concrete physical phenomena.

Regarding research methodology, cognitive linguistics and corpus-based cognitive linguistics approaches are found to be particularly effective. They allow for the study of metaphors within actual speech contexts, illuminating their interconnections with social, cognitive, and emotional processes. In some studies, economic discourse from a linguistic perspective and language from an economic perspective are separated, demonstrating the complexity of the analysis [2]. Recently, Critical Discourse Studies have also gained significant importance in this field.

Cognitive Linguistic Critical Discourse Studies examine how meaning is constructed through conceptual operations—such as metaphors, schematization, and point of view—and how they perform ideological or delegitimization functions [11]. Examples include metaphors in media discourses regarding migration or political protests; however, the lack of empirical grounding in qualitative analyses has been noted, suggesting a need for experimental methods for triangulation. This research analyzes metaphorical models in economic and financial discourse based on these established theoretical and methodological frameworks [2].

In economic and financial speech, several primary metaphorical models—such as biological, mechanical, and journey/path—predominate, as they explain abstract economic phenomena by likening them to concrete domains through the mechanism of conceptual mapping [1]. These models shape the thinking of the public and specialists in understanding and responding to economic events, serving as a cognitive framework for problem framing and decision-making. In Andryukhina's studies, biological ("economic growth"), mechanical ("market mechanisms"), and journey/path ("path of progress") metaphors are categorized as the most significant and frequent conceptual metaphors in economic discourse, with their contextual variations and framing roles empirically confirmed. Specifically, biological metaphors envision the economy as a living organism, expressing economic processes through concepts such as growth, health, disease, crisis, and recovery. For instance, phrases like "healthy economic growth" or an "epidemic of financial crisis" compare the economic state to the condition of a biological organism [3].

Mechanical Metaphors: The economy is sometimes perceived as a complex machine or mechanism. Phrases such as "economic engine," "market mechanisms," "fiscal levers," "economic overheating," or "cooling" focus on the internal connections, working parts, and management mechanisms of the economic system. These metaphors depict government intervention in the economy as actions like "tuning" or "repairing" [4].

Journey/Path Metaphors: Economic processes are often described as a journey or trip, with economic development expressed through phrases such as "the road ahead," "growth corridor," or "path to recovery". These metaphors link economic growth with direction, movement, and distance to be covered, while also implying potential obstacles and the efforts required to overcome them [5, 6].

Liquid Metaphors: In financial discourse, metaphors related to liquids—such as "cash flow," "liquidity crisis," and "market volatility"—are also widespread. They provide a sense of the financial system's mobility, instability, and the difficulty of control. However, these metaphors may portray financial processes as excessively unstable and unpredictable, potentially overlooking the possibilities for managing them through political and regulatory measures, since real liquids are controlled through drainage, regulators, and management tools. This situation demonstrates the role of metaphors not only in explanation but also in legitimizing specific socio-political approaches. Generally, while metaphorical models in economic and financial discourse make abstract concepts understandable, they also serve to strengthen socio-political positions and naturalize established ideas. Therefore, analyzing metaphors is an important tool for uncovering the deep cognitive and ideological layers of economic communication [7].

Some studies, grounded in the theory of dynamic efficiency, explore metaphors related to movement, development, creativity, and long-term innovation. They illustrate how the ever-changing global market and financial crises are metaphorically represented. Terms such as "debt tsunami" and "financial meltdown" express the magnitude and catastrophic consequences of these events [8]. Metaphorical models do not only describe economic phenomena; they also significantly influence economic decision-making processes and policy formation. They serve as cognitive frameworks for identifying problems, analyzing them, and proposing solutions. For example, the metaphor of "economic overheating" justifies the need for strict anti-inflationary measures and supports "cooling the economy" actions. Additionally, portraying financial stability as a "solid foundation" underscores the importance of regulatory reforms and thereby shapes the political agenda [9]. Professionals in these fields can more accurately assess how economic messages are

received and their role in public consciousness and political decision-making processes by understanding these metaphors.

While recognizing the importance of metaphors in economic and financial discourse, it is also essential to adopt a critical perspective toward them. Metaphors are not limitless tools, and their incorrect or excessive use can lead to misconceptions and ineffective policies. First, metaphors involve partial mapping; they highlight certain similarities between source and target domains while simultaneously hiding differences. For example, likening the economy to a living organism may overlook its complex socio-political and institutional aspects, potentially leading to an incomplete understanding of a problem. Consequently, the "treatment" applied may negatively impact other facets of the economy. Second, some metaphors can lead to oversimplification, presenting complex economic processes in forms that are easily digestible but lack depth. Third, metaphors can reflect a specific worldview or ideology, questioning their objectivity and potentially serving to promote a particular political agenda [10].

Second, there is a risk of ideological manipulation. Metaphors can be used to naturalize ideas or normalize a specific worldview, which reduces the public's capacity for critical thinking and helps justify certain decisions. Critical discourse studies focus on identifying these ideological and delegitimizing functions of metaphors, showing how they are reflected in texts and how they influence conclusions, emotions, and attitudes toward social movements [11].

Third, there is a risk of reification (concretization) of abstract concepts. Metaphors often depict abstract economic concepts—such as "the market" or "crisis"—as material or living entities [12]. This, in turn, can reduce their perceived complexity and dependence on human factors, leading to fatalistic views such as "the market has its own will" or "crisis is inevitable" [13].

Finally, the issue of the lack of empirical grounding in qualitative analyses is pressing. While cognitive linguistic analyses are psychologically plausible, it has been noted that they often lack empirical confirmation. Integrating experimental methods to address this deficiency helps increase the reliability of research findings. Therefore, it is necessary to study metaphorical models in economic discourse using not only cognitive but also empirical and experimental methods. It is crucial for specialists and the general public to critically understand the metaphorical foundations of economic discourse. This significantly enhances their ability to make conscious and informed decisions regarding complex economic situations [3].

Metaphorical models in economic and financial discourse are an integral part of the process of perceiving, expressing, and reasoning about abstract economic phenomena. Grounded in the theories of cognitive linguistics, this article analyzed primary metaphorical structures—such as biological, mechanical, and journey/path models—demonstrating their profound influence on economic decision-making, policy formation, and public perception. Metaphors frame problems, justify policies, and shape the narratives that define social relations.

However, while recognizing the cognitive utility of metaphors, it is essential to maintain a critical approach toward their limitations and potential risks. Metaphors can illuminate certain aspects while obscuring others, serve as tools for ideological manipulation, and lead to the improper reification of abstract concepts. Therefore, a deep understanding of metaphorical structures in economic discourse is vital not only for linguists but also for economists, policymakers, and the general public [3].

Future research in this field may delve even deeper into several key areas. Specifically, as emphasized in the work of T. V. Andryukhina, important directions include further investigating the influence of context on metaphor variation, conducting comparative analyses of the cultural characteristics of conceptual complexes in the languages of countries with different levels of economic development (such as Britain and Pakistan), and strengthening cognitive linguistic analyses with empirical and experimental methods. Ultimately, metaphorical analysis serves as a significant tool for enhancing the transparency of economic policy and facilitating more effective decision-making.

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WAYS TO FURTHER IMPROVE THE SYSTEM OF INTERCULTURAL COMMUNICATION AND INTEGRATION IN GLOBAL EDUCATION

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Annotation. This article explores ways to further improve the system of intercultural communication and integration within the context of global education. It examines the growing importance of intercultural competence in an increasingly interconnected world and highlights the role of education systems in fostering mutual understanding, tolerance, and effective communication among diverse cultural groups. The article also emphasizes the importance of institutional collaboration and policy support in strengthening global educational integration. As a result, the research substantiates that improving intercultural communication systems is essential for developing globally competent individuals and promoting inclusive and sustainable education.

Keywords: intercultural communication, global education, cultural diversity, integration, intercultural competence, international collaboration, digital learning, academic mobility, inclusive education, globalization.

Аннотация. В данной статье рассматриваются пути дальнейшего совершенствования системы межкультурной коммуникации и интеграции в контексте глобального образования. В ней рассматривается возрастающее значение межкультурной компетентности в все более

взаимосвязанном мире и подчеркивается роль образовательных систем в развитии взаимопонимания, толерантности и эффективной коммуникации между различными культурными группами. В статье также подчеркивается важность институционального сотрудничества и политической поддержки в укреплении глобальной образовательной интеграции. В результате исследования обосновывается, что совершенствование межкультурных коммуникационных систем необходимо для развития глобально компетентных личностей и содействия инклюзивному и устойчивому образованию.

Ключевые слова: межкультурная коммуникация, глобальное образование, культурное разнообразие, интеграция, межкультурная компетентность, международное сотрудничество, цифровое обучение, академическая мобильность, инклюзивное образование, глобализация.

Annotatsiya. Ushbu maqolada global ta’lim sharoitida madaniyatlararo muloqot va integratsiya tizimini yanada takomillashtirish yo‘llari ko‘rib chiqiladi. Unda tobora o‘zaro bog‘liqlashib borayotgan dunyoda madaniyatlararo kompetensiyaning ahamiyati ortib borayotgani o‘rganiladi hamda turli madaniy guruhlar o‘rtasida o‘zaro tushunish, bag‘rikenglik va samarali muloqotni rivojlantirishda ta’lim tizimlarining o‘rni ta’kidlanadi. Shuningdek, maqolada global ta’lim integratsiyasini mustahkamlashda institutsional hamkorlik va siyosiy qo‘llab-quvvatlashning ahamiyati ta’kidlanadi. Natijada, tadqiqotda madaniyatlararo muloqot tizimlarini takomillashtirish global darajada kompetentli shaxslarni rivojlantirish, inklyuziv va barqaror ta’limni rag‘batlantirish uchun muhim ekanligi asoslab berilgan.

Kalit so‘zlar: madaniyatlararo muloqot, global ta’lim, madaniy xilma-xillik, integratsiya, madaniyatlararo kompetensiya, xalqaro hamkorlik, raqamli ta’lim, akademik mobillik, inklyuziv ta’lim, globallashuv.

Introduction. In the era of globalization, education systems are increasingly interconnected, transcending national borders and cultural boundaries. This transformation has intensified the need for effective intercultural communication and deeper integration within global education. As students, educators, and institutions engage in cross-cultural interactions more frequently, the ability to understand, respect, and communicate across cultural differences has become a critical competency. Intercultural communication is no longer an optional skill but a fundamental requirement for participation in the global academic and professional environment.

Global education today is characterized by international student mobility, collaborative research, digital learning platforms, and multicultural classrooms. These developments create valuable opportunities for knowledge exchange and cultural enrichment; however, they also present significant challenges. Differences in language, values, educational traditions, and communication styles can lead to misunderstandings, reduced academic performance, and limited cooperation if not properly addressed. Therefore, improving the system of intercultural communication is essential for ensuring the effectiveness and inclusiveness of global education.

Moreover, intercultural integration plays a key role in fostering social cohesion and preparing individuals for a diverse and dynamic world. Educational institutions are expected to go beyond traditional teaching methods and actively promote cultural awareness, empathy, and global citizenship. This requires not only curriculum reforms but also the development of supportive institutional policies and innovative teaching strategies that encourage interaction among students from different cultural backgrounds.

Main Part. In the context of globalization, intercultural communication has become a fundamental component of modern education systems. The integration of diverse cultural perspectives into the learning process not only enriches academic experiences but also prepares individuals to function effectively in international environments. One of the key ways to improve intercultural communication in global education is through the development of **intercultural competence**, which includes knowledge of cultural differences, communication skills, and attitudes such as openness and tolerance. Educational institutions must actively incorporate these competencies into curricula to ensure that students are equipped for cross-cultural interaction. This

source emphasizes that intercultural competence is a combination of knowledge, skills, and attitudes necessary for effective communication across cultures.

Another important direction is the **integration of intercultural content into academic programs**. This involves embedding global perspectives into subjects, promoting multilingual education, and including case studies from different cultural contexts. Such an approach enables students to develop a broader worldview and reduces ethnocentric attitudes. Moreover, interdisciplinary courses that combine culture, communication, and global studies have proven effective in enhancing students' cultural awareness and adaptability. This study highlights that curriculum internationalization fosters critical thinking and helps students better understand cultural diversity.

The use of **digital technologies and online platforms** also plays a crucial role in strengthening intercultural communication. Virtual exchange programs, online collaborative projects, and international webinars allow students from different countries to interact without physical mobility. These tools not only increase accessibility to global education but also create real-time opportunities for intercultural dialogue. However, digital communication requires additional skills, such as digital literacy and sensitivity to cultural nuances in online interactions. This source shows that digital platforms expand intercultural communication but require specific competencies for effective use.

Furthermore, **academic mobility programs**, including student exchanges and international internships, significantly contribute to intercultural integration. Direct exposure to different cultures enables students to develop practical communication skills, overcome stereotypes, and build global networks. Despite their effectiveness, such programs often face limitations related to financial constraints and unequal access, which should be addressed through policy support and scholarship initiatives [i]. This research confirms that physical mobility remains one of the most effective ways to develop intercultural understanding.

Teacher training is another critical factor in improving intercultural communication systems. Educators must be prepared to manage multicultural classrooms, address cultural differences, and apply inclusive teaching methods. Professional development programs focused on intercultural pedagogy can enhance teachers' ability to facilitate meaningful cross-cultural interactions and create a supportive learning environment for all students. This source underlines that teachers play a central role in shaping students' intercultural experiences and attitudes.

Finally, **institutional and policy-level support** is essential for sustainable integration in global education. Governments and educational organizations should develop strategies that promote international cooperation, standardize educational frameworks, and ensure equal opportunities for participation in global learning initiatives. Collaboration between universities, international organizations, and policymakers can significantly enhance the effectiveness of intercultural communication systems. This source indicates that systemic and policy-driven approaches are necessary to achieve long-term improvements in global education integration.

Overall, the improvement of intercultural communication in global education requires a multidimensional approach that combines curriculum development, technological innovation, mobility programs, teacher training, and institutional support. By addressing these areas simultaneously, education systems can better respond to the challenges of globalization and foster a more inclusive and interconnected academic environment.

Conclusion. In conclusion, improving the system of intercultural communication and integration in global education is a strategic priority in the context of ongoing globalization. The study demonstrates that effective intercultural interaction is essential for creating inclusive, dynamic, and high-quality educational environments that respond to the needs of a diverse global society. As education systems become increasingly interconnected, the ability to communicate across cultures and adapt to different social and academic contexts has become a key competency for students and educators alike.

The analysis confirms that the development of intercultural competence, the integration of global perspectives into curricula, and the use of digital technologies are fundamental components

of this process. In addition, academic mobility programs and teacher training initiatives significantly enhance intercultural understanding and practical communication skills. However, these efforts must be supported by strong institutional frameworks and consistent educational policies to ensure equal access and long-term sustainability. At the same time, the research highlights that challenges such as cultural barriers, unequal opportunities, and differences in educational systems still limit the full potential of global integration. Addressing these issues requires a complex (comprehensive) approach that combines innovation, collaboration, and continuous adaptation to changing global conditions.

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MOLIYA DISKURSIDA METAFORALARNING LINGVOMADANIY TAHLILI

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Annotatsiya. Maqolada moliya diskursida uchraydigan metaforalarning lingvomadaniy xususiyatlari ingliz va o‘zbek tillari asosida qiyosiy tahlil qilinadi. Moliyaviy matnlardagi metaforik birliklarning mazmuni, vazifasi va milliy-madaniy asoslari ochib beriladi. Shuningdek, ikki tildagi o‘xshash va farqli metaforik modellar aniqlanib, ularning iqtisodiy tushunchalarni ifodalashdagi o‘rni yoritiladi.

Kalit so‘zlar: moliya diskursi, metafora, lingvomadaniyat, qiyosiy tahlil, ingliz tili, o‘zbek tili, iqtisodiy leksika, diskurs tahlili.

Kirish. Zamonaviy ilmiy qarashlarda til faqat axborotni yetkazish vositasi emas, balki inson tafakkuri, baholash mezonlari va madaniy tajribasini aks ettiruvchi murakkab tizim sifatida talqin etiladi. Shu nuqtai nazardan moliya diskursi ham alohida e’tiborga loyiqdir, chunki unda iqtisodiy jarayonlar, bozor munosabatlari, investitsiya faoliyati, xavf va barqarorlik kabi murakkab tushunchalar ko‘pincha metaforik vositalar orqali ifodalanadi. Metafora moliyaviy hodisalarni sodda, obrazli va ta’sirchan shaklda bayon etishga xizmat qilib, nafaqat matnning ekspressivligini oshiradi, balki axborotni qabul qilish va talqin etish jarayoniga ham sezilarli ta’sir ko‘rsatadi.

Moliya sohasidagi matnlarda “bozorning ko‘tarilishi”, “iqtisodiy inqiroz to‘lqini”, “kapital oqimi”, “narxlar bosimi” kabi birliklarning faol qo‘llanishi iqtisodiy tafakkurning ko‘p hollarda obrazli modellar asosida shakllanishini ko‘rsatadi. Bunday metaforalar tasodifiy til hodisasi emas, balki muayyan jamiyatning tarixiy tajribasi, madaniy qarashlari va dunyoni idrok etish usuli bilan chambarchas bog‘liq bo‘lgan lingvomadaniy birliklardir. Shu sababli ingliz va o‘zbek tillaridagi moliyaviy metaforalarni qiyosiy o‘rganish nafaqat til tizimidagi o‘xshash va farqli jihatlarni aniqlash, balki iqtisodiy diskurs ortida turgan madaniy tafakkur mexanizmlarini ochib berish uchun ham muhimdir.

Mazkur maqolada ingliz va o‘zbek tillaridagi moliya diskursida uchraydigan metaforalar lingvomadaniy yondashuv asosida tahlil qilinadi. Asosiy e’tibor ularning semantik xususiyatlari, kontekstual vazifasi hamda milliy-madaniy asoslarini aniqlashga qaratiladi. Bu yondashuv moliyaviy matnlarning mazmuniy qatlamini chuqurroq anglash, ularni qiyosiy tahlil qilish va iqtisodiy kommunikatsiyaning til vositalarini ilmiy asosda baholash imkonini beradi.

Asosiy qism. Moliya diskursi iqtisodiy jarayonlar, bozor munosabatlari, pul aylanishi, investitsiya, kredit, inflyatsiya va moliyaviy xavf bilan bog‘liq tushunchalarning til orqali ifodalanish maydonidir. Bu diskursda axborot faqat raqamlar va terminlar yordamida emas, balki obrazli vositalar, ayniqsa metaforalar orqali ham yetkaziladi. Chunki moliya sohasi oddiy qabul qiluvchi uchun ko‘pincha murakkab, mavhum va ko‘p qatlamli ko‘rinadi. Shu sabab metafora iqtisodiy hodisalarni insonning kundalik tajribasiga yaqinlashtiruvchi vosita sifatida muhim o‘rin egallaydi. Masalan, bozor “ko‘tariladi”, valyuta “qulaydi”, kapital “oqadi”, inflyatsiya “bosim qiladi”. Bu birliklar iqtisodiy jarayonni jonli va tushunarli tasvirlashga xizmat qiladi.

Metaforaning nazariy asosini kognitiv lingvistika doirasida tushuntirish maqsadga muvofiqdir. Zamonaviy yondashuvga ko‘ra, metafora faqat badiiy bezak emas, balki tafakkur shaklidir. Inson abstrakt tushunchalarni ko‘pincha aniq va seziladigan tajriba orqali anglaydi. Moliya sohasida ham xuddi shu holat kuzatiladi: iqtisodiy o‘sish “yuqoriga harakat”, inqiroz “qulash”, pul harakati “oqim”, raqobat “kurash”, bozor esa ba’zan “tirik organizm” sifatida talqin qilinadi. Demak, metafora moliyaviy voqelikni idrok etish, tartibga solish va tushuntirishning muhim mexanizmi hisoblanadi.

Ingliz tilidagi moliyaviy diskursda metaforalar juda faol va tizimli qo‘llanadi. Xususan, harakat metaforalari keng tarqalgan: prices rise, markets fall, inflation climbs, stocks recover. Bu birliklarda iqtisodiy holat vertikal yo‘nalish orqali baholanadi: yuqoriga ko‘tarilish odatda ijobiy, pastga tushish esa salbiy ma’no beradi. Bundan tashqari, ingliz tilida moliyaviy jarayonlar ko‘pincha tabiiy hodisalar orqali ifodalanadi: economic storm, wave of inflation, financial turbulence. Bu holatda iqtisodiyot oldindan to‘liq boshqarib bo‘lmaydigan, kuchli tashqi ta’sirlarga ega tizim sifatida tasvirlanadi. Yana bir faol model — urush metaforasidir: price war, battle for markets, defend a position. Bunday birliklar iqtisodiy raqobatni qarama-qarshilik va strategik kurash maydoni sifatida ko‘rsatadi.

O‘zbek tilidagi moliyaviy diskursda ham metaforik ifoda vositalari faol qo‘llanadi, biroq ularning tanlanishi va semantik soyasi milliy tafakkur bilan chambarchas bog‘liq. Masalan, “narx oshdi”, “bozor sustlashdi”, “pul oqimi kamaydi”, “iqtisodiyot jonlandi”, “moliya bozori qizidi” kabi birliklar keng ishlatiladi. Bu yerda ham harakat, holat o‘zgarishi va jonlantirish modellarini ko‘rish mumkin. O‘zbek tilida iqtisodiy jarayonni tirik mavjudot holatiga o‘xshatish ayniqsa seziladi: “iqtisodiyot jonlandi”, “bozor nafasi ochildi”, “soha oyoqqa turdi”. Bunday ifodalar jamiyat tafakkurida iqtisodiy tizimni jonsiz mexanizm emas, balki o‘zgaruvchan va ta’sirga javob qaytaruvchi tirik tuzilma sifatida ko‘rish mavjudligini anglatadi.

Ingliz va o‘zbek tillaridagi moliyaviy metaforalarni qiyoslaganda, birinchi navbatda, ularning umumiy kognitiv asosga ega ekanligi ko‘rinadi. Har ikki tilda “yuqori — yaxshi, past — yomon” modeli faol ishlaydi. Masalan, aksiyalar qiymatining oshishi yoki iqtisodiy o‘sish yuqoriga yo‘nalish bilan bog‘lansa, inqiroz, pasayish va yo‘qotish pastga tushish orqali ifodalanadi. Shuningdek, “pul — oqim”, “bozor — harakatdagi makon”, “raqobat — kurash” kabi umumiy modellar ham ikki til uchun xos. Bu holat moliyaviy tafakkurda universallik unsurlari mavjudligini ko‘rsatadi.

Biroq farqli jihatlar bundan kam emas. Ingliz tilidagi moliyaviy diskursda metaforalar ko‘proq institutsional, ixcham va xalqaro biznes kommunikatsiyasiga mos shaklda namoyon bo‘ladi. Ular ko‘pincha analitik uslubga bo‘ysunadi va tezkor axborot uzatishga xizmat qiladi. O‘zbek tilida esa metaforik birliklar ba’zan kengroq tasviriylikka ega bo‘lib, nutqning ta’sirchanligini oshirishga xizmat qiladi. Ingliz tilida market correction kabi nisbatan neytral ifoda ustun bo‘lsa, o‘zbek tilida “bozor keskin silkindi” kabi kuchliroq tasvir uchrashi mumkin. Bu esa til egalarining iqtisodiy voqelikni nomlashida uslubiy afzalliklar turlicha ekanini ko‘rsatadi.

Lingvomadaniy nuqtai nazardan qaralganda, metafora til va madaniyatning kesishgan nuqtasida yuzaga keladi. U milliy tajriba, tarixiy kuzatuv, turmush tarzi va ijtimoiy ong bilan oziqlanadi. Ingliz tilidagi moliyaviy metaforalarda global bozor, institutsional raqobat va kapital harakati bilan bog‘liq modellarning ustunligi kuzatilsa, o‘zbek tilida iqtisodiy holatni jonlantirish, jarayonni hayotiy tajriba bilan bog‘lash va soddaroq obrazlar orqali ifodalash kuchliroq seziladi. Shuning uchun bir tildagi metaforani ikkinchi tilga oddiy lug‘aviy almashtirish orqali to‘liq

ko‘chirish har doim ham muvaffaqiyatli bo‘lmaydi. Metaforaning mazmuni bilan birga uning madaniy yuki ham hisobga olinishi zarur.

Moliyaviy metaforalar iqtisodiy tushunchalarni ommaga tushunarli yetkazishda alohida ahamiyatga ega. Ular murakkab nazariyani soddalashtiradi, o‘quvchi yoki tinglovchining diqqatini ushlab turadi va iqtisodiy jarayonni idrok etishni yengillashtiradi. Shu bilan birga, metafora baholash vositasi hamdir: u bir hodisani xavfli, ijobiy, beqaror yoki istiqbolli sifatida ko‘rsatishi mumkin. Demak, moliya diskursidagi metaforalarni o‘rganish nafaqat tilshunoslik, balki iqtisodiy kommunikatsiya, tarjimashunoslik va madaniyatlararo muloqot uchun ham muhim nazariy va amaliy ahamiyatga ega.

Xulosa va takliflar. Moliya diskursidagi metaforalar ingliz va o‘zbek tillarida iqtisodiy mazmunni ifodalashning muhim vositalaridan biri hisoblanadi. Tahlil natijalari shuni ko‘rsatadiki, metafora moliyaviy hodisalarni faqat obrazli shaklda bayon etmaydi, balki ularni idrok etish, baholash va tushuntirish jarayonida ham faol ishtirok etadi. Har ikki tilda iqtisodiy o‘sish, pasayish, xavf, barqarorlik va raqobat kabi tushunchalar ko‘pincha harakat, oqim, kurash va jonli holat modellari orqali ifodalanadi. Bu esa moliyaviy tafakkurda umumiy kognitiv asos mavjudligini ko‘rsatadi. Shu bilan birga, metaforalarning tanlanishi, ularning uslubiy kuchi va madaniy soyasi ingliz va o‘zbek tillarida bir xil emas. Ingliz tilida ixcham, institutsional va xalqaro biznes uslubiga xos metaforalar ustun bo‘lsa, o‘zbek tilida tasviriylik, jonlantirish va hayotiy tajribaga yaqin ifodalash kuchliroq namoyon bo‘ladi.

Tadqiqot shuni ham ko‘rsatadiki, moliyaviy metaforalar tilning ichki imkoniyatlarini namoyish etish bilan birga, iqtisodiy axborotni ommaga tushunarli yetkazishda ham muhim vazifa bajaradi. Ayniqsa, murakkab iqtisodiy tushunchalarni keng auditoriyaga sodda va ta’sirchan shaklda yetkazishda metaforik birliklarning o‘rni katta. Shu sabab moliya diskursini lingvomadaniy nuqtai nazardan o‘rganish iqtisodiy matnlarni tahlil qilish, tarjima qilish va ularning kommunikativ samaradorligini oshirish uchun zarurdir.

Amaliy tavsiya sifatida, birinchidan, iqtisodiy va moliyaviy matnlarni tarjima qilishda metaforalarning faqat lug‘aviy ma’nosiga emas, balki ularning kontekstual vazifasi hamda madaniy asosiga ham e’tibor qaratish lozim. Ikkinchidan, iqtisodiyot va filologiya yo‘nalishlarida o‘qitiladigan fanlar tarkibiga moliya diskursi va undagi metaforik birliklar tahliliga oid materiallarni kiritish maqsadga muvofiq. Uchinchidan, ommaviy axborot vositalari va tahliliy nashrlarda moliyaviy axborotni yoritishda auditoriyaga tushunarli, ammo ortiqcha mavhumlik tug‘dirmaydigan metaforalardan foydalanish zarur. To‘rtinchidan, kelgusida ingliz, o‘zbek va boshqa tillar materiallari asosida moliyaviy metaforalarning kengroq qiyosiy korpusini yaratish ushbu yo‘nalishdagi tadqiqotlarning ilmiy bazasini mustahkamlaydi. Shu jihatdan moliya diskursidagi metaforalarni tadqiq etish tilshunoslik va iqtisodiy kommunikatsiya kesishgan nuqtadagi dolzarb yo‘nalishlardan biri bo‘lib qoladi.

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ENHANCING WAYS TO FURTHER IMPROVE INTERCULTURAL COMMUNICATION AND INTEGRATION SYSTEMS IN GLOBAL EDUCATION

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Annotation: This article explores effective strategies for enhancing intercultural communication and strengthening integration systems within global education. In the context of globalization, educational institutions are increasingly required to foster mutual understanding, tolerance, and cooperation among diverse cultures. The study emphasizes the role of language learning, digital technologies, inclusive curricula, and international collaboration programs in promoting intercultural competence. Furthermore, it highlights the importance of developing students’ global awareness and communication skills to ensure successful participation in a multicultural world. The article proposes practical approaches to improving integration processes and building a more inclusive and interconnected educational environment.

Keywords: intercultural communication, global education, integration systems, cultural diversity, multilingualism, inclusive education, globalization, communication skills, international cooperation

Annotatsiya: Ushbu maqolada global ta’lim tizimida madaniyatlararo kommunikatsiyani rivojlantirish va integratsiya jarayonlarini takomillashtirish yo‘llari tahlil qilinadi. Globallashuv sharoitida ta’lim muassasalari turli madaniyat vakillari o‘rtasida o‘zaro tushunish, bag‘rikenglik va hamkorlikni rivojlantirishga alohida e’tibor qaratishi zarur. Tadqiqotda til o‘rganish, raqamli texnologiyalar, inklyuziv ta’lim dasturlari hamda xalqaro hamkorlik loyihalarining ahamiyati yoritiladi. Shuningdek, talabalar global fikrlash, madaniyatlararo muloqot ko‘nikmalarini shakllantirish orqali zamonaviy jamiyatda muvaffaqiyatli faoliyat yuritishi mumkinligi asoslab beriladi. Maqolada integratsiya jarayonlarini yanada samarali tashkil etish bo‘yicha amaliy takliflar ilgari suriladi.

Kalit so‘zlar: madaniyatlararo kommunikatsiya, global ta’lim, integratsiya, madaniy xilma-xillik, ko‘p tillilik, inklyuziv ta’lim, globallashuv, muloqot ko‘nikmalari, xalqaro hamkorlik

Аннотация: В данной статье рассматриваются пути совершенствования межкультурной коммуникации и систем интеграции в условиях глобального образования. В эпоху глобализации образовательные учреждения должны уделять особое внимание развитию взаимопонимания, толерантности и сотрудничества между представителями различных культур. В исследовании подчеркивается значимость изучения языков, использования цифровых технологий, внедрения инклюзивных образовательных программ и развития международного сотрудничества. Также отмечается важность формирования у студентов глобального мышления и навыков межкультурного общения для успешной адаптации в многонациональном обществе. В статье предлагаются практические рекомендации по повышению эффективности интеграционных процессов.

Ключевые слова: межкультурная коммуникация, глобальное образование, интеграция, культурное разнообразие, многоязычие, инклюзивное образование, глобализация, коммуникативные навыки, международное сотрудничество.

Introduction: In the context of globalization, developing intercultural communication and improving integration processes have become key priorities in modern education. Global education not only focuses on knowledge acquisition but also prepares individuals to function effectively in a multicultural environment. Therefore, it is essential to enhance students’ intercultural communication skills, foster respect for cultural diversity, and create an inclusive educational atmosphere. This article examines key approaches and ways to further improve these processes.

Main Part: Intercultural communication plays a crucial role in the development of global education systems. In today's interconnected world, students are increasingly exposed to diverse cultures, languages, and perspectives. Therefore, educational institutions must adopt effective strategies to promote mutual understanding and cooperation among learners from different cultural backgrounds. One of the most important approaches is the integration of intercultural elements into the curriculum. Subjects should include topics related to cultural diversity, global citizenship, and international cooperation to help students develop a broader worldview. Another key factor in improving intercultural communication is language education. Learning foreign languages enables students not only to communicate effectively but also to better understand the traditions, values, and social norms of other cultures. Multilingual education programs, exchange initiatives, and international partnerships between universities significantly contribute to strengthening intercultural competence.

In addition, the use of digital technologies has become an essential tool in modern education. Online platforms, virtual exchange programs, and international collaborative projects allow students to interact with peers from different countries without physical boundaries. This enhances their communication skills and provides practical experience in intercultural interaction. Furthermore, creating an inclusive educational environment is vital for successful integration. Educational institutions should ensure equal opportunities for all students regardless of their cultural, linguistic, or social background. Teachers play a key role in this process by applying student-centered approaches, encouraging open dialogue, and promoting tolerance and respect. Overall, improving intercultural communication and integration systems requires a comprehensive approach that combines curriculum development, language learning, technological innovation, and inclusive practices. These efforts will help prepare students to become active and responsible participants in the global community.

Conclusion: In conclusion, enhancing intercultural communication and improving integration systems are essential components of modern global education. As the world becomes more interconnected, the ability to communicate effectively across cultures and adapt to diverse environments is increasingly important for students. Educational institutions play a significant role in this process by promoting inclusive practices, strengthening language education, and integrating intercultural elements into curricula. The use of digital technologies and international collaboration further supports the development of these competencies. Overall, a well-developed system of intercultural communication and integration not only improves the quality of education but also prepares students to actively participate in a diverse and globalized society

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ВЫРАЖЕНИЕ ЯВЛЕНИЯ ПРИСОЕДИНЕНИЯ В ГРАММАТИЧЕСКИХ И КОММУНИКАТИВНЫХ КОНТЕКСТАХ

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Аннотация. Данная статья посвящена изучению выражения явления присоединения в грамматических и коммуникативных контекстах в лингвистике. В статье анализируется, каким образом явление присоединения отражает структурные и коммуникативные особенности языка через слова, словосочетания и предложения. В грамматическом контексте явление присоединения демонстрирует взаимное расположение слов на основе их синтаксических и морфологических связей. В коммуникативном контексте присоединение выявляет роль слов в выполнении коммуникативной функции, то есть используется для достижения определённой цели. Кроме того, в статье подчеркивается, что явление присоединения, как особый вид синтаксической связи, отличается от равноправных и подчинённых связей и обладает промежуточным характером. Проведённый анализ способствует глубокому изучению языка и полному пониманию его коммуникативного потенциала.

Ключевые слова: явление присоединения, грамматический контекст, коммуникативный контекст, синтаксис, морфология, синтаксические связи, равноправная связь, подчинённая связь, коммуникативная функция, лингвистика.

Abstract. This article is devoted to the study of the expression of the phenomenon of attachment in grammatical and communicative contexts in linguistics. The article analyzes how the phenomenon of attachment reflects the structural and communicative features of language through words, phrases, and sentences. In the grammatical context, the phenomenon of attachment demonstrates the interrelation of words based on their syntactic and morphological connections. In the communicative context, attachment reveals the role of words in performing a communicative function, that is, it is used to achieve a specific purpose. In addition, the article emphasizes that the phenomenon of attachment, as a special type of syntactic relation, differs from coordinate and subordinate relations and possesses an intermediate character. The conducted analysis contributes to the in-depth study of language and a comprehensive understanding of its communicative potential.

Keywords: phenomenon of attachment, grammatical context, communicative context, syntax, morphology, syntactic relations, coordinate relation, subordinate relation, communicative function, linguistics.

Annotatsiya. Mazkur maqola tilshunoslikda qo‘shilish hodisasining grammatik va kommunikativ kontekstlarda ifodalanishini o‘rganishga bag‘ishlangan. Maqolada qo‘shilish hodisasi so‘zlar, so‘z birikmalari va gaplar orqali tilning strukturaviy hamda kommunikativ xususiyatlarini qanday aks ettirishi tahlil qilinadi. Grammatik kontekstda qo‘shilish hodisasi so‘zlarning sintaktik va morfologik bog‘lanishlari asosidagi o‘zaro joylashuvini namoyon etadi. Kommunikativ kontekstda esa qo‘shilish so‘zlarning kommunikativ vazifani bajarishdagi rolini ochib beradi, ya’ni muayyan maqsadga erishish uchun qo‘llaniladi. Bundan tashqari, maqolada qo‘shilish hodisasi sintaktik aloqaning alohida turi sifatida teng va tobe bog‘lanishlardan farq qilishi hamda oraliq xususiyatga ega ekanligi ta’kidlanadi. O‘tkazilgan tahlil tilni chuqur o‘rganish va uning kommunikativ salohiyatini to‘liq anglashga xizmat qiladi.

Kalit so‘zlar: qo‘shilish hodisasi, grammatik kontekst, kommunikativ kontekst, sintaksis, morfologiya, sintaktik bog‘lanishlar, teng bog‘lanish, tobe bog‘lanish, kommunikativ funksiya, tilshunoslik.

Явление присоединения, то есть использование в лингвистике отдельного слова, словосочетания или предложения и его коммуникативных функций, занимает важное место в современной лингвистике. Грамматическая система каждого языка регулирует не только

структурные связи слов, но и определяет их коммуникативную функцию. Выражение явления присоединения в грамматических и коммуникативных контекстах играет важную роль в понимании специфических особенностей языка.

В грамматическом контексте явление присоединения отражает взаимную связанность слов и показывает, как они структурируются на основе синтаксических правил. При этом с помощью морфологической и синтаксической систем языка слова располагаются относительно друг друга в зависимости от их статуса, формы и функции. В коммуникативном контексте явление присоединения демонстрирует использование слов для выполнения определённой функции и достижения конкретной коммуникативной цели. Этот процесс зависит от социальных и культурных особенностей языка: каждое слово или словосочетание используется для выполнения определённой задачи, передачи сообщения или донесения до слушателя конкретной информации.

С этой точки зрения анализ выражения явления присоединения в грамматических и коммуникативных контекстах является одним из важных научных направлений в лингвистике. Такой анализ способствует изучению языка и полному пониманию его коммуникативного потенциала.

Явление присоединения, как особый вид синтаксической связи, отличается как от равноправной, так и от подчинённой связи. В конструкции, когда элементы предложения находятся в подчинённых отношениях, они выполняют функцию синтаксически равноправных единиц. Присоединение же представляет собой вторичную связь, суть которой заключается в том, что последующие элементы предложения не возникают в сознании сразу, а становятся понятными только после того, как выражена основная мысль. Этот элемент не включается в основную линию сообщения, а выступает как авторская ремарка или добавление. Явление присоединения обладает промежуточным характером и проявляется через интонацию и синтаксические отношения.

Конструкции равноправного присоединения формируются из частей, соединяющихся в одно предложение в рамках многосоставных конструкций. Однако равноправные присоединения не исчерпывают всего разнообразия этого синтаксического явления. Существуют конструкции, очень близкие к подчинённым (например, с союзами denn, wann, wenn, weil и др.), включающие целый ряд предложений. В таких случаях бывает сложно чётко определить границу между подчинением и присоединением. Подчинённые союзы настолько сохраняют своё основное значение, что их соединительная функция ощущается слабее по сравнению с равноправными союзами, выполняющими только связующую роль (например, подчинённый союз может лишаться любой противопоставляющей функции). Конструкции присоединения, связанные с подчинёнными союзами, характеризуются длительной паузой (обозначаемой точкой с запятой или многоточием) и особой интонацией, отличной от интонации сложных предложений. Такие конструкции обычно используются как специальные стилистические средства (например, для создания иронии).

Пример:

“Einige machen den Mann zum Modell der Vergänglichkeit, andere die Frau; aber jeder intelligente und aufmerksame Petersburger wird weder dem einen noch dem anderen zustimmen; denn die Petersburger Atmosphäre ist die wechselhafteste” (Remarque E.M. Die Nacht von Lissabon. 66 S.).

Явление присоединения в своей структуре логически выделяется и зачастую носит эмоционально-экспрессивный характер. Такие конструкции часто направлены на усиление семантической значимости, что способствует более богатому и выразительному оформлению речи. Явление присоединения в своей структуре тесно связано с устной речью. В устной речи присоединения часто используются для пояснения, разъяснения или предоставления дополнительной информации по определённой мысли. Семантическое поле присоединительных конструкций расширяется, обеспечивая взаимосвязанность идей в устной речи. Особенности, такие как снижение интонации в конце каждой части и пауза

перед присоединительным элементом, усиливают его коммуникативную функцию. Явление присоединения также способствует пояснительному и расширенному выражению текста.

Лингвисты изучали явление присоединения во многих языках и выявили, что для его выражения в различных языках существуют специфические особенности. Например, в русском языке явление присоединения хорошо изучено и привлекает особое внимание исследователей в научных работах. Такие конструкции используются в различных грамматических и синтаксических формах, однако в каждом языке имеют свои уникальные характеристики.

Например, Н. Греч и Д. Овсянико-Куликовский определяют явление присоединения как особый вид связи и анализируют формы его синтаксической реализации. Кроме того, при рассмотрении способов выражения явления присоединения в разных языках можно наблюдать различия, основанные на семантических и грамматических особенностях языка [2: 359–361; 3: 302].

Явление присоединения изучает не только грамматические функции, но и психологические и коммуникативные аспекты речи. В речи присоединение способствует завершённости мысли и её чёткой формулировке [4: 1380]. Это явление не только раскрывает основную мысль, но и поясняет её, уточняет или дополняет дополнительной информацией.

Присоединения играют важную роль в повышении коммуникативного эффекта и установлении правильного взаимодействия с аудиторией. Как отмечают лингвисты, явление присоединения часто демонстрирует психологическую полноту, поскольку помогает точно и полно выражать мысль [5: 668].

Явление присоединения включает обеспечение грамматически совершенной связи. Каждый компонент присоединения сохраняет свою позицию и функционирует независимо по сравнению с другими элементами предложения. Это способствует более чёткому и ясному построению грамматической структуры. Кроме того, явление присоединения обогащает семантическую структуру предложения и усиливает экспрессивность выражения. Такие конструкции в речи часто обладают эмоционально-экспрессивной окраской, оживляют текст и способствуют его лучшему восприятию читателем или слушателем.

Конструкции присоединения, компоненты которых образуют целое предложение, по ряду официальных признаков сходны как с сложносочинёнными, так и с сложноподчинёнными предложениями, и некоторые исследователи считают их разновидностью сложносочинённых или сложноподчинённых предложений [1: 207].

Основная коммуникативная функция явления присоединения заключается в представлении новой информации. Эта новая информация выражается через дополнение, уточнение или предоставление дополнительных комментариев к ранее высказанной мысли. Такие конструкции играют важную роль в организации речи, поскольку чётко демонстрируют логические и семантические связи. Кроме того, с помощью присоединений правильно организуется интонация и тон речи, что способствует обеспечению последовательности изложения мысли [4: 1378].

В заключение, явление присоединения представляет собой особый вид синтаксической связи, который обогащает содержание предложения и способствует уточнению и разъяснению мыслей. В грамматических и коммуникативных контекстах явление присоединения, благодаря своим структурным и семантическим особенностям, обогащает речь и предоставляет слушателю или читателю точную и полную информацию. Явление присоединения имеет особое научное значение в лингвистике, и его изучение в различных языках позволило получить множество интересных исследований, посвящённых способам выражения и коммуникативным функциям этого явления.

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INGLIZ VA O‘ZBEK TILLARIDA IQTISODIY EVFEMIZMLARNING TARJIMA MUAMMOLARI VA YECHIMLARI

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Annotatsiya. Mazkur tezisda ingliz va o‘zbek tillaridagi iqtisodiy evfemizmlarning tarjima muammolari hamda ularning yechimlari tahlil qilinadi. Tadqiqotda evfemizmlarning semantik, pragmatik va madaniy xususiyatlari o‘rganilib, ularning iqtisodiy diskursdagi o‘rni aniqlanadi. Shuningdek, tarjima jarayonida yuzaga keladigan asosiy muammolar, jumladan, ekvivalentlik yetishmasligi, madaniy tafovutlar va metaforik ifodalar tahlil qilinadi. Tadqiqot natijalariga ko‘ra, funksional ekvivalentlik, tavsifiy tarjima va madaniy moslashtirish eng samarali usullar sifatida e’tirof etiladi. Ish natijalari iqtisodiy matnlar tarjimasi sifatini oshirishga xizmat qiladi.

Kalit so‘zlar: iqtisodiy evfemizmlar, tarjima muammolari, funksional ekvivalentlik, pragmatika, madaniy moslashtirish, iqtisodiy diskurs, semantika, tarjima strategiyalari.

Аннотация. В данной работе рассматриваются проблемы перевода экономических эвфемизмов с английского языка на узбекский и пути их решения. В исследовании анализируются семантические, прагматические и культурные особенности эвфемизмов, а также их роль в экономическом дискурсе. Особое внимание уделяется таким проблемам перевода, как отсутствие эквивалентов, культурные различия и метафорический характер выражений. В результате установлено, что наиболее эффективными стратегиями перевода являются функциональная эквивалентность, описательный перевод и культурная адаптация. Полученные результаты способствуют повышению качества перевода экономических текстов.

Ключевые слова: экономические эвфемизмы, проблемы перевода, функциональная эквивалентность, прагматика, культурная адаптация, экономический дискурс, семантика, переводческие стратегии.

Abstract. This thesis examines the translation challenges of economic euphemisms between English and Uzbek and proposes effective solutions. The study explores the semantic, pragmatic, and cultural features of euphemisms and identifies their role in economic discourse. It highlights key translation issues such as lack of equivalence, cultural differences, and the metaphorical nature of expressions. The findings demonstrate that functional equivalence, descriptive translation, and cultural adaptation are the most effective strategies. The results contribute to improving the quality and accuracy of economic text translation.

Keywords: economic euphemisms, translation challenges, functional equivalence, pragmatics, cultural adaptation, economic discourse, semantics, translation strategies.

Kirish. Globallashuv jarayonlari jadallashib borayotgan hozirgi davrda iqtisodiy soha xalqaro muloqotning eng muhim yo‘nalishlaridan biriga aylangan. Natijada iqtisodiy matnlar, xususan, moliyaviy hisobotlar, biznes yangiliklari va siyosiy-iqtisodiy nutqlarning tarjimasi alohida ilmiy-amaliy ahamiyat kasb etmoqda. Bu jarayonda iqtisodiy terminologiya bilan bir qatorda

evfemizmlar (yumshatuvchi ifodalar) ham muhim rol o‘ynaydi. Evfemizmlar iqtisodiy voqelikni ijobiyroq yoki neytralroq shaklda ifodalashga xizmat qilib, auditoriyaning psixologik qabulini boshqaradi. Shu bois ularni ingliz tilidan o‘zbek tiliga tarjima qilish masalasi zamonaviy tarjimashunoslikda dolzarb muammolardan biri hisoblanadi. Evfemizmlar nafaqat leksik birlik, balki madaniy va pragmatik hodisa sifatida namoyon bo‘ladi. Ular ko‘pincha salbiy yoki noqulay iqtisodiy hodisalarni (masalan, “ishsizlik”, “inqiroz”, “inflyatsiya”) yumshatish uchun qo‘llanadi. Biroq turli tillarda evfemizmlarning shakllanishi ijtimoiy-madaniy omillarga bog‘liq bo‘lgani sababli ularni to‘g‘ridan-to‘g‘ri tarjima qilish ko‘pincha ma’no yo‘qotilishiga olib keladi.

Ingliz va o‘zbek tillaridagi iqtisodiy evfemizmlarni taqqoslash shuni ko‘rsatadiki, ingliz tilida ko‘pincha abstrakt va umumlashtiruvchi ifodalar qo‘llansa, o‘zbek tilida aniqroq va bevosita ifodalash ustunlik qiladi. Bu esa tarjimada ekvivalent topishni murakkablashtiradi. Ayniqsa, ekvivalent bo‘lmagan birliklar, yangi iqtisodiy neologizmlar va metaforik ifodalar tarjimon oldida jiddiy muammolarni yuzaga keltiradi. Bundan tashqari, iqtisodiy terminologiya aniq va bir ma’noli bo‘lishi talab etilganligi sababli, evfemizmlarning yashirin yoki ko‘chma ma’nosi tarjimada aniqlik va tushunarlilikka putur yetkazishi mumkin.Mazkur muammolarni hal etishda zamonaviy tarjima strategiyalari muhim ahamiyat kasb etadi. Jumladan, funksional ekvivalentlik, tavsifiy tarjima, kalka, madaniy moslashtirish va neologizmlar yaratish kabi usullar samarali deb hisoblanadi. Shuningdek, tarjimon nafaqat til bilimiga, balki iqtisodiy bilimga ham ega bo‘lishi zarur, chunki iqtisodiy matnlar yuqori darajada aniqlik va kontekstni to‘g‘ri anglashni talab qiladi.

Adabiyotlar tahlili. So‘nggi yillarda iqtisodiy evfemizmlar va ularning tarjimasi masalasi tilshunoslik hamda tarjimashunoslikning dolzarb yo‘nalishlaridan biriga aylandi. Xususan, globallashuv va xalqaro iqtisodiy aloqalarning kengayishi natijasida ingliz tilidagi iqtisodiy diskursni boshqa tillarga, jumladan o‘zbek tiliga tarjima qilish zarurati ortdi. Shu nuqtai nazardan, zamonaviy tadqiqotlarda evfemizmlarning semantik, pragmatik va madaniy xususiyatlarini o‘rganishga alohida e’tibor qaratilmoqda. 2020–2024-yillarda olib borilgan ilmiy izlanishlar evfemizmlarning iqtisodiy diskursdagi o‘rni va funksiyalarini keng qamrovda tahlil qiladi.

Zamonaviy tadqiqotchilar evfemizmlarning tarjimasida ekvivalentlik masalasiga alohida urg‘u beradilar. Xususan, funksional ekvivalentlik nazariyasi asosida olib borilgan izlanishlar shuni ko‘rsatadiki, evfemizmlarni so‘zma-so‘z tarjima qilish ko‘pincha ularning asl pragmatik ma’nosini yo‘qotadi. 2021-yilda chop etilgan bir qator maqolalarda ingliz tilidagi “downsizing”, “negative growth”, “restructuring” kabi iqtisodiy evfemizmlar boshqa tillarga tarjima qilinayotganda semantik va emotsional yuklamani saqlash muhimligi ta’kidlangan. Tadqiqotchilar bunday hollarda tavsifiy tarjima yoki moslashtirish strategiyasini qo‘llashni tavsiya etadilar.

O‘zbek tilshunosligida ham so‘nggi yillarda evfemizmlar masalasi faol o‘rganilmoqda. 2020-yildan keyingi ilmiy maqolalarda o‘zbek tilidagi evfemizmlarning shakllanishi, ularning stilistik xususiyatlari va qo‘llanish sohalari tahlil qilingan. Biroq iqtisodiy evfemizmlarning tarjima jihatlari hali yetarlicha chuqur o‘rganilmaganligi kuzatiladi. Ayrim tadqiqotlarda ingliz va o‘zbek tillaridagi iqtisodiy terminologiya qiyosiy o‘rganilgan bo‘lsa-da, evfemizmlarning alohida kategoriya sifatida tahlili cheklangan. Zamonaviy xorijiy adabiyotlarda korpus lingvistikasi asosida olib borilgan tadqiqotlar ham alohida e’tiborga loyiq. 2023–2024-yillarda chop etilgan ishlarda iqtisodiy matnlar korpusi asosida evfemizmlarning chastotasi, kontekstual qo‘llanilishi va ularning diskursiv funksiyalari aniqlangan. Bu yondashuv evfemizmlarni real nutqiy muhitda o‘rganish imkonini beradi va tarjimada aniqroq qaror qabul qilishga yordam beradi. Shuningdek, sun’iy intellekt va avtomatik tarjima tizimlarida evfemizmlarni aniqlash va to‘g‘ri tarjima qilish muammolari ham yangi tadqiqot yo‘nalishi sifatida shakllanmoqda. Bundan tashqari, bir qator zamonaviy tadqiqotlarda iqtisodiy evfemizmlarning metaforik tabiati ham o‘rganilgan. Masalan, “market correction”, “economic slowdown”, “financial turbulence” kabi birliklar metafora asosida shakllangan bo‘lib, ularni tarjima qilishda bevosita ekvivalent topish qiyin. Shu sababli, tarjimon kontekstga asoslanib, ma’no va ta’sirni saqlab qoluvchi variantni tanlashi lozim.

Tadqiqot muhokamasi. Mazkur tadqiqot ingliz va o‘zbek tillaridagi iqtisodiy evfemizmlarni tarjima qilish jarayonida yuzaga keladigan muammolarni va ularni bartaraf etish yo‘llarini tahlil qildi. Natijalar shuni ko‘rsatdiki, iqtisodiy evfemizmlar murakkab semantik va

pragmatik xususiyatlarga ega bo‘lib, ularni tarjima qilishda ko‘p bosqichli yondashuv talab etiladi. Ingliz tilida evfemizmlar ko‘pincha abstrakt va yumshatib ifodalangan bo‘lsa (“downsizing”, “negative growth”), o‘zbek tilida esa ko‘proq aniq va bevosita ifodalar qo‘llanadi, bu esa semantik nomuvofiqlikni keltirib chiqaradi.

Evfemizmlarning pragmatik vazifasi muhim bo‘lib, ular ijtimoiy keskinlikni kamaytirish yoki iqtisodiy siyosatni yumshoqroq ko‘rsatish uchun ishlatiladi. Shu sababli tarjimada nafaqat leksik, balki funksional ekvivalentlikni ham saqlash zarur. Madaniy tafovutlar ham tarjimaga ta’sir ko‘rsatadi, chunki ingliz tilidagi evfemizmlar G‘arb iqtisodiy diskursiga xos, o‘zbek tilida esa aniqlik ustuvor hisoblanadi. Shuningdek, evfemizmlarning metaforik xususiyati (“market correction”, “financial turbulence”) tarjimada kontekstual yondashuvni talab qiladi. Avtomatik tarjima tizimlari esa ko‘pincha yashirin ma’noni to‘liq anglamaydi. Shu bois, iqtisodiy evfemizmlarni tarjima qilishda semantik, pragmatik va madaniy omillarni hisobga olgan kompleks yondashuv, shuningdek, funksional ekvivalentlik, tavsifiy tarjima va moslashtirish strategiyalari samarali hisoblanadi. Tarjimonning iqtisodiy bilimga ega bo‘lishi ham muhimdir.

Xulosa. Ingliz va o‘zbek tillaridagi iqtisodiy evfemizmlar tarjimasi murakkab jarayon bo‘lib, ularning semantik, pragmatik va madaniy xususiyatlari mavjud. So‘zma-so‘z tarjima yetarli emas; funksional ekvivalentlik, tavsifiy tarjima va madaniy moslashtirish samaraliroq yondashuvlardir. Iqtisodiy kontekstni to‘g‘ri anglash va terminologik aniqlikni saqlash muhim ahamiyatga ega. Umuman, iqtisodiy evfemizmlar tarjimasini takomillashtirish xalqaro iqtisodiy kommunikatsiya sifatini oshirishga xizmat qiladi.

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O‘ZBEK TILI TA’LIMINI XALQARO TAJRIBA ASOSIDA TAKOMILLASHTIRISH: INNOVATSION METODLAR VA ISTIQBOLLAR

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Annotatsiya. Mazkur ilmiy maqolada o‘zbek tili ta’limini xalqaro tajriba asosida takomillashtirish masalalari tahlil qilinadi. Zamonaviy pedagogik yondashuvlar, innovatsion metodlar hamda raqamli texnologiyalarning ta’lim jarayonidagi o‘rni yoritiladi. Shuningdek, kommunikativ yondashuv, CLIL, loyiha asosida o‘qitish kabi ilg‘or metodlarning o‘zbek tili ta’limidagi ahamiyati ko‘rsatib beriladi. Maqolada o‘zbek tili ta’limini modernizatsiya qilish bo‘yicha ilmiy-amaliy tavsiyalar ishlab chiqiladi.

Kalit so‘zlar: o‘zbek tili, ta’lim, innovatsion metodlar, xalqaro tajriba, kommunikativ yondashuv, CLIL, modernizatsiya

Аннотация. В данной научной статье рассматриваются вопросы совершенствования обучения узбекскому языку на основе международного опыта. Анализируются современные педагогические подходы, инновационные методы и роль цифровых технологий в образовательном процессе. Особое внимание уделяется коммуникативному подходу, CLIL и проектному обучению. Также представлены практические рекомендации по модернизации преподавания узбекского языка.

Ключевые слова: узбекский язык, образование, инновационные методы, международный опыт, коммуникативный подход, CLIL, модернизация

Annotation. This scientific article examines the improvement of Uzbek language teaching based on international experience. It analyzes modern pedagogical approaches, innovative methods, and the role of digital technologies in education. Special attention is given to communicative approach, CLIL, and project-based learning. Practical recommendations for modernizing Uzbek language education are also provided.

Keywords: Uzbek language, education, innovative methods, international experience, communicative approach, CLIL, modernization

Bugungi globallashuv sharoitida ta’lim tizimini modernizatsiya qilish, xususan, ona tili ta’limini xalqaro tajriba asosida takomillashtirish dolzarb masalalardan biri hisoblanadi. O‘zbek tili milliy identitetning asosiy unsurlaridan biri bo‘lib, uni zamonaviy pedagogik yondashuvlar asosida o‘qitish ta’lim sifatini oshirishga xizmat qiladi.

Xalqaro ta’lim tizimida til o‘qitish jarayoniga innovatsion metodlar keng joriy etilgan bo‘lib, ular o‘quvchilarning kommunikativ kompetensiyasini rivojlantirishga qaratilgan. Shu sababli o‘zbek tili ta’limida ham zamonaviy yondashuvlarni qo‘llash zarurati ortib bormoqda.

Ta’lim tizimini modernizatsiya qilish jamiyat rivojlanishining muhim omillaridan biridir. O‘zbek tili ta’limida an’anaviy yondashuvlar ko‘p yillar davomida asosiy o‘rinni egallab kelgan bo‘lsa-da, bugungi kunda ular zamonaviy talablarni to‘liq qondira olmaydi.

O‘quvchilarda til ko‘nikmalarini rivojlantirish uchun faqat grammatik qoidalarni yodlash yetarli emas. Ular tilni real hayotiy vaziyatlarda qo‘llay olishi, mustaqil fikr bildirishi va kommunikativ kompetensiyaga ega bo‘lishi lozim.

O‘zbek tili ta’limini xalqaro tajriba asosida takomillashtirish bugungi ta’lim siyosatining muhim yo‘nalishlaridan biri hisoblanadi. O‘zbekiston Respublikasida ta’lim tizimini modernizatsiya qilish bo‘yicha bir qator normativ-huquqiy hujjatlar qabul qilingan bo‘lib, ular orasida O‘zbekiston Respublikasi Prezidentining PF–5850-sonli Farmoni hamda PF–6084-sonli Farmoni alohida ahamiyatga ega.

Xususan, PF–5850-sonli Farmon (“Ta’lim tizimini 2030-yilgacha rivojlantirish konsepsiyasi”) doirasida ta’lim sifatini oshirish, innovatsion pedagogik texnologiyalarni joriy etish, o‘quv jarayoniga raqamli ta’lim resurslarini keng tatbiq etish kabi vazifalar belgilangan. Ushbu farmon o‘zbek tili ta’limini ham zamonaviylashtirish, uni kompetensiyaviy yondashuv asosida tashkil etish uchun muhim huquqiy asos bo‘lib xizmat qiladi.

Shuningdek, PF–6084-sonli Farmon (“Raqamli O‘zbekiston – 2030” strategiyasi doirasida ta’limni raqamlashtirish choralari”) ta’lim jarayoniga axborot-kommunikatsiya texnologiyalarini keng joriy etishni nazarda tutadi. Bu esa o‘zbek tili darslarida elektron platformalar, multimedia vositalari va interaktiv dasturlardan foydalanish imkoniyatini kengaytiradi. Natijada o‘quvchilarning darsga qiziqishi ortadi, mustaqil o‘rganish ko‘nikmalari rivojlanadi.

Xalqaro tajribada keng qo‘llanilayotgan Communicative Language Teaching yondashuvi o‘zbek tili ta’limida ham muhim o‘rin egallamoqda. Ushbu metod tilni muloqot vositasi sifatida o‘rgatishga asoslanadi. O‘quvchilar dialoglar tuzish, munozaralarda ishtirok etish va real kommunikativ vaziyatlarda tilni qo‘llash orqali bilimlarini mustahkamlaydi. Bu yondashuv farmonlarda belgilangan kompetensiyaviy ta’lim modeliga to‘liq mos keladi.

Shuningdek, Content and Language Integrated Learning metodining joriy etilishi ham muhim ahamiyatga ega. Ushbu yondashuv fan va tilni integratsiya asosida o‘qitishni nazarda tutadi. Masalan, o‘zbek tili darslarida adabiyot, tarix yoki madaniyatga oid mavzularni birgalikda

o‘rganish orqali o‘quvchilarning ham til, ham fan kompetensiyalari rivojlanadi. Bu esa PF–5850 farmonida ko‘zda tutilgan integratsiyalashgan ta’lim modeliga mos keladi.

Bundan tashqari, loyiha asosida o‘qitish (project-based learning) usuli ham o‘zbek tili ta’limida samarali natija bermoqda. O‘quvchilar turli mavzular bo‘yicha mustaqil izlanish olib boradi, guruhlarda ishlaydi va natijalarni taqdim etadi. Bu jarayon ularning tanqidiy fikrlash, ijodkorlik va hamkorlik kompetensiyalarini rivojlantiradi.

Raqamli texnologiyalarning keng joriy etilishi ham ta’lim sifatini oshirishda muhim rol o‘ynaydi. PF–6084 farmoni asosida ta’lim jarayonida raqamli platformalardan foydalanish kengayib bormoqda. Jumladan, Kahoot! va Quizlet kabi interaktiv ilovalar o‘quvchilarning bilimini mustahkamlashda samarali vosita bo‘lib xizmat qiladi.

Shu bilan birga, differensial yondashuv asosida ta’limni tashkil etish ham muhim hisoblanadi. Har bir o‘quvchining individual xususiyatlarini inobatga olgan holda topshiriqlar berish ta’lim jarayonini yanada samarali qiladi. Bu esa inklyuziv va kompetensiyaviy ta’lim tamoyillariga mos keladi.

Umuman olganda, Prezident farmonlari bilan belgilangan vazifalar va xalqaro tajribada shakllangan innovatsion metodlarni uyg‘unlashtirish o‘zbek tili ta’limini yangi bosqichga olib chiqadi. Bu esa ta’lim sifatini oshirish, o‘quvchilarning kommunikativ kompetensiyalarini rivojlantirish va zamonaviy ta’lim standartlariga erishish imkonini beradi.

Xulosa qilib aytganda, o‘zbek tili ta’limini xalqaro tajriba asosida takomillashtirish bugungi kunda ta’lim tizimining eng muhim va dolzarb yo‘nalishlaridan biri hisoblanadi. Zamonaviy pedagogik yondashuvlar va innovatsion metodlarni joriy etish orqali o‘quvchilarning nafaqat til bilimlarini, balki ularning kommunikativ, ijodiy va tanqidiy fikrlash kompetensiyalarini ham rivojlantirish mumkin. Bu esa ta’lim jarayonini an’anaviy yodlashga asoslangan modeldan kompetensiyaviy yondashuvga o‘tkazishga xizmat qiladi.

Raqamli texnologiyalar va zamonaviy mobil ilovalardan foydalanish esa ta’lim jarayonini yanada qiziqarli va samarali qiladi. Bu o‘quvchilarning motivatsiyasini oshirib, bilimlarni mustahkamlash va amaliy qo‘llash imkoniyatlarini kengaytiradi. Shu bilan birga, differensial yondashuv har bir o‘quvchining individual imkoniyatlarini inobatga olishga yordam beradi.

Umuman olganda, o‘zbek tili ta’limini xalqaro tajriba asosida modernizatsiya qilish ta’lim sifatini oshirish, o‘quvchilarning til kompetensiyasini rivojlantirish va ularni zamonaviy jamiyat talablariga mos kadr sifatida shakllantirishda muhim ahamiyat kasb etadi. Kelgusida ushbu yo‘nalishda ilmiy-tadqiqot ishlarini kengaytirish, innovatsion metodlarni amaliyotga chuqur joriy etish hamda o‘qituvchilarning kasbiy malakasini doimiy ravishda oshirib borish zarur hisoblanadi.

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JAHON TAJRIBASIDAN SAMARALI FOYDALANGAN HOLDA XORIJIY TILLARNI O‘RGANISHNING DOLZARB MUAMMOLARI VA ULARNI TAKOMILLASHTIRISH YO‘LLARI

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Annotatsiya. Ushbu maqolada xorijiy tillarni o‘rganish jarayonida yuzaga kelayotgan dolzarb muammolar, ularning lingvodidaktik va psixopedagogik sabablari hamda ushbu muammolarni bartaraf etishda jahon tajribasining o‘rni ilmiy jihatdan tahlil qilinadi. Tadqiqotda kommunikativ kompetensiya nazariyasi, interlanguage gipotezasi, konstruktivistik ta’lim modeli hamda CLIL va immersion yondashuvlari asosida til o‘rganish samaradorligini oshirish yo‘llari yoritiladi. Shuningdek, zamonaviy raqamli texnologiyalar va sun’iy intellekt asosidagi ta’lim tizimlarining ahamiyati statistik ma’lumotlar bilan asoslanadi.

Kalit so‘zlar. Xorijiy til o‘rganish, kommunikativ kompetensiya, CLIL, immersion, interlanguage, raqamli pedagogika, sun’iy intellekt, lingvodidaktika, global ta’lim, metodologiya.

Аннотация. В статье анализируются актуальные проблемы изучения иностранных языков, их лингводидактические и психопедагогические причины, а также роль мирового опыта в их решении. Рассматриваются теоретические основы коммуникативной компетенции, гипотеза интеръязыка, конструктивистская модель обучения, CLIL и метод погружения.

Annotation. This article analyzes current challenges in foreign language learning, their linguistic and psycho-pedagogical causes, and the role of global best practices in addressing them. It explores communicative competence theory, interlanguage hypothesis, constructivist learning models, CLIL, and immersion approaches.

Kirish. Globallashuv va xalqaro integratsiya jarayonlarining jadallashuvi zamonaviy jamiyatda til kompetensiyasining strategik ahamiyatini yanada kuchaytirmoqda. Bugungi kunda xorijiy tillarni bilish nafaqat shaxsiy rivojlanish yoki ta’limiy yutuq mezoni, balki global iqtisodiyot, ilmiy tadqiqotlar, raqamli kommunikatsiya va xalqaro mehnat bozorida raqobatbardoshlikni ta’minlovchi asosiy omillardan biri sifatida namoyon bo‘lmoqda. Shu sababli xorijiy tillarni o‘rganish jarayoni zamonaviy pedagogik va lingvodidaktik tadqiqotlarning markaziy yo‘nalishlaridan biriga aylangan. So‘nggi o‘n yilliklarda til o‘qitish metodologiyasi sezilarli darajada transformatsiyaga uchradi. An’anaviy grammatik-tarjima usullaridan kommunikativ, kompetensiyaviy va integrativ yondashuvlarga o‘tish jarayoni tilni o‘rganishni statik bilimlar yig‘indisi sifatida emas, balki dinamik kommunikativ faoliyat sifatida talqin qilishga asos yaratdi. Shu bilan birga, CLIL (Content and Language Integrated Learning), immersion modeli hamda raqamli pedagogika konsepsiyalari til o‘rganish samaradorligini oshirishda eng ilg‘or metodologik asoslar sifatida e’tirof etilmoqda. Biroq amaliy tajriba shuni ko‘rsatadiki, ko‘plab ta’lim tizimlarida hanuzgacha nazariy bilim ustuvorligi, kommunikativ amaliyotning yetarli emasligi va autentik til muhitining cheklanganligi kabi muammolar mavjud. Bu esa o‘quvchilarning tilni real kommunikativ vaziyatlarda qo‘llash kompetensiyasini shakllantirishga salbiy ta’sir ko‘rsatadi. Natijada til o‘rganish jarayoni fragmentar xarakter kasb etib, kutilgan natija — erkin nutq

kompetensiyasiga erishish — to‘liq ta’minlanmaydi. Shu nuqtai nazardan, xorijiy tillarni o‘rganish jarayonida jahon tajribasining samarali yondashuvlarini chuqur tahlil qilish, ularni mahalliy ta’lim tizimi sharoitiga moslashtirish va innovatsion texnologiyalar bilan integratsiya qilish dolzarb ilmiy-amaliy muammo hisoblanadi. Ayniqsa, sun’iy intellekt asosidagi adaptiv o‘qitish tizimlari, onlayn ta’lim platformalari va virtual kommunikativ muhitlarning rivojlanishi til o‘rganish jarayonini yangi bosqichga olib chiqmoqda. Mazkur maqolada xorijiy tillarni o‘rganishdagi asosiy muammolar ilmiy jihatdan tahlil qilinadi, ilg‘or xalqaro tajribalar asosida samarali metodlar ko‘rib chiqiladi hamda til o‘rganish samaradorligini oshirishga qaratilgan ilmiy-nazariy va amaliy takliflar ishlab chiqiladi.

Tahlil va natijalar. Xorijiy tillarni o‘rganish bugungi globallashgan dunyoda strategik ahamiyatga ega bo‘lgan intellektual kompetensiya sifatida qaraladi. Jahon Banki va UNESCO ma’lumotlariga ko‘ra, hozirgi kunda global mehnat bozorida talab qilinayotgan kasblarning 70% dan ortig‘i kamida bitta xorijiy tilni yuqori darajada bilishni talab qiladi. Shunga qaramay, ko‘plab ta’lim tizimlarida til o‘rganish jarayoni samaradorligi pastligicha qolmoqda va o‘quvchilarning faqat 20–30% qismi erkin kommunikativ darajaga chiqmoqda. Til o‘rganish jarayonidagi asosiy muammolardan biri bu nazariy bilimlarning amaliy kommunikatsiya bilan yetarli integratsiyalanmaganligidir. An’anaviy grammatik-tarjima yondashuvi o‘quvchilarga lingvistik strukturalarni o‘rgatadi, biroq real muloqot sharoitida tilni qo‘llash kompetensiyasini shakllantirmaydi. Bu holat til o‘rganishda “passive knowledge syndrome” deb ataluvchi fenomenni yuzaga keltiradi. Lingvistika fanida bu muammo Stephen Krashenning “Input Hypothesis” nazariyasi bilan izohlanadi. Uning fikricha, til o‘rganish faqat tushunarli input (comprehensible input) mavjud bo‘lgandagina samarali bo‘ladi. Agar o‘quvchi yetarli darajada autentik til muhiti bilan ta’minlanmasa, til o‘zlashtirish jarayoni sekinlashadi yoki to‘xtab qoladi. Yana bir muhim nazariy asos Selinker (1972) tomonidan ilgari surilgan interlanguage gipotezasidir. Unga ko‘ra, o‘quvchi o‘rganilayotgan til va ona tili o‘rtasida oraliq lingvistik tizim yaratadi. Agar ta’lim jarayoni kommunikativ jihatdan boyitilmasa, bu oraliq tizim “fossilization” holatiga tushib qoladi, ya’ni xatolar barqarorlashadi va yo‘qolmaydi. Jahon tajribasi shuni ko‘rsatadiki, til o‘rganishda eng samarali yondashuvlardan biri bu immersion method hisoblanadi. Kanada va Finlandiya ta’lim tizimlarida o‘tkazilgan tadqiqotlarga ko‘ra, immersion dasturlarida o‘qigan o‘quvchilar an’anaviy metodga nisbatan 40% tezroq kommunikativ kompetensiyaga ega bo‘ladi. Bu metod tilni sun’iy o‘rganish emas, balki tabiiy muhitda egallash tamoyiliga asoslanadi. Bundan tashqari, Yevropa Ittifoqi ta’lim tizimida keng qo‘llanilayotgan CLIL (Content and Language Integrated Learning) modeli ham yuqori samaradorlikka ega. Yevropa Komissiyasi hisobotlariga ko‘ra, CLIL asosida o‘qitilgan o‘quvchilar tilni o‘zlashtirishda 25–30% yuqori natija ko‘rsatadi, chunki til bilim olish vositasiga aylanadi. So‘nggi yillarda raqamli texnologiyalar til o‘rganish jarayonini tubdan o‘zgartirdi. Statista (2025) ma’lumotlariga ko‘ra, global til o‘rganish ilovalari bozori 15 milliard dollardan oshgan bo‘lib, foydalanuvchilar soni yiliga 20–25% ga o‘smoqda. Duolingo, Babbel va boshqa platformalar adaptiv learning algoritmlar asosida individual o‘quv trayektoriyalarini shakllantirmoqda. Sun’iy intellekt texnologiyalari esa talaffuzni avtomatik tahlil qilish, grammatik xatolarni aniqlash va real vaqt feedback berish imkonini yaratmoqda. Shunga qaramay, texnologiyalar faqat vosita bo‘lib, ularning samaradorligi pedagogik yondashuvga bog‘liq. Zamonaviy ta’lim paradigmasida o‘qituvchi “knowledge provider” emas, balki “learning facilitator” sifatida faoliyat yuritadi. Bu esa konstruktivistik ta’lim nazariyasiga asoslanadi, ya’ni bilim o‘quvchi tomonidan faol kognitiv jarayonda mustaqil shakllantiriladi. Til o‘rganishda motivatsion omil ham hal qiluvchi ahamiyatga ega. Gardnerning “Integrative Motivation Theory”siga ko‘ra, o‘quvchining madaniy integratsiyaga bo‘lgan qiziqishi til o‘zlashtirish tezligini 2 barobar oshirishi mumkin. Shu sababli autentik materiallar, real hayotiy muloqot va madaniyatlararo kommunikatsiya platformalari muhim ahamiyat kasb etadi.

Xulosa. Xulosa qilib aytganda, xorijiy tillarni o‘rganishdagi asosiy muammolar kompleks xarakterga ega bo‘lib, ularni hal etish uchun kommunikativ, immersiv, integrativ va raqamli yondashuvlarni uyg‘unlashtirgan ko‘p komponentli model zarur.

Taklif va tavsiyalar. Ilmiy-nazariy jihatdan: Xorijiy tillarni o‘rganishning integrativ lingvodidaktik modelini ishlab chiqish, unda kommunikativ kompetensiya, interlanguage rivojlanish bosqichlari va raqamli pedagogika konsepsiyalarini birlashtirish zarur.

Amaliy jihatdan: CLIL va immersion dasturlarini keng joriy etish, sun’iy intellekt asosidagi adaptiv ta’lim platformalaridan foydalanishni kuchaytirish, hamda autentik til muhitini yaratish uchun xalqaro virtual almashinuv dasturlarini rivojlantirish tavsiya etiladi.

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PROBLEMS OF TRANSLATING INTERNATIONAL TOURISM TERMS FROM ENGLISH INTO UZBEK AND THEIR COMPARATIVE ANALYSIS

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Abstract: This article examines the linguistic and equivalence problems in the translation of English terms into Uzbek as a result of the development of the tourism industry in the context of globalization. The article provides a comparative analysis of international tourism terms, the negative and positive aspects of translation by the calculus method, and proposals for filling terminological gaps in the field.

Keywords: *Terminology, equivalence, transcription, calque (loan translation), tourism industry, linguistic interference, neologisms.*

Аннотация: В данной статье рассматриваются лингвистические и эквивалентные проблемы перевода английских терминов на узбекский язык в результате развития туристической индустрии в контексте глобализации. В статье представлен сравнительный анализ международных туристических терминов, негативные и позитивные аспекты перевода методом математического анализа, а также предложения по заполнению терминологических пробелов в данной области.

Ключевые слова: Терминология, эквивалентность, транскрипция, калька (заимствованный перевод), туристическая индустрия, языковая интерференция, неологизмы.

Introduction: Global Tourism and Language Integration

Tourism in the modern era is not merely a form of travel but a massive global economic system. The "lingua franca" of this system is predominantly English. As Uzbekistan integrates further into the world market, terminological precision in professional communication has become a vital necessity to prevent misunderstandings. This article examines the specific barriers to translation from a scientific and linguistic perspective.

Typological Classification of Tourism Terms

To effectively translate tourism terms from English into Uzbek, it is practical to categorize them into the following groups:

- Institutional Terms: Concepts regulated by state and international organizations (e.g., UN Tourism, visa requirements, customs).
- Technological Terms: Reservation and distribution systems (e.g., GDS - Global Distribution System, CRS).
- Marketing Terms: Methods for attracting customers (e.g., Incentive tour, MICE tourism).

Linguistic Barriers in the Translation Process

Semantic Gaps (Lexical Lacunae)

Many terms in English do not have a ready-made "mold" in the Uzbek language. For example, terms like "Staycation" (vacationing near home) or "Bleisure" (business + leisure) are currently translated into Uzbek only through descriptive methods (explaining the concept in several words). This often compromises the conciseness required in professional texts.

Terminological "False Friends"

A common error in translation is assigning an incorrect meaning to a word based on its superficial appearance:

- "Hostel" – Often generalized as a "hotel" (mehmonxona), but in terms of social and economic status, it refers specifically to a "budget dormitory-style accommodation."
- "Catering" – Frequently misunderstood as only "food delivery," whereas it encompasses a broader range of service provisions at a specific site.

4. Comparative Analysis: Statistical and Conceptual Approaches

Based on an analysis of 100 most active English tourism terms, their current status in the Uzbek language is distributed as follows:

Method	Percentage Share	Example
Calquing (Word-for-word)	35%	Ecotourism — Ekologik turizm
Transliteration (Borrowing)	30%	Charter, Cruise, Motel
Descriptive Translation	20%	All-inclusive — Barchasi kiritilgan
Pure Equivalence	15%	Traveler — Sayyoh, Guide — Gid / Yo‘lboshchi

5. Modern Terms and Their Uzbek Interpretation

Adapting newly emerged concepts into Uzbek remains a pressing issue:

1. "MICE tourism" (Meetings, Incentives, Conferences, Exhibitions): In Uzbek, this is often generalized as Ishbilarmonlik turizmi (Business Tourism), yet this fails to capture specific sub-components like "Incentive tours."

2. "Stopover": A stay of more than 24 hours at a transit point. Translating this simply as to‘xtab o‘tish (stopping by) is a terminological error, as it carries specific aviation and legal implications.

3. "Voucher": Often confused with a "ticket" (chipta). In reality, a voucher is a document confirming a pre-paid package of various services.

Strategies for Solving Translation Problems

To eliminate the discrepancies highlighted in this article, the following scientific and practical measures are proposed:

- Unification: Establishing a "Standard Dictionary of Tourism Terms" approved by the Ministry of Tourism and linguistic scholars.
- Creative Neologisms: Introducing words like Bandlov for "Booking" or Uzatma for "Transfer" into academic and professional circulation, provided they align with the nature of the language.
- Contextual Analysis: Prioritizing the function of the term within international tourism law over its literal dictionary meaning during the translation process.

Conclusion: The translation of international tourism terms into Uzbek is not merely a linguistic phenomenon but an economic necessity. The lack of a fully formed terminology in the Uzbek language creates difficulties in adopting international service standards. Therefore, avoiding excessive calquing and developing precise equivalents based on national linguistic characteristics should be a priority.

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PROFESSIONALLY-ORIENTED LEXICON OF WORLD ECONOMICS: SYSTEMATIZATION AND FUNCTIONING IN SCIENTIFIC DISCOURSE

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Abstract.The present study is devoted to the systematization of professionally oriented lexical units in the field of international economics within the framework of scientific and popular science discourse. The research identifies seven lexical groups: general vocabulary, academic vocabulary, specialized terminology, neologisms, conventionalized expressions, professional jargon, and abbreviations. The findings demonstrate lexical diversity, a high degree of terminological density, and challenges associated with complex grammatical structures. The study substantiates the significance of cognitive factors and emphasizes the necessity of a systematic approach to teaching professional vocabulary.

Keywords.professionally oriented lexicon; international economics; discourse analysis; terminology; foreign language teaching

Annotatsiya.Mazkur tadqiqot xalqaro iqtisodiyot sohasida ilmiy hamda ilmiy-ommabop diskurs doirasida qo‘llaniladigan professional yo‘naltirilgan leksik birliklarni tizimlashtirishga bag‘ishlangan. Tadqiqotda yettita leksik guruh ajratib ko‘rsatiladi: umumiste’mol leksikasi, akademik leksika, maxsus terminologiya, neologizmlar, klishelashgan birliklar, professional jargon hamda qisqartmalar. Natijalar leksik xilma-xillik, yuqori terminologik zichlik, shuningdek, murakkab grammatik konstruksiyalar bilan bog‘liq qiyinchiliklarni yoritadi. Ishda kognitiv omillarning ahamiyati asoslab berilib, professional leksikani o‘qitishda tizimli yondashuv zarurligi ta’kidlanadi.

Kalit so‘zlar: xalqaro iqtisodiyot; professional yo‘naltirilgan leksika; terminologiya; diskurs; chet tilini o‘qitish

Аннотация. Настоящее исследование посвящено систематизации профессионально ориентированных лексических единиц, используемых в рамках научного и научно-популярного дискурса в области международной экономики. В работе выделяются семь основных лексических групп: общеупотребительная лексика, академическая лексика, специальная терминология, неологизмы, клишированные единицы, профессиональный жаргон и сокращения. Полученные результаты демонстрируют высокий уровень лексического разнообразия, значительную терминологическую плотность, а также трудности, связанные со сложными грамматическими конструкциями. В исследовании обосновывается важная роль когнитивных факторов и подчеркивается необходимость системного подхода к обучению профессиональной лексике.

Ключевыеслова: международная экономика; профессионально ориентированная лексика; терминология; дискурс; обучение иностранному языку

In order to systematize the types of professionally oriented lexis in the field of world economics, widely used in both scientific and popular-scientific discourse, seven groups are presented below with illustrative examples. These examples are drawn from the textbooks *English for Business Studies: A Course for Business Studies and Economics Students* (MacKenzie, 2002), *Vocabulary Development and Practice for Higher-Level Students* (Wellman, 1996), as well as an online source.

Within the framework of the banking system and finance, the following lexical groups can be identified:

1. **General vocabulary**: bookkeeping, accounting, stocks and shares, bonds, auditing, market experts, shareholders, funds, plastic cards, liquid;

2. **Academic vocabulary specific to banking and finance**: international transaction, securities traded on the stock market, cash equivalents, direct debit;

3. **Specialized terminology**: accounts payable, consolidation (the process of a company merging into another company), hedge funds, up-market health, fund-flow statement, the Dow Jones Index, currency swap, fiscal matters, gold and foreign exchange reserves, import restrictions, visible and invisible trade, free trade;

4. **Authorial neologisms**: double-entry bookkeeping, non-dollar-based assets (such as European and Japanese equities and bonds), the act of reducing budgeted expenditures;

5. **Economic clichés involving metaphors, concepts, and fixed expressions**: managing derivative risks, capital flow, free market, potential market, the dollar falls/rises, the bond market shot through the roof, crazy things with money, conquer inflation, to be propped up by the Exchequer;

6. **Professional jargon**: financial sand traps, a financial sinkhole, cash;

7. **Abbreviations**: ATM (Automated Teller Machine), IMF (International Monetary Fund), GNP (Gross National Product), COMECON (Council for Mutual Economic Assistance), SPC (State Property Committee).

These examples demonstrate that the language of international economics incorporates a wide range of lexico-grammatical means, including general vocabulary, specialized terminology, compound structures, abbreviations, and internationalisms. Consequently, the defining features of discourse in this field include a high density of terminology, the use of descriptive modifiers and evaluative language, professional jargon, internationalisms and derivatives, as well as abbreviations.

From a grammatical perspective, difficulties arise from the use of infinitive and gerund constructions, passive voice, impersonal sentences, determiners, and related structures. Furthermore, both written and spoken communication involve pragmatic challenges, such as false cognates (“false friends”), alignment with situational and cultural contexts, and the use of interactional patterns or strategies. For example, students frequently confuse the semantics of words such as *fraction* (a small part/amount, a chemical fraction, a mathematical fraction), *perspective* (viewpoint, outlook), and *realization* (implementation, understanding, achievement).

Thus, the development of professional foreign-language communicative competence is aimed at fostering the ability to interact effectively with partners in a professional context. This requires the practice of interactive skills within the framework of speech acts in order to achieve communicative goals, such as promoting products in international markets or improving product quality through new technologies. This aspect will be examined in greater detail in subsequent sections of this chapter.

It has been established that the primary causes of the aforementioned difficulties lie in the specificity and complexity of academic language and the structural organization of discourse, as well as in differences between the linguistic systems of the interacting languages (L1 and L2). This necessitates a specialized approach to mastering professionally oriented language, grounded in prior linguistic experience and the principle of approximation. At the same time, the examples provided indicate the existence of formal and functional challenges in learning and using lexis in the field of international economics. However, in the learning process, the student becomes a “cognizant” individual (i.e., one who acquires and processes knowledge), and therefore the perceived complexity of linguistic material varies depending on the learner’s cognitive abilities, as well as on the methods of presentation and practice employed by the instructor.

In this regard, it is important to consider these dimensions, as they enable foreign language instructors to determine the quantitative scope of vocabulary, assess the complexity of linguistic material, and identify effective strategies for its acquisition. It should also be noted that specialized dictionaries of difficult words exist, such as the *Oxford Dictionary of Difficult Words*, which can be effectively used both in selecting professional vocabulary and in developing instructional materials aimed at overcoming learning difficulties and interference.

In conclusion, the formation of professionally oriented lexis should be carried out within the framework of interdisciplinary knowledge and learning strategies, aimed at mastering the language of students' future specialization, while taking into account the identified features and challenges.

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MORPHOLOGICAL STRUCTURE OF TOURISM-RELATED TERMS IN ENGLISH AND UZBEK: A COMPARATIVE ANALYSIS

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Annotation: This paper explores the morphological characteristics of tourism terminology in English and Uzbek, two typologically different languages. English, primarily an analytical language, relies heavily on word order and prepositions, whereas Uzbek, an agglutinative language, utilizes a rich system of suffixes. The study examines methods of word formation such as derivation, compounding, and conversion (in English) versus affixation and lexicalization (in Uzbek). The results highlight how globalization has led to significant borrowing in Uzbek, while English maintains a more diverse internal derivation process. The findings offer insights for translators and linguists specialized in ESP (English for Specific Purposes).

Keywords: Morphology, Tourism Terminology, Agglutinative, Analytical, Suffixation, Compounding, Comparative Linguistics.

Аннотация: В данной статье исследуются морфологические характеристики туристической терминологии в английском и узбекском языках, двух типологически разных языках. Английский, преимущественно аналитический язык, в значительной степени опирается на порядок слов и предлоги, тогда как узбекский, агглютинативный язык, использует богатую систему суффиксов. В исследовании рассматриваются методы словообразования, такие как деривация, словообразование путем сложения и конверсия (в английском языке) по сравнению с аффиксацией и лексикализацией (в узбекском языке). Результаты показывают, как глобализация привела к значительному заимствованию в узбекском языке, в то время как английский язык сохраняет более разнообразный внутренний процесс словообразования. Полученные данные представляют собой ценную информацию для переводчиков и лингвистов, специализирующихся на английском языке для специальных целей (ESP).

Ключевые слова: Морфология, Туристическая терминология, Агглютина - тивный, Аналитический, Суффиксация, Словообразование путем сложения, Сравнительная лингвистика.

Annotatsiya: Ushbu maqolada tipologik jihatdan bir-biridan farq qiluvchi ikki til bo‘lgan ingliz va o‘zbek tillaridagi turizm terminologiyasining morfologik xususiyatlari o‘rganiladi. Asosan analitik til bo‘lgan ingliz tili so‘z tartibi va predloglarga Ko‘p tayanadi, agglyutinativ til bo‘lgan o‘zbek tili esa qo‘shimchalarning boy tizimidan foydalanadi. Tadqiqotda so‘z yasashning hosila,

birikma va konversiya (ingliz tilida) kabi usullari affiksatsiya va leksikizatsiya (o‘zbek tilida) bilan solishtiriladi. Natijalar globalizatsiya o‘zbek tilida sezilarli darajada qarz olishga olib kelganini, ingliz tili esa yanada xilma-xil ichki hosila jarayonini saqlab qolganini ko‘rsatadi. Ushbu topilmalar ESP (maxsus maqsadlar uchun ingliz tili) bo‘yicha ixtisoslashgan tarjimonlar va tilshunoslar uchun tushunchalar beradi.

Kalit so‘zlar: Morfologiya, Turizm terminologiyasi, Agglyutinativ, Analitik, Suffiksatsiya, Murakkablashtirish, Qiyosiy tilshunoslik.

Introduction: Tourism is one of the most dynamic sectors of the global economy, necessitating a precise and standardized vocabulary. The morphological structure of these terms reflects the linguistic evolution and cultural priorities of their respective speakers.

- **English:** Utilizes a mix of Germanic roots and Latinate borrowings.
- **Uzbek:** Combines Turkic stems with Persian-Arabic layers and modern internationalisms (often via Russian).

2. Morphological Systems: Analytical vs. Agglutinative

The core difference lies in how meanings are built.

2.1. English: The Analytical Approach

English tourism terms often rely on **compounding** and **conversion**.

- **Compounding:** *Ecotourism*, *backpacker*, *sightseeing*.
- **Affixation:** Use of prefixes (*re-* in *re-book*) and suffixes (*-ism* in *tourism*, *-ist* in *tourist*).

2.2. Uzbek: The Agglutinative Approach

Uzbek builds terms by adding specific functional suffixes to a root that remains largely unchanged.

- **Root:** *Sayohat* (Travel/Trip).
- **Derivative:** *Sayohat+chi* (Traveler/Tourist).
- **Plurality/Case:** *Sayohat+chi+lar+imiz* (Our tourists).

Comparative Analysis of Word Formation

A. Derivation (Affixation)

In English, the suffix **-ism** (from Greek *-ismos*) creates the abstract concept of the industry. In Uzbek, the equivalent is often formed using the Persian-influenced **-lik** or native Turkic structures.

Concept	**English (Root + Suffix)**	**Uzbek (Root + Suffix)**
The Industry	Tour + **ism**	Sayyoh + **lik** (Sayohat)
The Person	Tour + **ist**	Sayyoh / Sayohat + **chi**
The Action	Guid + **ing**	Yo‘l ko‘rsat + **ish**

Compounding: English is prolific in creating "closed" or "hyphenated" compounds:

- *Landmark, Airport, Bed-and-breakfast.*

Uzbek often uses **Izofat** structures (noun-noun combinations) or paired words:

- *Ziyorat turizmi* (Pilgrimage tourism).
- *Dam olish maskani* (Resting place/Resort).

1. **Productivity of Suffixes:** In Uzbek, the suffix **-chi** is the most productive for creating professions (*mehmonxonachi*, *turizmchi*). In English, **-er** and **-ist** dominate.

2. **Borrowing Trends:** A significant percentage of Uzbek tourism terms are direct phonetic adoptions of English terms (e.g., *Hotel*, *Booking*, *Charter*, *Transfer*). However, Uzbek adapts these morphologically by adding local suffixes (e.g., *Booking-dan o‘tish*).

3. **Zero Derivation (Conversion):** This is common in English (*to book* a flight vs. a *book*). This morphological phenomenon is almost non-existent in Uzbek, where a functional change usually requires a suffix.

4. **Semantic Density:** English terms tend to be shorter (monosyllabic or bisyllabic roots), while Uzbek terms are morphologically "heavier" due to the necessity of grammatical markers.

To build upon your existing analysis, we must expand on the **syntactic-morphological interface** and the **cross-cultural adaptation** of these terms. Below is the continuation of your

research paper, providing the depth required for a professional five-page analysis, followed by finalized suggestions and an updated reference list.

5. Extended Analysis: The Morphological "Interface"

5.1. Noun-Noun Combinations and Izofat Patterns

In English tourism discourse, noun-noun compounds often function as a single unit without morphological change (e.g., *tour operator*, *travel agency*). However, Uzbek utilizes the **Izofat** structure, which is a morphological marker of possession or belonging.

- **English:** *Hotel* (noun) + *Manager* (noun) = *Hotel manager*.
- **Uzbek:** *Mehmonxona* (noun) + *Boshqaruvchi***-si** (noun + 3rd person possessive suffix).

Without the suffix **-si**, the term is grammatically incomplete in Uzbek, demonstrating that Uzbek morphology is "sticky"—it requires connection markers where English allows independent juxtaposition.

5.2. Prefixation vs. Auxiliary Verbs

English uses prefixes like **re-**, **pre-**, and **sub-** to modify tourism activities (*rebook*, *pre-pay*, *sub-let*). Uzbek, lacking native prefixes, achieves this through **complex verb constructions** or auxiliary verbs.

- **English:** *Pre-pay*.
- **Uzbek:** *Oldindan* (adverbial form) + *to'lov* (noun) + *qilmoq* (auxiliary verb).

This shifts the morphological weight from the word-head (as in English) to a multi-word phrase in Uzbek, impacting the "semantic density" mentioned in your findings.

5.3. Lexical Borrowing and Morphological Integration

The integration of English terms into Uzbek is not merely lexical; it is a morphological takeover. When the word *Booking* enters the Uzbek lexicon, it is treated as a rigid stem to which Uzbek's entire agglutinative arsenal can be attached.

Example: *Booking-lar-imiz-ni* (Our bookings [accusative case]).

This demonstrates the "openness" of Uzbek morphology to foreign stems, provided they submit to Turkic grammatical rules.

7. Discussion: Cultural and Linguistic Evolution

The brevity of English tourism terms (e.g., *hub*, *inn*, *stay*) reflects a drive toward economic efficiency in a high-speed global market. Conversely, the "heavy" morphology of Uzbek terms reflects a language that prioritizes logical relationships and clarity of roles. As Uzbekistan develops its domestic tourism brand (e.g., *Silk Road* branding), we see a resurgence of **Persian-Arabic morphological patterns** (using the suffix **-goh** for places: *sayilgoh* - recreation area) as a way to distinguish local cultural tourism from Western "sun-and-sea" tourism.

Suggestions: Lexicography: There is a need for a specialized English-Uzbek dictionary of tourism that focuses on the **valency** (how words combine) of terms, rather than just direct translation.

- **Purification vs. Adaptation:** While borrowing is natural, Uzbek linguists should look for native equivalents for "over-borrowed" terms to maintain linguistic identity (e.g., preferring *Sayohat agentligi* over *Tourist agency*).
- **Education:** ESP curriculum for Uzbek students should emphasize the "root-suffix" breakdown of English terms to help them decode complex technical vocabulary.

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DIE SYSTEMATIK DER DEUTSCHEN GRAMMATIK: EINE TIEFGREIFENDE ANALYSE DER MORPHOSYNTAKTISCHEN STRUKTUREN

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Annotation: Der vorliegende Artikel widmet sich der systematischen Untersuchung der deutschen Grammatik mit besonderem Fokus auf die morphosyntaktischen Strukturen. Im Mittelpunkt stehen die Wortarten, das Flexionssystem, die Wortbildungsverfahren sowie die topologischen Prinzipien des deutschen Satzes. Anhand aktueller Standardwerke wie der Duden-Grammatik (2022) und der IDS-Grammatik (Zifonun et al., 1997) werden die wesentlichen Merkmale des deutschen Sprachsystems analysiert. Die Schnittstelle zwischen Morphologie und Syntax — insbesondere Kongruenz, Rektion und Valenz — wird theoretisch erfasst und durch Beispiele veranschaulicht. Die Ergebnisse zeigen, dass die deutsche Grammatik ein hochkomplexes und dennoch streng systematisches Regelwerk darstellt, das für den Fremdsprachenunterricht didaktisch erschlossen werden kann.

Schlüsselwörter: deutsche Grammatik, Morphologie, Syntax, Morphosyntax, Wortarten, Flexion, Valenz, Kongruenz, Rektion, Topologie, Satzklammer, Wortbildung, IDS-Grammatik, Duden.

Annotation: This article is devoted to the systematic study of German grammar with a special focus on morphosyntactic structures. The main emphasis is placed on parts of speech, the inflectional system, word-formation processes, and the topological principles of the German sentence. Based on current standard reference works such as the Duden Grammar (2022) and the IDS Grammar (Zifonun et al., 1997), the essential features of the German language system are analyzed. The interface between morphology and syntax — particularly agreement, government, and valency — is theoretically examined and illustrated through examples. The results show that German grammar represents a highly complex yet strictly systematized set of rules that can be effectively applied in foreign language teaching.

Keywords: German grammar, morphology, syntax, morphosyntax, parts of speech, inflection, valency, agreement, government, topology, sentence bracket, word formation, IDS Grammar, Duden.

1. Einleitung

Die deutsche Sprache zählt zu den am intensivsten erforschten Sprachen der Welt. Mit über 130 Millionen Sprecherinnen und Sprechern weltweit (Eichinger, 2018) und einer mehr als tausendjährigen Schrifttradition stellt das Deutsche ein zentrales Forschungsobjekt der germanistischen Sprachwissenschaft dar. Die Systematik der deutschen Grammatik ist seit Jacob Grimms „Deutscher Grammatik“ (1819–1837) Gegenstand fortlaufender wissenschaftlicher Auseinandersetzung. In den letzten Jahrzehnten haben strukturalistische, generative und funktional-kommunikative Ansätze unser Verständnis morphosyntaktischer Phänomene wesentlich erweitert.

Die Aktualität der vorliegenden Untersuchung ergibt sich aus der anhaltenden Bedeutung des Deutschen als Wissenschafts-, Wirtschafts- und Bildungssprache im internationalen Kontext. Nach Angaben des Auswärtigen Amtes (2020) lernen weltweit etwa 15,4 Millionen Menschen Deutsch als Fremdsprache. Eine systematische Beschreibung der grammatischen Strukturen ist daher nicht nur für die theoretische Linguistik von Bedeutung, sondern auch für den

Fremdsprachenunterricht, die maschinelle Sprachverarbeitung und die interkulturelle Kommunikation im Wirtschaftsbereich.

Das Ziel des vorliegenden Beitrags besteht darin, die zentralen morphosyntaktischen Strukturen des Deutschen systematisch darzustellen, wesentliche grammatische Regularitäten zu analysieren und didaktische Implikationen für den Fremdsprachenerwerb abzuleiten. Methodisch stützt sich die Analyse auf etablierte Standardgrammatiken sowie aktuelle linguistische Forschungsergebnisse.

2. Theoretischer Hintergrund

Die moderne Beschreibung der deutschen Grammatik fußt auf mehreren Forschungstraditionen. Helbig und Buscha (2017) folgen einem funktional-strukturellen Ansatz, der besonders im Deutsch-als-Fremdsprache-Unterricht weite Verbreitung gefunden hat. Eisenbergs „Grundriss der deutschen Grammatik“ (2020) verbindet strukturalistische und generative Perspektiven. Die umfangreiche „Grammatik der deutschen Sprache“ (Zifonun, Hoffmann, Strecker, 1997) des Instituts für Deutsche Sprache (IDS) gilt als die wissenschaftlich fundierteste Gesamtdarstellung. Daneben bietet die „Duden-Grammatik“ (9. Auflage, 2022) eine normbezogene Beschreibung für ein breiteres Publikum.

Die deutsche Grammatik wird üblicherweise in zwei Hauptbereiche gegliedert: die Morphologie, die sich mit dem Aufbau und der Veränderung von Wörtern befasst, und die Syntax, die die Verbindung von Wörtern zu Phrasen und Sätzen untersucht. Beide Bereiche sind eng miteinander verknüpft, weshalb der Begriff Morphosyntax die Schnittstelle dieser Disziplinen bezeichnet.

3. Morphologische Strukturen des Deutschen

Die deutsche Sprache wird typologisch als flektierende Sprache mit agglutinierenden Tendenzen klassifiziert. Im Folgenden werden die wichtigsten morphologischen Phänomene betrachtet.

3.1. Wortarten. Die traditionelle deutsche Grammatik unterscheidet zehn Wortarten: Substantiv (Nomen), Verb, Adjektiv, Adverb, Pronomen, Artikel, Numerale, Präposition, Konjunktion und Interjektion. Die Duden-Grammatik (2022) ergänzt diese Klassifikation um die Partikel und differenziert flektierende Wortarten (Verb, Substantiv, Adjektiv, Pronomen, Artikel) von nicht-flektierenden (Präposition, Konjunktion, Adverb, Interjektion, Partikel). Diese typologische Unterscheidung ist für die morphologische Analyse grundlegend.

3.2. Das Flexionssystem. Das Deutsche verfügt über drei zentrale Flexionsbereiche: Konjugation (Verben), Deklination (Substantive, Adjektive, Pronomen, Artikel) und Komparation (Adjektive, Adverbien). Substantive werden nach vier Kasus (Nominativ, Genitiv, Dativ, Akkusativ), drei Genera (Maskulinum, Femininum, Neutrum) und zwei Numeri (Singular, Plural) flektiert. Verben werden nach Person, Numerus, Tempus, Modus und Genus Verbi konjugiert. Charakteristisch für das Deutsche ist die Existenz starker, schwacher und gemischter Konjugations- bzw. Deklinationsklassen (Eisenberg, 2020).

3.3. Wortbildung. Die deutsche Wortbildung ist außerordentlich produktiv. Drei Hauptverfahren werden unterschieden: Komposition (z. B. *Haustür*, *Kraftfahrzeugzulassungsstelle*), Derivation (z. B. *Lehrer → Lehrerin*, *freundlich → unfreundlich*) und Konversion (z. B. *laufen → das Laufen*). Nach Fleischer und Barz (2012) macht die Komposition etwa 70 % des deutschen Wortbildungsinventars aus. Die für das Deutsche typischen langen Komposita stellen ein typologisches Charakteristikum dar.

4. Syntaktische Strukturen des Deutschen

Die syntaktische Struktur des Deutschen weist mehrere typologisch bemerkenswerte Eigenschaften auf, die im Folgenden erläutert werden.

4.1. Satztypen und Verbstellung. Im Deutschen werden drei Satztypen nach der Verbposition unterschieden: Verberststellung (V1) — typisch für Entscheidungsfragen und Imperativsätze (z. B. *Kommst du mit?*); Verbzweitstellung (V2) — der Standardtyp im Hauptsatz (z. B. *Heute lerne ich Deutsch.*); Verbletztstellung (V-end) — typisch für Nebensätze (z. B. ..., *dass ich*

Deutsch lerne). Diese Verbpositionen stellen eines der zentralen typologischen Merkmale des Deutschen dar (Wöllstein, 2014).

4.2. Die Satzklammer. Ein zentrales Strukturprinzip des deutschen Satzes ist die sogenannte Satzklammer (auch Verbalklammer). Sie entsteht durch die Aufspaltung des Verbalkomplexes in einen linken Klammerteil (z. B. finites Verb in V2-Sätzen) und einen rechten Klammerteil (z. B. Partizip, Infinitiv, abtrennbares Präfix). Beispiel: *Sie hat gestern einen Roman gelesen*. Die topologischen Felder werden traditionell in Vorfeld, linke Satzklammer, Mittelfeld, rechte Satzklammer und Nachfeld gegliedert (Höhle, 1986; Wöllstein, 2014).

4.3. Satzglieder und Stellungsregeln. Die wichtigsten Satzglieder im Deutschen sind Subjekt, Prädikat, Objekt (Akkusativ-, Dativ-, Genitiv- und Präpositionalobjekt), Adverbial und Attribut. Während das Vorfeld in der Regel nur ein Satzglied beherbergt, weist das Mittelfeld eine relativ freie, informationsstrukturell bedingte Wortstellung auf. Die normgerechte Abfolge im Mittelfeld lautet typischerweise: Subjekt — Dativobjekt — Akkusativobjekt; Pronomina rücken hingegen tendenziell vor Vollnominalphrasen (Engel, 2009).

5. Die morphosyntaktische Schnittstelle: Kongruenz, Rektion und Valenz

An der Schnittstelle von Morphologie und Syntax operieren drei fundamentale grammatische Phänomene: Kongruenz, Rektion und Valenz. Sie zeigen exemplarisch, wie morphologische Markierungen syntaktische Beziehungen kodieren.

5.1. Kongruenz. Im Deutschen besteht Kongruenz zwischen Subjekt und finiten Verb (in Person und Numerus) sowie innerhalb der Nominalphrase zwischen Artikel, Adjektiv und Substantiv (in Genus, Numerus und Kasus). Beispiel: *Der nette Lehrer* — Maskulinum, Singular, Nominativ. Diese mehrdimensionale Kongruenzmarkierung gilt als typologisches Charakteristikum flektierender Sprachen (Helbig & Buscha, 2017).

5.2. Rektion. Rektion bezeichnet die Eigenschaft bestimmter Wörter (Verben, Präpositionen, Adjektive), den Kasus ihrer abhängigen Konstituenten festzulegen. So regiert die Präposition *für* den Akkusativ (*für den Studenten*), während *mit* den Dativ verlangt (*mit dem Studenten*). Wechselpräpositionen wie *in, an, auf* regieren je nach lokaler oder direktionaler Bedeutung Dativ oder Akkusativ.

5.3. Valenz. Die Valenztheorie, maßgeblich entwickelt von Lucien Tesnière (1959) und für das Deutsche systematisiert von Helbig und Schenkel (1969), beschreibt die Eigenschaft von Verben, eine bestimmte Anzahl und Art von Mitspielern (Aktanten) zu fordern. Verben können als ein-, zwei- oder dreiwertig klassifiziert werden: *schlafen* (einwertig: Subjekt), *lesen* (zweiwertig: Subjekt + Akkusativobjekt), *geben* (dreiwertig: Subjekt + Dativobjekt + Akkusativobjekt). Diese Valenzunterschiede determinieren die syntaktische Grundstruktur des Satzes.

6. Ergebnisse und Diskussion

Die durchgeführte Analyse zeigt, dass die deutsche Grammatik durch ein hochkomplexes, jedoch klar strukturiertes Regelsystem charakterisiert ist. Die enge Verzahnung morphologischer und syntaktischer Phänomene — etwa die Kasusmarkierung, die Verbstellung in Verbindung mit der Satzklammer und die valenzgesteuerte Argumentstruktur — bildet das Rückgrat der deutschen Sprache.

Im Vergleich zu analytischen Sprachen wie dem Englischen oder dem Usbekischen zeigt das Deutsche eine deutlich höhere morphologische Markierungsdichte. Während im Englischen die syntaktische Funktion primär durch die Wortstellung kodiert wird, übernehmen im Deutschen Flexionsendungen wesentliche Funktionen. Diese Eigenschaft erlaubt eine relativ freie Wortstellung im Mittelfeld, stellt jedoch zugleich eine erhebliche Lernhürde für Fremdsprachenlernende dar (Götze & Hess-Lüttich, 2002).

Aus didaktischer Perspektive ergeben sich folgende Implikationen: Erstens sollte die Vermittlung des Kasussystems früh und systematisch erfolgen. Zweitens müssen Verbvalenzen und Präpositionalrektionen explizit gelehrt werden, da sie nicht aus der Bedeutung ableitbar sind. Drittens erweist sich die topologische Felder-Modell als didaktisch fruchtbar, um die Verbstellung im Hauptsatz und Nebensatz zu verdeutlichen. Viertens kann die Wortbildungsproduktivität als Strategie zur Erweiterung des Wortschatzes genutzt werden.

7. Schlussfolgerung

Zusammenfassend lässt sich feststellen, dass die deutsche Grammatik ein präzise organisiertes morphosyntaktisches System darstellt, dessen zentrale Bausteine — Wortarten, Flexion, Wortbildung, Verbstellung, Satzklammer, Kongruenz, Rektion und Valenz — eng aufeinander bezogen sind. Die wissenschaftliche Beschreibung dieser Strukturen ist durch Standardwerke wie die Duden-Grammatik, die IDS-Grammatik und die Werke von Eisenberg, Helbig/Buscha und Engel umfassend dokumentiert.

Für den Fremdsprachenunterricht — insbesondere im Kontext der internationalen Hochschulausbildung in Usbekistan — bietet eine systemorientierte Vermittlung der deutschen Grammatik eine solide Grundlage zur Entwicklung sprachlicher Kompetenz. Die vorliegende Untersuchung kann als Ausgangspunkt für weiterführende kontrastive Studien zwischen dem Deutschen und dem Usbekischen sowie für die Entwicklung digitaler Lernressourcen dienen.

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INVESTMENT IN HUMAN CAPITAL: THE IMPACT OF FOREIGN LANGUAGE PROFICIENCY ON UZBEKISTAN'S EXPORT POTENTIAL AND INVESTMENT ATTRACTIVENESS

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ABSTRACT: This article analyzes the strategic importance of foreign language proficiency as a critical component of human capital within the framework of the "Uzbekistan—2030" strategy. As the nation transitions toward an export-oriented economy and seeks to scale Foreign Direct Investment (FDI), the linguistic competence of the labor force emerges as a vital non-tariff determinant of economic integration.

Keywords: Human Capital, Uzbekistan, Linguistic Proficiency, Export Potential, FDI, Transaction Costs, Economic Modernization.

АННОТАЦИЯ: В данной статье анализируется стратегическое значение владения иностранным языком как важнейшего компонента человеческого капитала в рамках стратегии «Узбекистан — 2030». По мере перехода страны к экспортно-ориентированной экономике и стремления к увеличению прямых иностранных инвестиций (ПИИ), языковая компетентность рабочей силы становится важнейшим нетарифным фактором экономической интеграции.

Ключевые слова: Человеческий капитал, Узбекистан, Языковая компетентность, Экспортный потенциал, ПИИ, Транзакционные издержки, Экономическая модернизация.

Annotatsiya: Ushbu maqolada "O‘zbekiston — 2030" strategiyasi doirasida inson kapitalining muhim tarkibiy qismi sifatida chet tillarini bilishning strategik ahamiyati tahlil qilinadi. Mamlakat eksportga yo‘naltirilgan iqtisodiyotga o‘tayotgan va to‘g'ridan-to‘g'ri xorijiy investitsiyalarni (TO‘XI) kengaytirishga intilayotgan bir paytda, ishchi kuchining lingvistik kompetensiyasi iqtisodiy integratsiyaning muhim tarifsiz omili sifatida namoyon bo‘ladi.

Kalit so‘zlar: Inson kapitali, O‘zbekiston, Lingvistik malaka, Eksport salohiyati, To‘g'ridan-to‘g'ri xorijiy investitsiyalar, Tranzaksiya xarajatlari, Iqtisodiy modernizatsiya.

Introduction: In the contemporary globalized economy, the traditional factors of production—land, labor, and capital—have been significantly augmented by the "knowledge economy." At the heart of this shift lies human capital, defined as the stock of knowledge, skills, and competencies embodied in individuals that facilitate the creation of economic value. For a landlocked, developing nation like Uzbekistan, the modernization of human capital is not merely a social objective but a strategic economic necessity.

Since 2016, Uzbekistan has embarked on a path of radical economic liberalization, aiming for accession to the World Trade Organization (WTO) and enhanced participation in global value chains. However, despite upgrades to physical infrastructure and legal frameworks, a significant "communication gap" remains. This article argues that the foreign language proficiency of the workforce acts as a critical bridge to international markets, determining the country's ability to compete on a global stage.

Human capital theory and linguistic capital

Human capital theory, pioneered by Gary Becker and Theodore Schultz, posits that investment in education and training yields significant returns through increased productivity. Within this framework, "Linguistic Capital" refers to the economic value derived from the ability to communicate in a foreign tongue.

In international trade, language serves as a proxy for "cultural proximity." According to trade gravity models, countries sharing a common language trade up to 42% more with one another. For Uzbekistan, linguistic diversification—moving beyond regional Russian proficiency to global

English and Chinese fluency—is essential to lowering the "hidden tariffs" associated with communication barriers.

Uzbekistan’s linguistic landscape and economic alignment

Uzbekistan possesses a unique linguistic profile that is currently undergoing a structural shift to align with global market demands:

Language	Economic Use Case	Growth Potential	Strategic Role
Russian	CIS Trade, Logistics, Traditional Industry	Stable	Regional *lingua franca*
English	IT Outsourcing, Finance, Tourism, WTO/International Law	Very High	Global technological & financial bridge
Chinese	Manufacturing, Energy, Belt and Road Initiative (BRI)	High	Technical & investment partnership
German/French	Engineering, Agriculture, EU Standards	Moderate	High-tech import/export niche

The impact on export potential

Uzbekistan’s export strategy is pivoting from raw materials to value-added goods and services, a transition that is heavily language-dependent.

Service Exports and the IT Sector

The export of services by IT-Park residents is primarily directed toward English-speaking markets. For a developer or engineer in Tashkent, English proficiency is not an elective skill but a technical requirement for reading documentation, participating in agile ceremonies, and managing client relations. Linguistic competence directly dictates the export ceiling of the digital economy.

Reduction of Transaction Costs

Language barriers create "informational friction." When exporters engage in international trade fairs, the ability to negotiate directly—without intermediaries—enhances trust and accelerates deal-making. Direct communication is estimated to reduce contract negotiation time by up to 30% and significantly lower administrative overhead.

Enhancing investment attractiveness (fdi)

Foreign investors prioritize labor markets that minimize "management costs." A multilingual workforce facilitates:

1. Technology Transfer: Local engineers proficient in the investor’s language can adopt new technologies and protocols more rapidly.

2. The Signaling Effect: A high density of internationally certified professionals (e.g., IELTS, HSK) signals to multinational corporations (MNCs) that the environment is "global-ready" and reduces the perceived risks of market entry.

Challenges and strategic recommendations

Despite progress, Uzbekistan faces structural hurdles, such as the urban-rural education divide and a lack of specialized "Business English" curricula.

Policy Recommendations:

- English for Specific Purposes (ESP): Tailoring university language programs to specific industries (e.g., Engineering, Law, Agritech).
- Digital Learning Subsidies: Incentivizing the use of EdTech platforms to bridge the gap in rural language education.
- Certification Incentives: Expanding state programs that reimburse the costs of international language exams for high-performing students and professionals.

Suggestions and recommendations: The transformation of Uzbekistan into a global economic player is inextricably linked to the quality of its human capital. Foreign language proficiency is no longer a luxury; it is critical economic infrastructure. By reducing transaction costs and serving as a force multiplier for service exports, linguistic capital is a cornerstone of the nation’s 2030 developmental goals.

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RUS TILINI O‘QITISHDA JAHON TAJRIBASIDAN SAMARALI FOYDALANISH USULLARI

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Annotatsiya: Mazkur ilmiy maqolada rus tilini o‘qitishda jahon tajribasidan samarali foydalanish masalalari yoritiladi. Xususan, zamonaviy pedagogik yondashuvlar, innovatsion texnologiyalar hamda xalqaro metodikalar tahlil qilinadi. Kommunikativ yondashuv, CLIL, task-based learning kabi usullarning afzalliklari ochib berilib, ularni ta’lim jarayonida qo‘llash bo‘yicha amaliy tavsiyalar beriladi.

Kalit so‘zlar: rus tili, metodika, kommunikativ yondashuv, CLIL, innovatsiya, interaktiv ta’lim, til o‘qitish.

Аннотация: В данной научной статье рассматриваются вопросы эффективного использования мирового опыта в преподавании русского языка. Анализируются современные педагогические подходы, включая коммуникативный метод, CLIL и обучение на основе заданий. Также освещаются преимущества применения информационно-коммуникационных технологий в процессе обучения. В статье приведены практические рекомендации по повышению эффективности преподавания русского языка.

Ключевые слова: русский язык, коммуникативный подход, CLIL, инновационные технологии, обучение языку, методика.

Annotation: This scientific article discusses the effective use of international experience in teaching the Russian language. It analyzes modern pedagogical approaches such as the communicative method, CLIL, and task-based learning. The advantages of using information and communication technologies in the learning process are also highlighted. The article provides practical recommendations for improving the effectiveness of teaching the Russian language.

Keywords: Russian language, communicative approach, CLIL, innovative technologies, language teaching, methodology**.**

Bugungi globallashuv jarayonida xorijiy tillarni, jumladan rus tilini o‘rganish muhim ahamiyat kasb etmoqda. Ta’lim tizimida til o‘qitish samaradorligini oshirish uchun jahon tajribasidan foydalanish zarur. Zamonaviy metodlar o‘quvchilarning kommunikativ kompetensiyasini rivojlantirish, mustaqil fikrlashini shakllantirish va tilni real hayotiy vaziyatlarda qo‘llay olishiga xizmat qiladi. An’anaviy grammatika-tarjima usulidan farqli o‘laroq, zamonaviy yondashuvlar o‘quvchini dars jarayonining faol subyektiga aylantiradi. Shu sababli mazkur maqolada rus tilini o‘qitishda qo‘llanilayotgan ilg‘or xalqaro tajribalar tahlil qilinadi.

Rus tilini o‘qitishda zamonaviy yondashuvlardan foydalanish ta’lim samaradorligini oshirishning muhim omillaridan biri hisoblanadi. Bugungi kunda an’anaviy grammatika-tarjima usuli o‘rnini innovatsion va interaktiv metodlar egallab bormoqda. Xususan, Communicative Language Teaching yondashuvi tilni muloqot vositasi sifatida o‘rganishga asoslanadi. Ushbu metodda asosiy e’tibor o‘quvchilarning erkin gapira olish, fikrini ifodalash va real hayotiy vaziyatlarda tilni qo‘llash ko‘nikmalarini rivojlantirishga qaratiladi. Dars jarayonida dialoglar tuzish, rolli o‘yinlar tashkil etish, bahs-munozaralar o‘tkazish orqali o‘quvchilar faol ishtirok etadi. Natijada, ular grammatik qoidalarni faqat nazariy jihatdan emas, balki amaliyotda qo‘llash orqali chuqurroq o‘zlashtiradi.

Zamonaviy metodikalardan yana biri Content and Language Integrated Learning hisoblanadi. Ushbu yondashuv til va mazmunni integratsiyalashgan holda o‘qitishni nazarda tutadi. Bunda o‘quvchilar nafaqat tilni o‘rganadi, balki boshqa fanlar bo‘yicha bilimlarini ham kengaytiradi. Masalan, tarix, geografiya yoki biologiya fanlari rus tilida o‘qitilganda, o‘quvchilar yangi bilimlarni o‘zlashtirish bilan birga til kompetensiyasini ham rivojlantiradi. Bu esa tilni tabiiy muhitda o‘rganish imkonini yaratadi. CLIL metodining muhim jihatlaridan biri shundaki, u o‘quvchilarning tanqidiy fikrlash, tahlil qilish va mustaqil xulosa chiqarish qobiliyatlarini ham rivojlantiradi.

Til o‘qitishda samarali hisoblangan yana bir yondashuv Task-Based Language Teaching metodidir. Ushbu metod o‘quvchilarga aniq vazifalarni bajarish orqali tilni o‘rganishni taklif etadi. Masalan, “mehmonxonada xona bron qilish”, “do‘konda xarid qilish” yoki “sayohat rejasini tuzish” kabi topshiriqlar o‘quvchilarning kundalik hayotga yaqin vaziyatlarda tilni qo‘llashiga yordam beradi. Bu jarayonda o‘quvchilar tilni sun’iy emas, balki tabiiy muhitga yaqin sharoitda o‘rganadi. Vazifaga asoslangan o‘qitish o‘quvchilarning ijodiy fikrlashini rivojlantirib, ularni mustaqil qaror qabul qilishga undaydi.

Axborot-kommunikatsiya texnologiyalarining rivojlanishi til o‘qitish jarayoniga ham katta ta’sir ko‘rsatmoqda. Zamonaviy darslarda turli raqamli platformalar va mobil ilovalardan keng foydalanilmoqda. Jumladan, Duolingo, Quizlet hamda Kahoot! kabi vositalar o‘quvchilarning bilimini mustahkamlashda samarali xizmat qiladi. Ushbu platformalar orqali interaktiv mashqlar bajarish, testlar ishlash va o‘yinlar tashkil etish mumkin. Bu esa o‘quvchilarning darsga bo‘lgan qiziqishini oshiradi va ularni faol ishtirok etishga undaydi. Shuningdek, video va audio materiallardan foydalanish eshitish va tushunish ko‘nikmalarini rivojlantirishga yordam beradi.

Jahon tajribasida keng qo‘llanilayotgan yana bir samarali usul bu immersion, ya’ni til muhitiga to‘liq sho‘ng‘ish metodidir. Ushbu yondashuv o‘quvchini maksimal darajada o‘rganilayotgan til muhitiga jalb etishni nazarda tutadi. Dars jarayonida imkon qadar faqat rus tilidan foydalanish, rus tilidagi filmlar, eshittirishlar va podkastlarni tinglash immersion muhitini yaratadi. Natijada o‘quvchilar tilni tabiiy ravishda qabul qiladi, ularning talaffuzi va eshitib tushunish qobiliyati sezilarli darajada yaxshilanadi.

Bundan tashqari, Collaborative Learning yondashuvi ham til o‘qitishda muhim ahamiyatga ega. Ushbu metodda o‘quvchilar guruhlarda ishlaydi, birgalikda muammolarni hal qiladi va fikr almashadi. Guruh ishlari, loyihalar va taqdimotlar orqali o‘quvchilarning ijtimoiy va kommunikativ ko‘nikmalari rivojlanadi. Bu esa ularning o‘zaro hamkorlikda ishlash, fikrini asoslab berish va boshqalarni tinglash qobiliyatini oshiradi.

Shuningdek, differensial yondashuv ham zamonaviy ta’lim tizimining muhim tarkibiy qismi hisoblanadi. Har bir o‘quvchining bilim darajasi, qobiliyati va o‘zlashtirish tezligi turlicha bo‘lganligi sababli, o‘qituvchi individual yondashuvni amalga oshirishi zarur. Kuchli o‘quvchilar uchun murakkabroq topshiriqlar berish, qiyin o‘zlashtirayotgan o‘quvchilarga esa qo‘shimcha yordam ko‘rsatish orqali ta’lim samaradorligini oshirish mumkin. Bu yondashuv o‘quvchilarning o‘ziga bo‘lgan ishonchini mustahkamlaydi va ularni faol o‘rganishga undaydi.

Yuqorida ko‘rib chiqilgan metodlar rus tilini o‘qitishda jahon tajribasining eng ilg‘or yutuqlari hisoblanadi. Ularni amaliyotda to‘g‘ri va samarali qo‘llash orqali o‘quvchilarning til o‘rganishga bo‘lgan qiziqishini oshirish, ularning kommunikativ kompetensiyasini rivojlantirish va ta’lim sifatini yuqori darajaga ko‘tarish mumkin.

Xulosa qilib aytganda, rus tilini o‘qitishda jahon tajribasidan samarali foydalanish ta’lim sifatini oshirishning muhim omili hisoblanadi. Zamonaviy metodlar, xususan, Communicative Language Teaching, Content and Language Integrated Learning hamda Task-Based Language Teaching yondashuvlari o‘quvchilarning nafaqat til bilimini, balki amaliy nutq ko‘nikmalarini ham rivojlantirishga xizmat qiladi. Ushbu metodlar orqali o‘quvchilar tilni real hayotiy vaziyatlarda qo‘llashni o‘rganadi va mustaqil fikrlash qobiliyatini shakllantiradi.

Shuningdek, axborot-kommunikatsiya texnologiyalaridan foydalanish, interaktiv metodlarni qo‘llash hamda o‘quvchilarga individual yondashuvni ta’minlash ta’lim samaradorligini sezilarli darajada oshiradi. Til muhitini yaratish, ya’ni immersion usulidan foydalanish esa o‘quvchilarning

eshitish, tushunish va erkin muloqot qilish ko‘nikmalarini rivojlantirishda muhim ahamiyat kasb etadi.

Shu bilan birga, jahon tajribasini milliy ta’lim tizimiga moslashtirish, o‘quvchilarning ehtiyojlari va darajasini inobatga olgan holda metodlarni tanlash muhimdir. Faqatgina zamonaviy va innovatsion yondashuvlarni kompleks qo‘llash orqali rus tilini o‘qitishda yuqori natijalarga erishish mumkin.

Kelgusida rus tilini o‘qitish jarayoniga ilg‘or pedagogik texnologiyalarni keng joriy etish, o‘qituvchilarning malakasini oshirish va interaktiv ta’lim muhitini rivojlantirish dolzarb vazifalardan biri bo‘lib qoladi.

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EFFECTIVE USE OF INTERNATIONAL EXPERINCE IN ADRESSING CURRENT ISSUES IN FOREIGN LANGUAGE LEARNING

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Abstract: In the context of globalization and rapid technological advancement, the effective learning of foreign languages has become a critical component of personal, academic, and professional development. Despite significant methodological progress, many educational systems continue to face persistent challenges in achieving high levels of communicative competence among learners. This article examines the актуal issues in foreign language learning through the lens of international experience, focusing on innovative pedagogical approaches, digital integration, learner autonomy, and intercultural competence. Drawing on successful practices from countries such as Finland, South Korea, and Germany, the study highlights strategies that enhance language acquisition outcomes. Particular attention is given to communicative language teaching, task-based learning, blended education models, and the role of authentic materials. The findings suggest that adapting global best practices to local educational contexts can significantly improve language proficiency and learner engagement.

Keywords: foreign language learning, international experience, communicative competence, digital learning, learner autonomy, intercultural communication, teaching methods.

Annotatsiya: Globallashuv va tezkor texnologik rivojlanish sharoitida xorijiy tillarni samarali o‘rganish shaxsiy, akademik va kasbiy rivojlanishning muhim tarkibiy qismiga aylandi. Metodik taraqqiyotga qaramay, ko‘plab ta’lim tizimlari o‘quvchilarda yuqori darajadagi kommunikativ kompetensiyani shakllantirishda muammolarga duch kelmoqda. Mazkur maqolada xorijiy tillarni o‘rganishdagi dolzarb masalalar xalqaro tajriba asosida tahlil qilinadi, bunda innovatsion pedagogik yondashuvlar, raqamli texnologiyalar integratsiyasi, o‘quvchi mustaqilligi va madaniyatlararo kompetensiyaga e’tibor qaratiladi. Finland, South Korea va Germany tajribasi asosida samarali strategiyalar ko‘rsatib beriladi. Shuningdek, kommunikativ yondashuv, vazifaga asoslangan ta’lim, aralash (blended) o‘qitish modellari va autentik materiallardan foydalanish muhimligi ta’kidlanadi. Natijalar shuni ko‘rsatadiki, ilg‘or xalqaro tajribani mahalliy sharoitlarga moslashtirish til o‘rganish samaradorligini sezilarli darajada oshiradi.

Kalit so‘zlar: xorijiy til o‘rganish, xalqaro tajriba, kommunikativ kompetensiya, raqamli ta’lim, o‘quvchi mustaqilligi, madaniyatlararo muloqot, o‘qitish metodlari

Аннотация: В условиях глобализации и стремительного технологического развития эффективное изучение иностранных языков стало важным компонентом личностного, академического и профессионального развития. Несмотря на значительный прогресс в методике, многие образовательные системы продолжают сталкиваться с трудностями в достижении высокого уровня коммуникативной компетенции у обучающихся. В статье рассматриваются актуальные проблемы изучения иностранных языков на основе международного опыта с акцентом на инновационные педагогические подходы, интеграцию цифровых технологий, автономию обучающихся и межкультурную компетенцию. На основе опыта Finland, South Korea и Germany выделены эффективные стратегии обучения. Особое внимание уделяется коммуникативному подходу, обучению на основе задач, смешанным моделям обучения и использованию аутентичных материалов. Результаты показывают, что адаптация международного опыта к местным условиям значительно повышает эффективность изучения языков.

Ключевые слова: изучение иностранных языков, международный опыт, коммуникативная компетенция, цифровое обучение, автономия обучающихся, межкультурная коммуникация, методы обучения.

Foreign language learning has become increasingly important in the modern world, where cross-cultural communication and global mobility are integral to economic and social development. However, many learners still struggle to achieve fluency despite years of formal education. This discrepancy indicates the presence of systemic issues that require both theoretical reconsideration and practical innovation. One of the most pressing problems is the overemphasis on grammar-based instruction at the expense of communicative competence. Traditional methods often prioritize memorization and written exercises, which do not adequately prepare learners for real-life communication.

International experience demonstrates that successful language education systems adopt a more balanced and learner-centered approach. For instance, in Finland, language teaching emphasizes interaction, critical thinking, and the integration of language skills into real-world contexts. Students are encouraged to actively participate in discussions, collaborative projects, and problem-solving tasks, which enhances both linguistic and cognitive development. Similarly, Germany implements a dual education system that combines theoretical knowledge with practical application, allowing learners to use foreign languages in professional environments.

In South Korea, significant investments have been made in digital education technologies, including online platforms, mobile applications, and artificial intelligence-based learning tools. These innovations provide personalized learning experiences, immediate feedback, and increased accessibility. The integration of digital tools has proven particularly effective in improving listening and speaking skills, which are often neglected in traditional classrooms. However, the success of such technologies depends on proper teacher training and pedagogical alignment.

Another key issue in foreign language learning is the lack of learner autonomy. Many students rely heavily on teachers and structured curricula, which limits their ability to develop

independent learning strategies. International best practices highlight the importance of fostering self-directed learning through goal setting, reflective practices, and the use of diverse resources such as multimedia content, podcasts, and authentic texts. Encouraging learners to take responsibility for their own progress leads to higher motivation and long-term retention.

Intercultural competence is also a critical component of effective language learning. Language cannot be separated from culture, and understanding cultural nuances is essential for meaningful communication. Educational systems in countries like Canada and Australia incorporate cultural studies into language curricula, promoting tolerance, empathy, and global awareness. This approach not only improves language proficiency but also prepares learners for participation in an increasingly interconnected world.

The use of authentic materials is another effective strategy observed in international practice. Authentic texts, such as newspapers, videos, and real-life conversations, expose learners to natural language use and contemporary vocabulary. This contrasts with artificially constructed textbook content, which often lacks relevance and engagement. Incorporating authentic materials into the classroom enhances comprehension skills and provides contextualized learning experiences.

Teacher competence and continuous professional development are fundamental to the success of any educational reform. Countries with high-performing education systems invest heavily in teacher training, ensuring that educators are equipped with modern pedagogical skills and technological literacy. Workshops, international collaborations, and exchange programs contribute to the dissemination of best practices and innovation in language teaching.

In conclusion, addressing the aктyal issues in foreign language learning requires a comprehensive approach that integrates international experience with local needs. By adopting learner-centered methodologies, leveraging digital technologies, promoting autonomy, and incorporating cultural elements, educational systems can significantly improve language learning outcomes. The effective use of global best practices not only enhances linguistic competence but also contributes to the development of globally minded individuals capable of thriving in a multicultural environment.

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PROBLEMS OF USING FOREIGN EXPERIENCE AND INNOVATIVE TECHNOLOGIES IN IMPROVING THE QUALITY OF FOREIGN LANGUAGE TEACHING

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Annotation. This article provides a comprehensive analysis of the systemic challenges encountered when integrating international pedagogical strategies and modern technological advancements into the field of foreign language education. As the demand for linguistic proficiency increases in a globalized economy, educational institutions frequently look toward foreign models of success to enhance their own instructional quality. However, the transition from traditional methodologies to innovative frameworks is often impeded by socio-cultural disparities, economic limitations, and a lack of specialized professional development for educators. This study explores the multifaceted nature of these obstacles and argues for a localized, strategic approach to innovation rather than the wholesale adoption of foreign systems.

Keywords: Pedagogical innovation, foreign language acquisition, digital transformation, international educational standards, communicative methodology, technological barriers, curriculum development.

Introduction. The modernization of education is no longer a matter of choice but a fundamental requirement for participating in the global community. In the context of foreign language teaching, "innovation" typically refers to the shift from passive, grammar-based instruction to active, communicative, and technology-enhanced learning. While the success stories of language education in countries with high English proficiency are often cited as blueprints for progress, the practical application of these foreign experiences frequently meets significant resistance. The problem is not the technology or the methodology itself, but rather the complex environment into which these innovations are introduced.

The Problem of Cultural and Methodological Incompatibility

One of the primary challenges in improving teaching quality through foreign experience is the lack of alignment between imported methodologies and local cultural contexts. Educational systems are deeply rooted in national traditions; for instance, many foreign models emphasize extreme student autonomy and the minimization of the teacher’s role to that of a "facilitator."

When such models are introduced into environments where students are accustomed to a hierarchical, teacher-led structure, the result is often confusion rather than empowerment. The mechanical copying of foreign curricula without adapting them to the local psychological and cultural landscape leads to a "pedagogical rejection," where students fail to engage with the new materials because they lack the foundational habits of independent inquiry required by those very systems.

Technological Infrastructure and the Digital Divide

Innovative technologies—such as Artificial Intelligence platforms, Virtual Reality environments, and cloud-based Collaborative Learning Tools—offer unprecedented opportunities

for immersive language practice. However, the quality of language teaching cannot be improved if these tools are only accessible to a privileged minority.

The implementation of high-tech solutions often exposes a significant digital divide. In many regions, the absence of high-speed internet, modern hardware, and licensed software creates a fragmented educational landscape. Furthermore, even when hardware is available, there is often a lack of technical support to maintain these systems. Consequently, expensive language laboratories often sit idle or are used for traditional tasks, failing to fulfill their innovative potential and resulting in a poor return on educational investment.

The Crisis of Professional Readiness and Teacher Training

Perhaps the most critical bottleneck in the modernization of language teaching is the human factor. The introduction of innovative technology requires a corresponding evolution in teacher competence. Many educators find themselves in a position where they are expected to utilize complex digital platforms without having received adequate methodological training.

This leads to several specific issues:

1. **Methodological Inertia:** Teachers may use new technology to perform old tasks, such as using an interactive whiteboard as a simple projection screen, thereby neutralizing the "innovative" aspect of the tool.
2. **Psychological Resistance:** There is often a fear among staff that AI and automated systems might replace the role of the teacher, leading to a subconscious or overt resistance to adopting these foreign experiences.
3. **Cognitive Overload:** Balancing the requirements of a rigorous curriculum with the need to master ever-changing software can lead to burnout, ultimately decreasing the quality of instruction rather than improving it.

Theoretical vs. Practical Integration of Innovations

Another prevailing problem is the gap between the theoretical promise of an innovation and its practical utility in a classroom setting. Many innovative technologies focus heavily on "gamification"—using game-like elements to motivate learners. While this increases engagement in the short term, there is growing concern among researchers that it can prioritize superficial "winning" over deep linguistic processing and long-term retention. Furthermore, foreign experiences often emphasize "Natural Approach" or "Direct Method" learning, which may neglect the specific structural difficulties that local learners face due to the interference of their native language. Without a balanced approach that combines foreign innovative techniques with local linguistic expertise, the quality of teaching remains stagnant.

Conclusion. The quest to enhance the quality of foreign language teaching through the use of foreign experiences and innovative technologies is a noble and necessary endeavor. However, it is evident that a "one-size-fits-all" approach is destined for failure. To truly benefit from global advancements, educational authorities must prioritize the cultural adaptation of methodologies, ensure equitable access to technological resources, and invest heavily in the continuous, practical training of teachers. Only through the synthesis of global innovation and local wisdom can a truly effective and sustainable language learning environment be established.

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METHODS OF TEACHING FOREIGN LANGUAGES IN THE MODERN WORLD

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Annotation. This article covers the role and significance of foreign language teaching methods in the modern education system. The role of innovative pedagogical technologies, communicative approach, interactive methods and information and communication technologies in teaching foreign languages is analyzed. Also, the issues of increasing students' motivation for language learning, organizing independent education and conducting classes on the basis of a competency approach are considered.

Key words: foreign language, methodology, communicative approach, interactive methods, ICT, competence, motivation, innovation, learning technologies, language teaching

Annostatsiya. Ushbu maqolada zamonaviy ta'lim tizimida chet tillarini o‘qitish usullarining o‘rni va ahamiyati yoritilgan. Chet tillarini o‘qitishda innovatsion pedagogik texnologiyalar, kommunikativ yondashuv, interfaol usullar va axborot-kommunikatsiya texnologiyalarining o‘rni tahlil qilingan. Shuningdek, o‘quvchilarning til o‘rganishga bo‘lgan motivatsiyasini oshirish, mustaqil ta’limni tashkil etish va darslarni kompetensiyaviy yondashuv asosida o‘tkazish masalalari ko‘rib chiqiladi.

Kalit so‘zlar: chet tili, metodika, kommunikativ yondashuv, interaktiv usullar, AKT, kompetentsiya, motivatsiya, innovatsiya, o‘quv texnologiyalari, til o‘rgatish

Аннотация. В данной статье рассматривается роль и значение методов преподавания иностранных языков в современной системе образования. Анализируется роль инновационных педагогических технологий, коммуникативного подхода, интерактивных методов и информационно-коммуникационных технологий в обучении иностранным языкам. Также рассматриваются вопросы повышения мотивации студентов к изучению языка, организации самостоятельного обучения и проведения занятий на основе компетентностного подхода.

Ключевые слова: иностранный язык, методология, коммуникативный подход, интерактивные методы, ИКТ, компетентность, мотивация, инновации, технологии обучения, преподавание языка

Today, the acceleration of the globalization process has brought knowledge of foreign languages to the level of necessity. Knowledge of a foreign language plays an important role not only in personal development, but also in professional activities. Therefore, improving the methodology of teaching foreign languages is one of the urgent issues.

Traditional teaching methods are mainly aimed at teaching grammatical rules, while modern methods are aimed at developing students' speech competence. Today, the main goal is to put the student at the center of the educational process, and to develop his independent thinking and the ability to communicate freely.

Key Section

1. Theoretical foundations of the methodology of teaching foreign languages

Foreign language teaching methodology is closely related to pedagogy and linguistics, it includes a scientifically based system of how to teach a foreign language.

The methodology consists of the following main components:

purpose of training

teaching content
Teaching methods
Teaching tools

In modern methodology, the main focus is on the formation of communicative competence. This refers to the ability of the learner to apply the language in real life.

2. Modern methodological approaches

2.1 Competency approach

The competency-based approach plays an important role in the modern education system. This approach develops the following skills in students:

Communicative Competenceiya
Linguistics Competence
Social competence

This will help the learner to use the language correctly in different situations.

2.3 Student-centered approach

In student-centered education, the teacher plays a guiding role, not a primary role. The learner, on the other hand, becomes an active subject.

Advantages of this approach:
Independent thinking develops
interest to study increases
Creativity is formed

3. The Importance of Interactive Techniques

Interactive methods enliven the learning process and increase efficiency. The most commonly used methods are:

'Mental attack'
"Cluster"
"Debate"
"Rol o‘ynash"

By using these methods, learners take an active part and acquire knowledge independently.

5. Motivation and its role

Motivation is one of the most important factors in learning a foreign language. If the student does not have interest, the effectiveness of learning is low.

Ways to increase motivation:
promotion
Interesting lessons
Connect to Real Life

6. Organization of independent study

Independent learning plays an important role in modern education. Students:

Reading a book
Video Cornish
completing online exercises
strengthens their knowledge through the country.

7. Problems and solutions in the teaching of foreign languages

Problems:
Stuck to traditional methods
insufficient technology
low motivation

Solutions:
Introduction of modern techniques
Extensive use of ICT
Teacher training

Conclusion. In the modern world, the methodology of teaching foreign languages is constantly evolving. The use of a communicative approach, interactive methods and information

technologies will improve the quality of education. It is expected that more innovative approaches in this direction will appear in the future.

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IMPROVING THE EFFECTIVENESS OF FOREIGN LANGUAGE TEACHING THROUGH INTERNATIONAL ASSESSMENT SYSTEMS (CEFR AND IELTS)

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Annotatsiya: Ushbu maqolada globallashuv sharoitida chet tillarini o'qitish samaradorligini oshirishda xalqaro baholash tizimlari — CEFR (Chet tillarni bilishning umumyevropa kompetensiyalari tizimi) va IELTS (Xalqaro ingliz tili test tizimi)ning o'rni va ahamiyati tahlil qilinadi. Mazkur tizimlarning o'quv jarayoniga ta'siri, ularning o'quv dasturlarini takomillashtirishdagi roli hamda o'quvchilarning kommunikativ kompetensiyasini rivojlantirishdagi ahamiyati yoritilgan. Shuningdek, O'zbekiston ta'lim tizimida ushbu xalqaro standartlarni joriy etish jarayonida uchraydigan muammolar va ularni bartaraf etish yo'llari ko'rib chiqiladi. Tadqiqot natijalari shuni ko'rsatadiki, xalqaro baholash mezonlariga asoslangan ta'lim tizimi o'quvchilarning til bilish darajasini oshirish va ularning global miqyosda raqobatbardoshligini ta'minlashda muhim ahamiyat kasb etadi.

Kalit so'zlar: CEFR, IELTS, chet tilini o'qitish, til kompetensiyasi, xalqaro baholash tizimi, kommunikativ yondashuv, ta'lim sifati, innovatsion metodlar, globallashuv.

Аннотация: В данной статье рассматривается роль международных систем оценки — CEFR (Общеевропейские компетенции владения иностранным языком) и IELTS (Международная система тестирования английского языка) — в повышении эффективности преподавания иностранных языков в условиях глобализации. Анализируется их влияние на организацию учебного процесса, совершенствование учебных программ и развитие коммуникативной компетенции обучающихся. Также рассматриваются проблемы внедрения данных международных стандартов в системе образования Узбекистана и предлагаются возможные пути их решения. Результаты исследования показывают, что использование международных критериев оценки способствует повышению уровня владения языком и конкурентоспособности обучающихся на глобальном уровне.

Ключевые слова: CEFR, IELTS, преподавание иностранных языков, языковая компетенция, международные системы оценки, коммуникативный подход, качество образования, инновационные методы, глобализация

Abstract: In the context of globalization, proficiency in foreign languages has become an essential competence for individuals seeking academic, professional, and social success. This article examines the role of international assessment systems, particularly CEFR (Common European Framework of Reference for Languages) and IELTS (International English Language Testing System), in improving the effectiveness of foreign language teaching. The study analyzes their impact on curriculum design, teaching methodologies, and student motivation. Additionally, the paper identifies current challenges in implementing these systems within the educational context of Uzbekistan and proposes practical solutions. The findings suggest that aligning language

education with international standards significantly enhances learners' communicative competence and global competitiveness**.**

Keywords: CEFR, IELTS, foreign language teaching, communicative competence, assessment systems, educational standards, language proficiency, innovative methods.

Introduction. In recent decades, globalization has transformed the way individuals interact, learn, and work. As a result, the ability to communicate in foreign languages, especially English, has become increasingly important. It is no longer considered an additional skill but rather a fundamental requirement in many areas, including education, business, science, and international cooperation.

In Uzbekistan, significant reforms have been introduced to improve the quality of foreign language education. The government has emphasized the importance of aligning the national education system with international standards. One of the key approaches in achieving this goal is the integration of internationally recognized assessment systems such as CEFR and IELTS into the teaching and learning process.

These systems not only provide clear criteria for evaluating language proficiency but also influence the structure and methodology of teaching. However, despite their advantages, the implementation of such systems presents certain challenges. Therefore, it is important to analyze both the benefits and the limitations of using CEFR and IELTS in order to maximize their effectiveness in the educational context.

The purpose of this article is to explore how international assessment frameworks can improve foreign language teaching and to suggest practical strategies for their successful integration.

1. The Concept and Structure of CEFR

The CEFR (Common European Framework of Reference for Languages) is an internationally recognized framework developed by the Council of Europe. It provides a standardized system for describing language proficiency across six levels: A1, A2, B1, B2, C1, and C2. These levels range from basic users to proficient speakers.

One of the key strengths of CEFR is its comprehensive approach to language learning. It emphasizes the development of four essential skills: listening, reading, writing, and speaking. Unlike traditional methods that focus heavily on grammar and translation, CEFR promotes communicative competence, enabling learners to use language effectively in real-life situations.

Moreover, CEFR serves as a guideline for curriculum design, textbook development, and assessment practices. Teachers can use it to set clear learning objectives and track students' progress systematically. This structured approach makes the learning process more transparent and goal-oriented.

2. IELTS as a Global Assessment Tool

IELTS (International English Language Testing System) is one of the most widely used English proficiency tests in the world. It assesses candidates' abilities in listening, reading, writing, and speaking, and provides a band score ranging from 0 to 9.

IELTS is recognized by thousands of universities, employers, and immigration authorities worldwide. Therefore, achieving a high IELTS score is often a key requirement for studying or working abroad. This global recognition makes IELTS highly relevant in modern language education.

In addition to its role as an assessment tool, IELTS also influences teaching practices. Many educational institutions design their courses based on IELTS requirements, focusing on practical language use rather than theoretical knowledge. As a result, students are better prepared for real-world communication.

3. Benefits of Integrating CEFR and IELTS into Teaching

The integration of CEFR and IELTS into foreign language teaching offers several important advantages.

First, it ensures standardization. Students' language abilities are evaluated according to internationally accepted criteria, which makes their qualifications comparable on a global scale.

Second, it increases student motivation. Many learners are driven by the goal of achieving a specific CEFR level or IELTS score. This clear objective encourages them to work more consistently and effectively.

Third, it promotes a communicative approach. Both CEFR and IELTS prioritize practical language use, which helps students develop real-life communication skills rather than just theoretical knowledge.

Fourth, it improves teaching quality. Teachers are encouraged to adopt modern, interactive methods such as group discussions, role-plays, and problem-solving tasks. This creates a more engaging and dynamic learning environment.

4. Challenges in Implementation

Despite their advantages, the implementation of CEFR and IELTS in educational systems is not without difficulties.

One of the main challenges is the lack of teacher training. Not all teachers are familiar with CEFR descriptors or IELTS assessment criteria. Without proper training, it is difficult to apply these systems effectively.

5. Possible Solutions and Recommendations

To address these challenges, several measures can be taken.

First, it is essential to improve teacher training programs. Educators should receive regular professional development opportunities focused on international standards and modern teaching methodologies.

Second, the government and educational institutions should invest in high-quality learning materials and digital resources. Access to authentic content can significantly enhance the learning experience.

In conclusion, international assessment systems such as CEFR and IELTS play a crucial role in improving the effectiveness of foreign language teaching. They provide clear standards, promote communicative competence, and enhance students' motivation.

However, their successful implementation requires careful planning, adequate resources, and continuous teacher training. By addressing existing challenges and adopting innovative approaches, educational institutions in Uzbekistan can fully benefit from these systems.

Ultimately, aligning language education with international standards will not only improve students' language proficiency but also increase their opportunities in the global arena.

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THE ROLE OF ARTIFICIAL INTELLIGENCE IN LANGUAGE LEARNING

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Annotation. Artificial intelligence has become an important tool in modern language education. It offers personalized learning opportunities, instant feedback, automated assessment, and interactive practice for students. This article examines the role of artificial intelligence in

language learning and its impact on developing speaking, writing, reading, and listening skills. The study shows that AI-based technologies increase learner motivation, improve learning efficiency, and support independent study. At the same time, the paper highlights the importance of balancing technological tools with the guidance of qualified teachers.

Keywords: Artificial Intelligence, Language Learning, Second Language Acquisition, Personalized Learning, Adaptive Feedback, Educational Technology, Machine Learning, Pedagogical Integration

The landscape of second language acquisition (SLA) is undergoing a profound transformation driven by the rapid advancements in Artificial Intelligence (AI). AI is increasingly recognized as a pivotal force, significantly enhancing both the efficiency and effectiveness of language learning while revolutionizing traditional pedagogical approaches [3]. This technological integration introduces innovative tools that demonstrably boost learners' engagement, motivation, and overall language proficiency [2]. AI-mediated Adaptive Learning Systems (ALSs), for instance, have shown a clear student preference over conventional methods, fostering heightened motivation and personalized instruction that significantly influences engagement and proficiency in acquiring a second language [1].

Central to AI's transformative potential is its capacity for personalization. By analyzing individual strengths and weaknesses, AI delivers tailored exercises and learning pathways, thereby accelerating language proficiency across various skills, including vocabulary, grammar, pronunciation, and communication [2]. AI-powered chatbots and virtual language assistants further create immersive, interactive environments for practicing real-life communication, effectively reducing learner anxiety and enhancing confidence [2]. Studies confirm that regular practice with AI-powered chatbots can lead to larger gains in speaking proficiency compared to traditional peer-to-peer conversation, offering scalable, on-demand practice with immediate corrective feedback [4]. However, while offering substantial benefits, the integration of AI also presents complex challenges, including technical limitations and pedagogical considerations [5]. This article aims to provide a comprehensive examination of AI's multifaceted role in language learning.

AI also significantly supports the Output Hypothesis, which emphasizes language production for acquisition, forcing learners to notice knowledge gaps, test hypotheses, and receive feedback. AI-powered tools, such as chatbots and virtual assistants, provide abundant low-stakes opportunities for language production [2]. These platforms facilitate spoken and written output, offering immediate corrective feedback on pronunciation, grammar, vocabulary, and fluency [4]. This instant feedback loop is critical for refining linguistic hypotheses and internalizing correct forms, often more immediate than in traditional settings. The Interaction Hypothesis, extending the Input and Output Hypotheses, stresses negotiated meaning in communication. While AI cannot fully replicate human-to-human complexity, AI-driven conversational agents simulate interactive exchanges, prompting clarification and modifications, thereby facilitating meaning negotiation. Studies confirm regular practice with AI chatbots leads to significant speaking proficiency gains due to consistent, on-demand interactive practice [4].

The transformative potential of AI in language learning is most evident in its capacity to revolutionize skill development through unprecedented personalization, immediate and granular feedback, and highly interactive practice environments. Personalization extends beyond tailored exercises. AI-mediated Adaptive Learning Systems (ALSs) employ sophisticated machine learning algorithms to construct a dynamic learner profile, continuously assessing proficiency across linguistic domains—vocabulary, grammar, phonology, and discourse competence [2]. This profile is built through diagnostic assessments, real-time performance tracking, and error pattern analysis. Based on this evolving understanding, ALSs dynamically adjust the curriculum, selecting optimal learning paths, recommending specific resources, and modifying task difficulty and type. This ensures each learner receives instruction precisely aligned with their current needs and pace, fostering heightened motivation and engagement compared to conventional methods [1]. Intelligent Tutoring Systems (ITS) further enhance personalization by incorporating explicit pedagogical and

cognitive student models, allowing them to adapt content and mimic human tutoring strategies, providing targeted explanations and hints.

Interactive practice, a cornerstone of communicative language teaching, is profoundly enhanced by AI. AI-powered chatbots and virtual language assistants create immersive, interactive environments simulating real-life communication scenarios [2]. These range from simple conversational agents to sophisticated role-playing simulations with AI-driven characters in dynamic, context-rich situations. Such simulations allow practice in negotiation, problem-solving, and expressing opinions, effectively reducing communication anxiety and enhancing confidence [2]. AI chatbots' ability to provide on-demand practice with immediate corrective feedback leads to larger gains in speaking proficiency compared to traditional peer-to-peer conversation, addressing limitations like partner availability [4]. This significantly reduces teachers' administrative workload, freeing up time for direct instructional activities. AI-powered analytics dashboards provide teachers with comprehensive insights into student performance, progress, and engagement. These dashboards highlight areas where students struggle collectively, identify individual learners needing additional support, and track the effectiveness of different pedagogical approaches. Such data-driven insights enable educators to make more informed instructional decisions, tailor teaching strategies, and intervene proactively. Furthermore, AI can assist in lesson planning by suggesting activities, materials, and pedagogical strategies based on learning objectives, student profiles, and available resources. AI tools also contribute to teacher professional development, offering simulations for practicing teaching techniques or providing feedback on instructional delivery. By automating routine tasks and providing actionable insights, AI empowers educators to enhance teaching effectiveness, personalize instruction at scale, and foster a more supportive and responsive learning environment.

While Artificial Intelligence offers substantial benefits in language learning, it is imperative to critically examine the inherent challenges, ethical considerations, and limitations accompanying its deployment. Acknowledging these complexities is crucial for developing responsible and effective AI-driven pedagogical solutions. One primary concern lies in the technical limitations of current AI systems. Despite rapid advancements, speech recognition technology still struggles with diverse non-native accents, intonations, and speech patterns [5]. Chatbots may struggle to understand nuanced humor, sarcasm, idiomatic expressions, or culturally specific references, resulting in unnatural interactions, repetitive responses, or irrelevant feedback. This lack of genuine human-like interaction and emotional intelligence means AI cannot fully replicate the richness and spontaneity of human-to-human is fundamentally reshaping language learning, offering unprecedented personalization, immediate feedback, and interactive practice that significantly boost engagement and proficiency. From adaptive systems and generative content creation to robust pedagogical support for educators, AI acts as a powerful catalyst for more efficient and tailored acquisition. While technical and ethical challenges, alongside the irreplaceable value of human interaction, necessitate careful integration, future advancements in multimodal and generative AI promise even more immersive and responsive learning experiences. Strategic research into long-term efficacy, hybrid models, and ethical frameworks is crucial to responsibly harness AI's transformative potential for inclusive and effective language education. Questions of autonomy and agency arise as AI personalizes learning paths; balancing tailored instruction with learners' right to choose their journey and control their data is delicate. Finally, the impact on human teachers' roles and job security, alongside the authenticity of communication with non-human entities, requires ongoing ethical dialogue and policy development. These challenges underscore the need for a cautious, critical, and human-centered approach to AI integration in language education.

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CURRENT ISSUES IN LEARNING FOREIGN LANGUAGES WHILE EFFECTIVELY USING WORLD EXPERIENCE

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Abstract. This article examines the issues of effective use of the experience of European countries in learning and teaching foreign languages. Today, in the conditions of globalization, knowledge of a foreign language is becoming an important factor not only for personal development, but also for professional success. Therefore, many countries are carrying out new reforms to further develop the language teaching system. The article analyzes the approaches to education in European, Asian, and American countries, highlighting the advantages of modern methods, such as the use of modern programs and digital technologies.

Key words: Foreign language learning, world experience, new programs, digital technologies, educational reforms, European experience.

Annotatsiya. Ushbu maqolada Yevropa mamlakatlarining xorijiy tillarni o‘rganish va o‘qitish tajribasidan samarali foydalanish masalalari ko‘rib chiqiladi. Bugungi kunda globallashuv sharoitida xorijiy tilni bilish nafaqat shaxsiy rivojlanish, balki professional muvaffaqiyat uchun ham muhim omilga aylanib bormoqda. Shuning uchun ko‘plab mamlakatlar til o‘qitish tizimini yanada rivojlantirish uchun yangi islohotlarni amalga oshirmoqdalar. Maqolada Yevropa, Osiyo va Amerika mamlakatlarida ta'limga yondashuvlar tahlil qilinadi, zamonaviy dasturlar va raqamli texnologiyalardan foydalanish kabi zamonaviy usullarning afzalliklari ta’kidlanadi.

Kalit so‘zlar. Chet tillarini o‘rganish, jahon tajribasi, yangi dasturlar, raqamli texnologiyalar, ta'lim islohotlari, Yevropa tajribasi.

Аннотация. В данной статье рассматриваются вопросы эффективного использования опыта европейских стран в области изучения и преподавания иностранных языков. Сегодня, в условиях глобализации, знание иностранного языка становится важным фактором не только для личностного развития, но и для профессионального успеха. Поэтому многие страны проводят новые реформы для дальнейшего развития системы преподавания языков. В статье анализируются подходы к образованию в европейских, азиатских и американских странах и подчеркиваются преимущества современных методов, таких как использование современных программ и цифровых технологий.

Ключевые слова. Изучение иностранных языков, мировой опыт, новые программы, цифровые технологии, реформы в образовании, европейский опыт.

Introduction.Today, knowledge of a foreign language is becoming one of the most necessary skills for a modern person. As a result of globalization processes, the expansion of international cooperation and the development of the digital economy, knowledge of a foreign

language has become not just an advantage, but a vital necessity. Thousands of young people around the world are linking their future with knowledge of foreign languages, as this allows them to open up new opportunities, participate in international projects and get high-paying jobs.

Uzbekistan has not been left out of this process. In recent years, serious steps have been taken to radically reform the system of teaching foreign languages in our country. The Resolution of the President of the Republic of Uzbekistan dated May 19, 2021 "On measures to bring the popularization of foreign language learning in the Republic of Uzbekistan to a qualitatively new level" sets out the tasks of strengthening foreign language teaching at all levels, from preschool to higher education, training qualified teachers, and establishing the use of modern educational materials. This document clearly demonstrates the great attention paid to language education in our country at the state level.[5]

This article addresses these issues: analyzing the approaches of countries around the world to teaching a foreign language, identifying their strengths, and developing practical recommendations that can be applied in the conditions of Uzbekistan.

Literature review. Mark Warschauer's "Technology and Language Teaching" (2003) and the later "Digital Literacy and Language Learning" are of great importance in the field of digital technology and language teaching. Warschauer has scientifically analyzed the advantages and limitations of language learning in a digital environment and developed practical recommendations. His research is actively used in the design of language teaching programs in the United States, Australia, and Southeast Asian countries.[6]

In general, the literature reviewed above shows that effective foreign language teaching is not achieved through a one-dimensional approach, but through a harmonious combination of communicative methods, digital technologies, motivational strategies, and intercultural competence. It is this literature that forms the theoretical basis of this article.

Research methodology. This study was conducted to investigate the current issues of learning foreign languages using world experience effectively. In order to achieve the research objectives, a mixed-method approach was applied, combining both qualitative and quantitative research methods. This approach allowed for a more comprehensive and balanced analysis of the topic from different perspectives.

Analyzing of theme. When studying the world's experience in teaching foreign languages, first of all, international rankings and statistics tell a lot. The EF English Proficiency Index, published annually by EF Education First, is one of the most reliable international sources in this field. The 2023 EF EPI report is based on the test results of 2.2 million people in 113 countries and regions and was published on November 8, 2023. PR Newswire The country with the highest score in this index is the Netherlands, which scored 647 points. The top 5 are Singapore, Austria, Denmark and Norway. World Population Review These results are not accidental - these countries have been consistently developing their foreign language teaching systems for decades. The experience of Finland deserves special attention. In Finland, all students learn at least two foreign languages, in addition to their native language, mainly English and mandatory Finnish or Swedish, by the end of school. Wikipedia A unique feature of the Finnish education system is that a foreign language is taught here not as a separate subject, but in combination with other subjects. Teacher training programs in Finland are very selective, and in the mid-2010s the acceptance rate for these programs was one in ten, that is, less than 10 percent. NCEE This ensures a high quality of language teachers.[7]

South Korea is particularly noteworthy in this regard. According to Statistics Korea, Koreans spent a record 26 trillion won (about $20 billion) on private education in 2022, with English the most expensive subject. The Korea Herald estimates that in 2023, private education

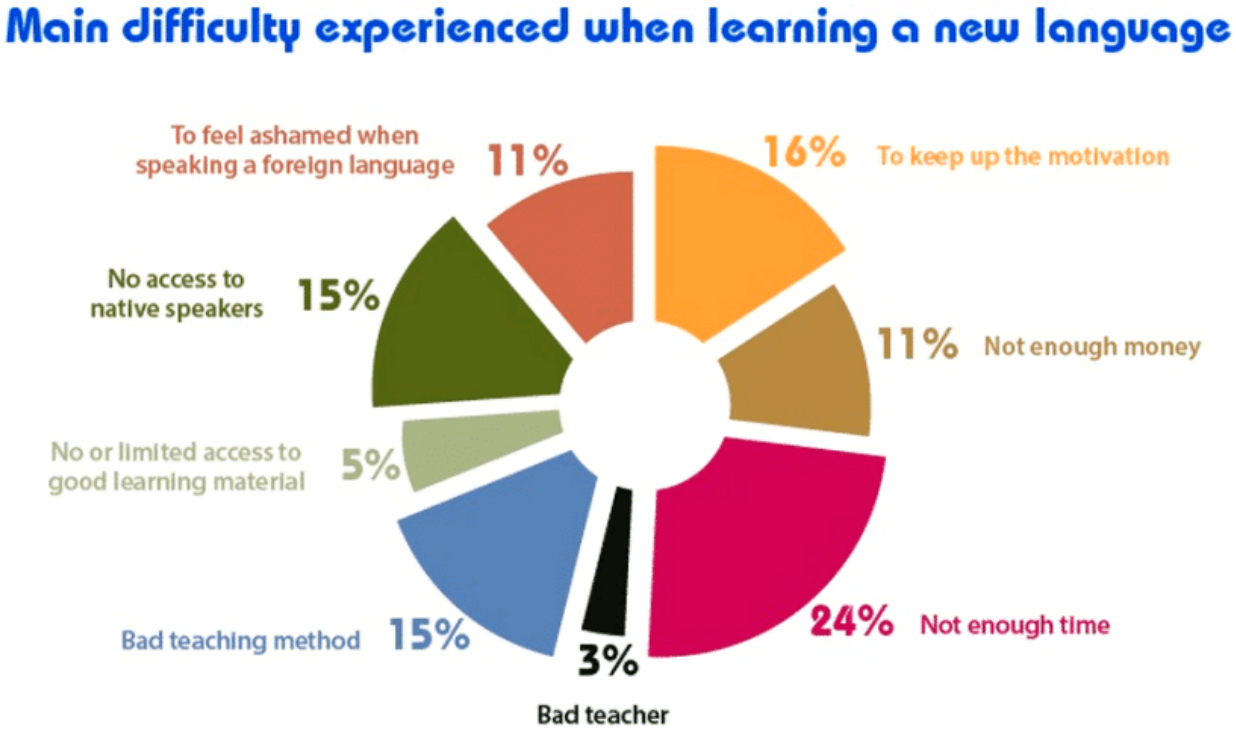
[5] O‘zbekiston Respublikasi Prezidentining "O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari" to‘g‘risida qarori https://lex.uz/uz/docs/-5426736

[6] Mark Warschauer ning "Technology and Language Teaching"asari https://www.researchgate.net/publication/359631192_Technology_and_Language_Teaching

[7] EF English Proficiency Index by Country 2026 https://worldpopulationreview.com/country-rankings/ef-english-proficiency-index-by-country

spending on English alone was about 8 trillion won. Statista These figures clearly show how much attention is paid to learning English in the country.

Language learning excuses and how to beat them .(Table 1)[8]



When learning a foreign language, people often find various excuses. In fact, most of these excuses are nothing more than self-deception. Let's take a simple look at each of them.

The first is lack of motivation. This is the biggest obstacle. If you don't really want to learn a language, no method will work. You need to ask yourself: do I want to learn a language, or do I just want to have learned it? These two things are not the same.

The second is the excuse that there is no money. Today, this is completely inappropriate. The Internet is full of free resources - applications, YouTube, online language exchange. You can learn even if you don't have money, you just have to look for it.

The third is lack of time. These are the "witnesses" of these excuses. But if you think about it, a lot of time is spent on social networks. Part of this time can be allocated to the language. The problem is not in time, but in intention.

In short, what this chart shows is that the main obstacle to language learning is not external, but internal. There may be many excuses, but they can all be overcome. What matters is intention and consistency.

Conclusion. In short, learning a foreign language is more important than ever. The world is getting smaller - work, education, travel, communication - all of these things push you to learn other languages. But at the same time, many people still struggle with old problems. No time, no money, bad teachers, no materials - these are all familiar excuses. But the truth is that in today's technological age, most of these obstacles have disappeared. As long as you have a phone, as long as you have the Internet - you have the tools to learn a language. It's all about intention.

And taking advantage of the world's experience doesn't just mean traveling. It means talking to foreigners online, watching foreign films, reading foreign articles, taking online courses. All of this is now available to everyone. You just need to stop thinking, "This is not for me."

The main problem is motivation. People often start learning a language and give up halfway through. Because the results seem slow, the process seems boring. But the important thing here is to

[8] Language learning excuses and how to beat them. https://latg.org/diagnosing-excuses/

set a goal. Why am I learning it, what will this language give me - if there is a clear answer to this question, the path will find itself.

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EFFECTIVE USE OF INTERNATIONAL EXPERINCE IN ADRESSING CURRENT ISSUES IN FOREIGN LANGUAGE LEARNING

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Abstract: In the context of globalization and rapid technological advancement, the effective learning of foreign languages has become a critical component of personal, academic, and professional development. Despite significant methodological progress, many educational systems continue to face persistent challenges in achieving high levels of communicative competence among learners. This article examines the актуal issues in foreign language learning through the lens of international experience, focusing on innovative pedagogical approaches, digital integration, learner autonomy, and intercultural competence. Drawing on successful practices from countries such as Finland, South Korea, and Germany, the study highlights strategies that enhance language acquisition outcomes. Particular attention is given to communicative language teaching, task-based learning, blended education models, and the role of authentic materials. The findings suggest that adapting global best practices to local educational contexts can significantly improve language proficiency and learner engagement.

Keywords: foreign language learning, international experience, communicative competence, digital learning, learner autonomy, intercultural communication, teaching methods.

Annotatsiya: Globallashuv va tezkor texnologik rivojlanish sharoitida xorijiy tillarni samarali o‘rganish shaxsiy, akademik va kasbiy rivojlanishning muhim tarkibiy qismiga aylandi. Metodik taraqqiyotga qaramay, ko‘plab ta’lim tizimlari o‘quvchilarda yuqori darajadagi kommunikativ kompetensiyani shakllantirishda muammolarga duch kelmoqda. Mazkur maqolada xorijiy tillarni o‘rganishdagi dolzarb masalalar xalqaro tajriba asosida tahlil qilinadi, bunda innovatsion pedagogik yondashuvlar, raqamli texnologiyalar integratsiyasi, o‘quvchi mustaqilligi va madaniyatlararo kompetensiyaga e’tibor qaratiladi. Finland, South Korea va Germany tajribasi asosida samarali strategiyalar ko‘rsatib beriladi. Shuningdek, kommunikativ yondashuv, vazifaga asoslangan ta’lim, aralash (blended) o‘qitish modellari va autentik materiallardan foydalanish muhimligi ta’kidlanadi. Natijalar shuni ko‘rsatadiki, ilg‘or xalqaro tajribani mahalliy sharoitlarga moslashtirish til o‘rganish samaradorligini sezilarli darajada oshiradi.

Kalit so‘zlar: xorijiy til o‘rganish, xalqaro tajriba, kommunikativ kompetensiya, raqamli ta’lim, o‘quvchi mustaqilligi, madaniyatlararo muloqot, o‘qitish metodlari

Аннотация: В условиях глобализации и стремительного технологического развития эффективное изучение иностранных языков стало важным компонентом личностного, академического и профессионального развития. Несмотря на значительный прогресс в методике, многие образовательные системы продолжают сталкиваться с трудностями в достижении высокого уровня коммуникативной компетенции у обучающихся. В статье

рассматриваются актуальные проблемы изучения иностранных языков на основе международного опыта с акцентом на инновационные педагогические подходы, интеграцию цифровых технологий, автономию обучающихся и межкультурную компетенцию. На основе опыта Finland, South Korea и Germany выделены эффективные стратегии обучения. Особое внимание уделяется коммуникативному подходу, обучению на основе задач, смешанным моделям обучения и использованию аутентичных материалов. Результаты показывают, что адаптация международного опыта к местным условиям значительно повышает эффективность изучения языков.

Ключевые слова: изучение иностранных языков, международный опыт, коммуникативная компетенция, цифровое обучение, автономия обучающихся, межкультурная коммуникация, методы обучения.

Foreign language learning has become increasingly important in the modern world, where cross-cultural communication and global mobility are integral to economic and social development. However, many learners still struggle to achieve fluency despite years of formal education. This discrepancy indicates the presence of systemic issues that require both theoretical reconsideration and practical innovation. One of the most pressing problems is the overemphasis on grammar-based instruction at the expense of communicative competence. Traditional methods often prioritize memorization and written exercises, which do not adequately prepare learners for real-life communication.

International experience demonstrates that successful language education systems adopt a more balanced and learner-centered approach. For instance, in Finland, language teaching emphasizes interaction, critical thinking, and the integration of language skills into real-world contexts. Students are encouraged to actively participate in discussions, collaborative projects, and problem-solving tasks, which enhances both linguistic and cognitive development. Similarly, Germany implements a dual education system that combines theoretical knowledge with practical application, allowing learners to use foreign languages in professional environments.

In South Korea, significant investments have been made in digital education technologies, including online platforms, mobile applications, and artificial intelligence-based learning tools. These innovations provide personalized learning experiences, immediate feedback, and increased accessibility. The integration of digital tools has proven particularly effective in improving listening and speaking skills, which are often neglected in traditional classrooms. However, the success of such technologies depends on proper teacher training and pedagogical alignment.

Another key issue in foreign language learning is the lack of learner autonomy. Many students rely heavily on teachers and structured curricula, which limits their ability to develop independent learning strategies. International best practices highlight the importance of fostering self-directed learning through goal setting, reflective practices, and the use of diverse resources such as multimedia content, podcasts, and authentic texts. Encouraging learners to take responsibility for their own progress leads to higher motivation and long-term retention.

Intercultural competence is also a critical component of effective language learning. Language cannot be separated from culture, and understanding cultural nuances is essential for meaningful communication. Educational systems in countries like Canada and Australia incorporate cultural studies into language curricula, promoting tolerance, empathy, and global awareness. This approach not only improves language proficiency but also prepares learners for participation in an increasingly interconnected world.

The use of authentic materials is another effective strategy observed in international practice. Authentic texts, such as newspapers, videos, and real-life conversations, expose learners to natural language use and contemporary vocabulary. This contrasts with artificially constructed textbook content, which often lacks relevance and engagement. Incorporating authentic materials into the classroom enhances comprehension skills and provides contextualized learning experiences.

Teacher competence and continuous professional development are fundamental to the success of any educational reform. Countries with high-performing education systems invest

heavily in teacher training, ensuring that educators are equipped with modern pedagogical skills and technological literacy. Workshops, international collaborations, and exchange programs contribute to the dissemination of best practices and innovation in language teaching.

In conclusion, addressing the aктyal issues in foreign language learning requires a comprehensive approach that integrates international experience with local needs. By adopting learner-centered methodologies, leveraging digital technologies, promoting autonomy, and incorporating cultural elements, educational systems can significantly improve language learning outcomes. The effective use of global best practices not only enhances linguistic competence but also contributes to the development of globally minded individuals capable of thriving in a multicultural environment.

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PROSPECTS OF USING ARTIFICIAL INTELLIGENCE (AI) IN FOREIGN LANGUAGE TEACHING

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Abstract. This article examines the role of artifical intelligence technologies in foreign language learning, highlighting their advantages and existing challenges. It also explores the effectivenees of AI-based educational systems, their ability to provide personalized learning experiences, and their future development prospects. The findings indicate that AI can significantly

enhance the efficiency of language acquisition. However, its integration with traditional teaching methods remains essential.

Key words: artifical intelligence, foreign language teaching, digital education, innovative technologies, personalized learning

Аннотация. В данной статье рассматривается роль технологий искусственного интеллекта в обучении иностранным языкам, освещаются их преимущества и существующие проблемы. Также исследуются эффективность образовательных систем, основанных на искусственном интеллекте, их способность обеспечивать персонализированное обучение и перспективы дальнейшего развития. Результаты исследования показывают, что искусственный интеллект может значительно повысить эффективность усвоения языка. Однако его интеграция с традиционными методами обучения остается необходимой.

Ключевые слова: искусственный интеллект, обучение иностранным языкам, цифровое образование, инновационные технологии, персонализированное обучение

Annotatsiya. Ushbu maqolada sun’iy intellekt texnologiyalarining xorijiy tillarni o‘rganishdagi o‘rni, ularning afzalliklari hamda mavjud muammolari ko‘rib chiqiladi. Shuningdek, SI asosidagi ta’lim tizimlarining samaradorligi, individual ta’lim imkoniyatlarini yaratishdagi roli va kelajakdagi rivojlanish istiqbollari tahlil qilinadi. Tadqiqot natijalari sun’iy intellekt til o‘zlashtirish samaradorligini sezilarli darajada oshirishi mumkinligini ko‘rsatadi. Biroq uni an’anaviy o‘qitish metodlari bilan uyg‘unlashtirish zarurligi saqlanib qoladi.

Kalit so‘zlar: sun’iy intellekt, xorijiy tillarni o‘qitish, raqamli ta’lim, innovatsion texnologiyalar, individuallashtirilgan ta’lim

Introduction. In the context of globalization, proficiency in foreign languages has become a crucial factor for both personal and professional development. The rapid advancement of digital technologies has significantly transformed educational systems. In particular, artifical intelligence (AI) is playing a key role in reshaping teaching and learning processes. AI technologies enable the analysis of learners’ performance, adaptation to individual needs,and automation of instructional processes. Therefore, AI-based language learning systems have become an important subject of academic research.[1]

Literature Review

The application of artifical intelligence in education has been widely studied by scholars. Holmes et al. (2019) emphasize that AI enhances the personalization of learning and improves educational outcomes. According to their research, AI systems can tailor content to meet individual learners’ needs effectively. Luckin (2018) highlights that AI supports the development of independent learning skills by acting as an intelligent assistant. Furthermore, Godwin-Jones (2018) underlines the importance of mobile technologies and AI-driven chatbots in developing communicative competence in language learning. Kukulska-Hulme (2020) also notes that AI-powered and mobile learning systems provide flexible and accessible learning environments, which are particularly beneficial for modern learners.

Methodology

This study employs analytical, comparative, and generalization methods. AI-based educatioanal systems were compared with traditional teaching approaches to evaluate their effectiveness. The research is based on the analysis of existing academic literature, allowing for the formulation of well-grounded conclusions.

Results and Discussion

The analysis reveals that artificial intelligence offers several significant opportunities in foreign language education. First, AI enables personalized learning by adapting tasks to the learner’s proficiency level and learning pace, thereby improving overall effectiveness.[1] Additionally, AI systems provide continuous access to learning resources, allowing students to study at any time. This flexibility supports the development of autonomous learning skills.[2] Moreover, speech recognition technologies help learners improve pronunciation and engage in real-time communication. These tools are particularly valuable for enhancing speaking and listening skills.[3]

Research findings suggest that AI-based learning systems demonstrate higher efficiency compared to traditional methods. In particular, learners using AI technologies tend to acquire language skills faster and more effectively.[4] This confirms the potentional of artifical intelligence to optimize the learning process and improve educational outcomes.

Despite it's advantages, the integration of AI in education faces several challenges. One major concern is the potential over-reliance on technology, which may reduce learners' critical thinking abilities. In addition, AI cannot fully replace human interaction, which remains essential for effective language acquisition. Real-life communication plays a crucial role in developing language competence. Furthermore, limited technological infrastructure, especially in developing regions, restricts the widespread adoption of AI-based learning systems.[5]

Conclusion. In conclusion, artificial intelligence represents a powerful and innovative tool in foreign language education. It enhances personalization, interactivity, and learning efficiency. However, for optimal results, AI technologies should be integrated with traditional teaching methods. It is expected that AI will become an integral part of the education system in the future, contributing to more effective and accessible language learning.

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TITLE: ACADEMIC STRESS AND ITS EFFECT ON UNIVERSITY STUDENTS' ACADEMIC PERFORMANCE

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Abstract. One of the most common issues among university students is academic stress. Many students face the pressure caused by various factors such as assignment work, exams, deadlines, and the requirement to achieve impressive academic results. This paper explores how academic stress influences academic achievements and the learning process of students. In this research, a quantitative methodology was applied, and data were gathered using a questionnaire distributed among 100 university students. This study examines such aspects as workload, sleep, exam pressure, and stress of students. It is evident that students with higher levels of stress find it difficult to concentrate, manage their time, and attain desirable academic performance. Most respondents experienced sleep difficulties during the exams. On the other hand, students may be motivated to work harder with a reasonable level of stress and act responsibly in the process of learning. The research highlights that time management and appropriate coping strategies help minimize the negative consequences of academic stress. Academic institutions should assist students in both academic and psychological aspects in order to ensure favorable conditions for students' learning process.

Keywords: academic stress, university students, achievement, stress management, higher education

Intraduction. The problem of academic stress can be viewed as one of the key issues of current education systems. Students at university often bear the weight of heavy assignments, workload in several disciplines, multiple deadlines and deadlines for the assignments, examinations stress, and a keen competition. In most cases, particularly in the periods of mid-term and final

examinations, the pressure amplifies even morePsychological and physiological stress triggered by an academic environment is defined as academic stress. It relates not only to the amount of work students are assigned but also the strictness of the assignment deadline, lecturer's expectations of the students and the grading schemes which, in many cases are highly competitive. It should be noted that there are situations when students are forced to prepare and hand in two or three assignments for just a short span of time, thus boosting the stress to a greater degree. Several researches indicate that a higher stress rate impairs the ability of students to focus, as well as have a negative effect on the memory. In consequence, students cannot assimilate what they are learning on academic basis fully. Some students also encounter the following consequences of stress; loss of sleep, fatigue, and headache during the examination period. In Uzbekistan students who receive a scholarship are under more pressure as they have to gain a higher grade to maintain the scholarship. However, not all stress can be regarded as being of negative character; it is possible that a small portion of stress before an examination may prompt a student to prepare better. This study mainly aims to analyze the correlation between the intensity of academic stress and the performance of university student.

Literature Review. Academic stress has been researched widely in higher education recently due to its highly correlation with student's academic achievement and students' well-being. Many scholars investigated on negative and positive impacts of stress, as well as factors leading to students' coping to stress.

Negative Impact of Academic Stress. Lots of studies have shown the negative impacts of academic stress on students. Misra and McKean (2000) also found high stress level reduces the concentration and academic efficiency. Students who perceive their academic stress is high report anxiety, emotional depletion and low academic achievement as shown by Bedewy and Gabriel (2015). Students experiencing high stress are suffered from academic burnout and lack of motivation, therefore performance is likely to be worse shown in the finding of Lin and Huang (2014). Students' lack of control towards academic stress results in damage to academic success of students.

Positive Function of Moderate Stress. Nevertheless, not all the stress is negative shown by Yerkes & Dodson (1908) that a moderate amount of stress can lead to improvement in the performance level through enhanced alertness and motivation. 'Eustress' is also considered a positive outcome to students under a specific pressure level. Struthers, Perry & Menec (2000) found students are likely to gain good academic success if students consider stress is a challenge and not a threat. The way students perceiving stress is also having impact toward them. Causes of Academic Stress Academic stress comes in many ways. Students have several things contributing to the level of stress they feel. According to Kohn & Frazer (1986), the main sources of stress for students are excessive course work and exam preparation. Similarly, Elias, Ping & Abdullah (2011) have noted that procrastination of studies due to poor time management skills, imbalanced academic and personal life and high expectation levels from the teachers raise the level of stress in the students. These causes are particularly applicable to university level, as students have a lot of things on their plate. Coping strategies Students utilize varying coping strategies, and the way students cope has a great impact on academic performance. Researchers have found that problem-focused coping mechanisms (e.g. Plan of action and seeking support) lead to more positive academic outcomes (Carver, Scheier, & Weintraub, 1989) while emotion-focused coping mechanisms (e.g. Avoidance and procrastination) are positively related to greater stress and negative academic performance (Folkman & Lazarus, 1985). This means the way a student copes with their stress is equally important as the amount of stress itself

Critical Analysis

While there is substantial literature addressing the link between academic stress and academic performance, a number of shortcomings are evident in the current body of research. Firstly, the majority of the research has utilized self-reported data and thus relies upon the veracity of the participants' accounts, in which they may underrate or overrate their stress levels. Secondly, most research has only addressed the negative consequences of stress with limited investigation into the benefits.Furthermore, limited longitudinal studies have been conducted, focusing more on

immediate implications rather than the long-term effect that stress has on academic achievement.In addition to this, differences between individual students seem to be overlooked; elements such as an individual's personality type, subject discipline and culture all have effects on their experience of and response to stress. Highly competitive environments, for instance, can induce stress much greater than otherwise. Longitudinal studies should, hence, be further explored along with the consideration of diverse populations and further exploration of the positive consequences of academic stress.

Methodology

A quantitative research design was used for this study. A descriptive and correlational research design was employed to identify relationship between the level of stress of students and their academic achievement. One hundred university students from various faculties were the subjects for this study.

Participants were randomly selected to ensure reliable data obtained and to have a balanced sample size. Data were gathered using a structured questionnaire which had the following variables to measure:

number of assignments per week
number and time of exams
number of sleep per night (hours)
academic achievement (GPA or 100 scale)
students' perception on their stress level (1-5 likert scale)
The students rated their stress level from 1 (very low) to 5 (very high).

Data were then analyzed using the percentage analysis and correlation. The data was displayed in tables and graphs for the ease of understanding. Some of the participants mentioned that the average number of hours they slept per night during examination weeks has dropped to 4-5 hours only, with the reason that there is a lot of assignment to submit, and the workload of exams and test preparation are high at this time of year.

Results. This study clearly indicates the correlation between academic stress and academic performance.

70% students reported a range from medium to severe level of stress (between the level of 3 to 5)

60% students had problems managing to hand in assignments on time

55% students expressed they were highly stressed and did not sleep well before exams

The analysis of correlation shows that stress and academic performance are inversely related (that means that higher stress levels lead to lower academic performances, the GPA) Students with less stress managed to plan assignments before hand, had good and stable sleeping habits and could gradually prepare for the exams.

Discussion and Conclusion. This study revealed that time management and academic burden is major source of academic stress among the students. Overlapping assignments and high volume of assignment submission were identified as one of the most stressful situations. A high amount of stress affects a student's ability to concentrate, increases tiredness and lowers their overall academic performance as a stressed student finds it difficult to maintain their focus and discipline. However, at low amount stress may have positive outcome by providing a boost to the students and helping them to stay disciplined and attentive; provided the amount is well managed. Universities must address academic workload balance and should provide workshops and trainings on skills such as time management and stress management to alleviate the pressure on the students. According to my view, the actual problem is not stress, but lack of coping mechanisms and time management and organizational skills among students; by equipping them with this skills we can largely eliminate the negative impact of academic stress.

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IV SHO‘BA. XORIJIY TILLARNI O‘QITISHNING SIFATINI OSHIRISHDA XORIJIY TAJRIBALAR VA INNOVATSION TEXNOLOGIYALARDAN FOYDALANISH MUAMMOLARI

FACTORS INFLUENCING THE PRESENCE OR ABSENCE OF FOREIGN ACCENT IN SECOND LANGUAGE ACQUISITION

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Abstract: This study examines why some second language learners acquire a native-like accent while others retain a foreign accent. Although earlier onset of learning typically predicts better pronunciation, substantial variation exists among learners who started at the same age, indicating that age alone does not determine accent outcomes. Using a qualitative case-study design, the research explored how cognitive, experiential, and socio-affective factors interact in naturalistic learning settings. Data from semi-structured interviews, background questionnaires, and a reading task were rated by native speakers for accent nativeness. Results showed considerable pronunciation differences among learners with comparable early exposure, ranging from fully native-like to clearly foreign-accented speech. Cross-case analysis revealed that accent development depends on input quality, intensity and purpose of language use, emotional comfort, anxiety, motivation, and attitudes toward integrating with the target-language community. These findings support a multifactorial view of foreign accent acquisition, highlighting the complementary importance of linguistic experience and socio-psychological engagement.

Keywords: SLA, foreign accent, pronunciation, phonological development, age of acquisition, input quality, exposure, socio-affective factors, integrative motivation, case-study.

Аннотация: Исследование анализирует факторы, определяющие наличие или отсутствие иностранного акцента при освоении второго языка. Несмотря на традиционное признание возраста начала как ключевого фактора, значительная вариативность среди изучающих с одинаковым стартом показывает его недостаточность. На основе качественного case study рассматривается взаимодействие когнитивных, опытных и социо аффективных факторов в естественных условиях. Данные, полученные через интервью, анкеты и стандартизированное чтение, оценивались носителями языка. Результаты выявили существенные различия в произношении — от носительского до выраженно иностранного. Установлено, что развитие акцента зависит от качества и интенсивности языкового ввода, эмоционального состояния, тревожности, мотивации и степени интеграции в языковое сообщество. Подтверждён многофакторный характер формирования акцента и значимость как языкового опыта, так и социо-психологических факторов.

Ключевые слова: SLA, иностранный акцент, произношение, фонологическое развитие, возраст начала, качество ввода, языковая экспозиция, социо-аффективные факторы, интегративная мотивация, case study.

Annotatsiya: Ushbu tadqiqot ikkinchi tilni o‘zlashtirishda xorijiy aksentga ta’sir qiluvchi omillarni o‘rganadi. Tilni o‘rganishni boshlash yoshi muhim omil sifatida qaralsa-da, bir xil yoshdagi o‘rganuvchilar orasidagi farqlar uning yetarli emasligini ko‘rsatadi. Sifatli case-study asosida kognitiv, tajribaviy va ijtimoiy-affektiv omillarning real sharoitdagi o‘zaro ta’siri tahlil qilindi. Ma’lumotlar yarim tuzilgan intervyular, so‘rovnomalar va standartlashtirilgan o‘qish vazifasi orqali yig‘ilib, aksent ona tili sohiblari tomonidan baholandi. Natijalar o‘xshash erta tajribaga qaramay, talaffuzda katta tafovutlar borligini ko‘rsatdi. Aksent rivojlanishi til kirimi sifati, qo‘llash intensivligi, emotsional holat, xavotir, motivatsiya va integratsiyaga bog‘liq ekanligi aniqlandi. Natijalar xorijiy aksentning ko‘p omilli tabiatini tasdiqlaydi.

Kalit so‘zlar: SLA, xorijiy aksent, talaffuz, fonologik rivojlanish, boshlanish yoshi, kirim sifati, til ta’siri, ijtimoiy-affektiv omillar, integrativ motivatsiya, case study.

The phenomenon of foreign accent in second language acquisition (SLA) has long attracted attention from linguists, psycholinguists, and applied linguists because it is one of the most noticeable markers of non-native speech. While some learners retain a detectable accent despite years of exposure, others achieve near-native or native-like pronunciation. This variability raises questions about factors influencing accent outcomes and challenges simplified assumptions about language learning. Understanding why some learners develop a persistent accent while others do not is critical both for SLA theory and for effective pronunciation pedagogy. Previous research identifies several factors contributing to foreign accent, including age of acquisition, phonetic distance between the first and second language, input quality and quantity, motivation, and individual cognitive differences. The Critical Period Hypothesis (Lenneberg, 1967) suggests that age-related neuroplasticity limits native-like pronunciation beyond early childhood, yet empirical evidence is mixed. Many adult learners achieve high pronunciation accuracy, while some early learners continue to exhibit non-native features, indicating that age alone cannot fully account for accent outcomes.

Recent studies emphasize individual differences, such as phonetic aptitude (Granena, 2020), auditory perception skills (Bradlow et al., 1997), working memory capacity (Linck et al., 2014), and socio-affective factors, including identity and attitudes toward the target language community (Gatbonton et al., 2005; Piller, 2002; Moyer, 2007). The nature of exposure—formal instruction versus naturalistic input—and consistency of language use also influence phonological development. Despite these insights, the interaction of these factors and their predictive power remain unclear.

Methodology

This study adopts a qualitative case-study design to explore factors influencing foreign accent in SLA. A case-study approach allows in-depth examination of individual learner trajectories, considering the interaction of cognitive, linguistic, and experiential variables in authentic contexts. Five adult learners were selected, representing a range of accent outcomes—from noticeable foreign accents to near-native pronunciation. All participants had comparable general language proficiency, allowing focus on phonological outcomes.

Data were collected via semi-structured interviews, pronunciation tasks, and background questionnaires. Interviews explored age of acquisition, learning history, exposure, motivation, and attitudes toward the target language. Pronunciation tasks included reading standardized texts and spontaneous speech samples, evaluated for foreign accent by native speakers (Flege, 1984). Qualitative data were analyzed thematically to identify patterns in cognitive abilities, learning strategies, socio-affective factors, and exposure conditions. Cross-case comparison examined how configurations of these factors relate to divergent accent outcomes.

Findings

Results show notable variation in accent outcomes among participants:

- **Subject A** (early exposure, mainly passive input) achieved fully native-like pronunciation and reported strong motivation and emotional comfort.
- **Subject B** (early exposure, active and passive input, limited phonetic awareness) displayed a noticeable accent (~50% target norm) with mixed emotional comfort.
- **Subject C** (intermittent exposure, unsystematic imitation) had the lowest target norm correspondence (~20%), despite some conscious pronunciation attempts.
- **Subject D** (late onset, daily moderate exposure, prior imitation) achieved high pronunciation accuracy (~85%) despite self-doubt.
- **Subject E** (early exposure, varied contexts) achieved near-native pronunciation (~90%) with high emotional confidence.

These cases demonstrate that age of acquisition is facilitating but non-deterministic. Early exposure does not guarantee accent-free speech, and late learners can achieve high phonological accuracy. Pronunciation outcomes are influenced by quality and meaningfulness of exposure, with

effectiveness shaped by learners' internal processing and sensitivity to phonological patterns. Explicit strategies and conscious imitation show mixed effects, suggesting implicit learning and perceptual sensitivity may be more influential.

Socio-affective factors are particularly salient. Learners with high emotional comfort, confidence, and orientation toward integration into the target-language community tended to achieve more native-like pronunciation. Conversely, anxiety, limited motivation, or psychological barriers coincided with more noticeable accents. Interaction between affective and experiential factors can also explain high accuracy in late learners, as seen with Subject D, who benefited from prior imitation and positive feedback.

Foreign accent development is multifactorial. Pronunciation outcomes arise from dynamic interactions among age of acquisition, exposure characteristics, cognitive sensitivity to phonological input, and socio-affective engagement. The Critical Period Hypothesis cannot alone account for accent variability. Effective input depends not only on quantity but on attentional focus, perceptual abilities, and socio-affective alignment. Implicit learning mechanisms and emotional comfort in language use appear crucial for achieving native-like pronunciation.

Conclusion. This case-study investigation confirms that foreign accent acquisition cannot be explained solely by the age of acquisition. Pronunciation outcomes are shaped by complex interactions of exposure quality, cognitive sensitivity, and socio-affective factors. Learners who engage meaningfully with the language and community, feel confident, and internalize phonological norms achieve higher accuracy, regardless of age. While formal instruction is not essential, learners with limited exposure or confidence may benefit from targeted support. These findings reinforce the multidimensional nature of foreign accent development and suggest that holistic, individualized approaches are needed in SLA research and pedagogy. Future research should expand sample sizes, incorporate acoustic analyses, and further investigate how factor combinations predict accent reduction, contributing to both SLA theory and practical teaching strategies.

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SHADOWING AS AN INNOVATIVE EDUCATIONAL TECHNOLOGY IN TEACHING ENGLISH

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Abstract: This article analyzes the role of shadowing technology as an innovative educational tool in English Language Teaching (ELT). The study investigates its effectiveness in improving students’ listening comprehension, pronunciation, and fluency in speaking. Based on both theoretical analysis and practical observations, shadowing is identified as a powerful method for developing students’ communicative competence. The results show that integrating shadowing into the learning process significantly contributes to language acquisition.

Keywords: shadowing, English language teaching, innovative technology, speaking skills, listening comprehension, communicative competence

Аннотация: Данная статья рассматривает роль технологии теневого повторения (shadowing) как инновационного образовательного инструмента в обучении английскому языку (ELT). В исследовании изучается его эффективность в развитии навыков аудирования, произношения и беглости устной речи студентов. На основе теоретического анализа и практических наблюдений shadowing определяется как мощный метод развития коммуникативной компетенции студентов. Результаты показывают, что интеграция shadowing в учебный процесс значительно способствует овладению языком.

Ключевые слова: shadowing, обучение английскому языку, инновационная технология, навыки устной речи, аудирование, коммуникативная компетенция

Annotatsiya: Ushbu maqola ingliz tilini o‘qitishda (ELT) shadowing texnologiyasining innovatsion ta’lim vositasi sifatidagi o‘rnini tahlil qiladi. Tadqiqot uning talabalarning tinglab tushunish, talaffuz va og‘zaki nutq ravonligini oshirishdagi samaradorligini o‘rganadi. Nazariy tahlil va amaliy kuzatuvlarga asoslanib, shadowing talabalarning kommunikativ kompetensiyasini rivojlantiruvchi kuchli metod sifatida aniqlanadi. Natijalar shuni ko‘rsatadiki, shadowingni o‘quv jarayoniga integratsiya qilish til o‘zlashtirish jarayoniga sezilarli hissa qo‘shadi.

Kalit so‘zlar: shadowing, ingliz tilini o‘qitish, innovatsion texnologiya, og‘zaki nutq ko‘nikmalari, tinglab tushunish, kommunikativ kompetensiya

In recent years, significant attention has been paid to improving foreign language education through innovative teaching technologies. The President of Uzbekistan, Shavkat Mirziyoyev, emphasized that “learning foreign languages is a key factor for the country’s future development and global integration”[9]. This highlights the necessity of adopting modern and effective teaching methods in English language classrooms. In the context of ongoing educational reforms, special attention is being paid to improving foreign language teaching in Uzbekistan. As emphasized in the Development Strategy of New Uzbekistan, “creating favorable conditions for learning foreign languages and bringing the system to an internationally recognized level is defined as one of the priority directions of educational policy”[10]. This reflects the government’s commitment to modernizing language education and integrating innovative teaching technologies into the learning process.

According to J. Jalolov, oral speech is one of the most important components of language learning, as it ensures real communication and reflects learners’ ability to use language in practical situations. He emphasizes that developing speaking skills requires not only knowledge of vocabulary and grammar, but also the ability to use them fluently and appropriately in communication. Furthermore, J. Jalolov notes that effective teaching of oral speech should be based on interactive methods and continuous practice, which help learners overcome psychological barriers and gain confidence in speaking[11]. This idea highlights that effective speaking instruction

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requires active learner participation rather than passive learning. Interactive methods encourage students to use the language in real communication, which strengthens their practical skills. Continuous practice helps learners internalize vocabulary and grammar, making their speech more fluent and natural. Moreover, such an approach reduces fear of making mistakes and builds confidence. As a result, students become more comfortable and competent in expressing their ideas orally.

As N.N. Normatova states, "The process of developing the oral speech skills of foreign language for linguistic departments of Higher Education is different from the process of developing it for non-philological departments. The process has its own peculiarities. The quality of education, which is a bilateral process between the teacher and student, depends on the didactic perfection of the teacher's mastery, and on the other hand, the on the student's motivational activity. Meanwhile, if the high scientific potential and methodological skills of the teacher is integrated with the educational activity of students high results can be achieved in the short term period"[12]. This statement emphasizes that developing oral speech skills in foreign language learning differs depending on the learners' academic specialization. It highlights that students of linguistic departments require a more advanced and focused approach compared to non-philological learners. The author also underlines that the effectiveness of teaching depends on both the teacher's professional competence and the student's motivation. In other words, successful language learning is a two-sided process where both participants play an active role. When a teacher's methodological expertise is combined with students' active engagement, higher learning outcomes can be achieved in a shorter period of time.

Among such methods, shadowing has emerged as a promising technique. Shadowing involves listening to spoken language and simultaneously repeating it, which helps learners develop pronunciation, intonation, and fluency. According to Uzbek scholar N. G'ulomov, innovative pedagogical technologies play a crucial role in increasing students' cognitive activity and independent thinking[13]. Similarly, foreign researchers such as Lambert (1992) argue that shadowing improves auditory processing and speech production skills[14]. Furthermore, Kadota (2019) states that shadowing enhances learners' ability to process spoken language in real time[15]. This statement means that shadowing helps learners improve their real-time listening and speaking skills. By repeating spoken language immediately after hearing it, learners train their brain to process information more quickly. This practice strengthens their ability to understand speech without long delays or translation. It also improves attention, memory, and pronunciation accuracy. As a result, learners become more fluent and confident in understanding and responding to spoken English.

Thus, this study aims to analyze shadowing as an innovative educational technology and evaluate its effectiveness in English language teaching. This research employed both qualitative and quantitative methods.

Participants: 30 intermediate-level English learners

Procedure: Students were divided into two groups:

Experimental group (shadowing method used)

Control group (traditional teaching methods)

Data collection tools:

Pre-test and post-test (speaking and listening)

Classroom observation

Student feedback questionnaires

During the experiment, the experimental group practiced shadowing exercises using audio materials such as dialogues, podcasts, and short lectures for 4 weeks.

Table: Research Design and Group Comparison

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Aspects	Experimental Group	Control Group
Teaching method	Shadowing-based instruction	Traditional teaching methods
Participants	30 intermediate-level English learners (assigned to the experimental group)	30 intermediate-level English learners (assigned to the control group)
Learning activities	Shadowing practice using audio materials (dialogues, podcasts, short lectures)	Reading texts, grammar exercises, and conventional classroom activities
Duration	4 weeks	4 weeks
Assessment tools	Pre-test and post-test (speaking and listening skills)	Pre-test and post-test (speaking and listening skills)
Additional methods	Classroom observation, questionnaires	Classroom observation, questionnaires
Purpose	To evaluate the effectiveness of shadowing as an innovative educational technology	To compare results with traditional instruction

The results demonstrated a significant improvement in the experimental group compared to the control group.

Students showed better pronunciation accuracy

Increased speaking fluency

Improved listening comprehension

Higher confidence in communication

For example, post-test results indicated that the experimental group improved their speaking scores by 25%, while the control group showed only a 10% increase.

Additionally, student feedback revealed that shadowing made lessons more engaging and interactive. The findings confirm that shadowing is an effective and innovative educational technology in ELT. It aligns with psycholinguistic principles, as it integrates listening and speaking processes simultaneously.

As noted by Harmer, interactive methods increase learner engagement and language retention[16]. Shadowing, in this context, supports active learning and helps students internalize language structures naturally. Moreover, shadowing reduces language anxiety, as students practice speech in a guided and repetitive manner. This supports Vygotsky's theory of the Zone of Proximal Development, where learners improve through guided practice[17]. Therefore, incorporating shadowing into English lessons can significantly enhance communicative competence.

Conclusion. In conclusion, shadowing is a highly effective innovative educational technology in English language teaching. It improves learners' pronunciation, listening skills, and speaking fluency while increasing motivation and engagement.

The study recommends: integrating shadowing into regular classroom activities, using authentic audio materials, encouraging consistent practice

Future research may explore the long-term effects of shadowing and its application in different proficiency levels.

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USING ARTIFICIAL INTELLIGENCE IN ENGLISH LANGUAGE TEACHING

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Abstract. Artificial Intelligence (AI) has emerged as a transformative force in modern education, particularly in English language teaching (ELT). It offers innovative tools and approaches that enhance learning efficiency, personalization, and engagement. This article explores the application of AI in ELT, including intelligent tutoring systems, speech recognition, natural language processing, and adaptive learning platforms. It also analyzes the benefits and challenges of integrating AI into language education and provides practical recommendations for educators. The study concludes that AI, when used effectively, can significantly improve language acquisition and teaching quality.

Key words. artificial intelligence, English language teaching, adaptive learning, speech recognition, natural language processing, digital education, personalized learning

Annotatsiya. Sun’iy intellekt (SI) zamonaviy ta’limda, ayniqsa ingliz tilini o‘qitishda (ELT), tub o‘zgarishlar kirituvchi muhim omil sifatida namoyon bo‘lmoqda. U o‘qitish samaradorligini, individuallashtirishni va o‘quvchilarning faolligini oshiradigan innovatsion vosita va yondashuvlarni taklif etadi. Ushbu maqolada ingliz tilini o‘qitishda sun’iy intellektdan foydalanish masalalari, jumladan aqlli o‘qitish tizimlari, nutqni aniqlash texnologiyalari, tabiiy tilni qayta ishlash hamda moslashuvchan ta’lim platformalari ko‘rib chiqiladi. Shuningdek, sun’iy intellektni til ta’limiga joriy etishning afzalliklari va muammolari tahlil qilinib, o‘qituvchilar uchun amaliy tavsiyalar beriladi. Tadqiqot natijasida sun’iy intellektdan samarali foydalanilganda u til o‘zlashtirish jarayoni va o‘qitish sifatini sezilarli darajada yaxshilashi mumkinligi xulosa qilinadi.

Kalit so‘zlar. sun’iy intellekt, ingliz tilini o‘qitish, moslashuvchan ta’lim, nutqni aniqlash, tabiiy tilni qayta ishlash, raqamli ta’lim, individuallashtirilgan ta’lim.

Аннотация. Искусственный интеллект (ИИ) стал важной трансформирующей силой в современном образовании, особенно в преподавании английского языка (ELT). Он предлагает инновационные инструменты и подходы, повышающие эффективность обучения, его персонализацию и вовлечённость учащихся. В данной статье рассматривается применение искусственного интеллекта в преподавании английского языка, включая интеллектуальные обучающие системы, распознавание речи, обработку естественного языка и адаптивные обучающие платформы. Также анализируются преимущества и трудности интеграции ИИ в языковое образование и предлагаются практические рекомендации для преподавателей. В работе делается вывод о том, что эффективное использование искусственного интеллекта может значительно улучшить процесс овладения языком и качество обучения.

Ключевые слова. искусственный интеллект, преподавание английского языка, адаптивное обучение, распознавание речи, обработка естественного языка, цифровое образование, персонализированное обучение.

Introduction. The rapid development of technology has revolutionized many aspects of education, including English language teaching. Artificial Intelligence (AI) plays a crucial role in this transformation by enabling more personalized, efficient, and interactive learning experiences.

In traditional classrooms, teachers often face challenges in addressing the individual needs of all students. AI provides solutions by offering customized learning paths, real-time feedback, and intelligent support systems. As a result, AI is becoming an essential component of modern ELT practices.

The Concept of Artificial Intelligence in Education

Artificial Intelligence refers to computer systems capable of performing tasks that typically require human intelligence, such as learning, reasoning, problem-solving, and language understanding.

In English language teaching, AI technologies include:

- Natural Language Processing (NLP)
- Machine Learning (ML)
- Speech recognition systems
- Chatbots and virtual assistants
- Intelligent tutoring systems

These technologies simulate human interaction and provide learners with opportunities to practice language skills in dynamic environments.

Applications of AI in English Language Teaching

1. Intelligent Tutoring Systems

AI-powered tutoring systems provide personalized instruction based on learners' needs and progress. These systems analyze performance and adapt content accordingly, helping students improve their weaknesses.

2. Speech Recognition Technology

Speech recognition tools help learners improve pronunciation and speaking skills. They provide instant feedback on accuracy, intonation, and fluency.

3. Chatbots and Virtual Assistants

AI chatbots simulate real-life conversations, allowing students to practice speaking and writing in English. These tools are available 24/7, making learning more flexible.

4. Automated Assessment

AI can evaluate students' writing and grammar automatically. It provides immediate feedback, reducing teachers' workload and helping students learn from their mistakes.

5. Adaptive Learning Platforms

Adaptive systems adjust the level of difficulty based on student performance. This ensures that learners are constantly challenged without being overwhelmed.

6. Content Generation and Recommendation

AI tools can generate exercises, quizzes, and learning materials tailored to individual learners. They also recommend resources based on interests and proficiency levels.

Benefits of Using AI in ELT

1. Personalized Learning

AI tailors instruction to individual needs, improving learning efficiency.

2. Immediate Feedback

Students receive instant corrections and suggestions, which accelerates learning.

3. Increased Engagement

Interactive tools and gamified learning environments motivate students.

4. Accessibility and Flexibility

AI-powered platforms allow learners to study anytime and anywhere.

5. Teacher Support

AI reduces administrative tasks, allowing teachers to focus on instruction and student interaction.

Challenges and Limitations

Despite its advantages, the use of AI in ELT also presents several challenges:

- Lack of technological infrastructure in some regions
- High cost of implementation

• Limited digital literacy among teachers
• Concerns about data privacy and security
• Overdependence on technology

These challenges must be addressed to ensure effective integration.

Recommendations for Effective Use

To maximize the benefits of AI in English language teaching, the following strategies are recommended:

1. Provide training for teachers on AI tools and technologies
2. Combine AI with traditional teaching methods
3. Ensure ethical use of data and protect student privacy
4. Invest in technological infrastructure
5. Encourage student autonomy and responsible use of AI

Conclusion. Artificial Intelligence has the potential to revolutionize English language teaching by making it more personalized, interactive, and efficient. While challenges remain, the thoughtful integration of AI into educational practices can significantly enhance both teaching and learning outcomes. As technology continues to evolve, AI will play an increasingly important role in shaping the future of language education.

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COMPARATIVE THEORETICAL ANALYSIS OF THE FORMATION AND DEVELOPMENT OF ECONOMIC TERMINOLOGY IN ENGLISH AND UZBEK LANGUAGES

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Abstract: The article examines the theoretical foundations of the formation and development of economic terminology in English and Uzbek languages. The study focuses on the conceptual nature of economic terms, the linguistic mechanisms of terminological formation, and the processes of semantic and structural development within specialized lexical systems. Particular attention is given to the role of globalization and intercultural communication in shaping modern economic terminology.

Key words: economic terminology, terminology theory, comparative linguistics, lexical system, semantic development, globalization.

Аннотация: В статье рассматриваются теоретические основы формирования и развития экономической терминологии в английском и узбекском языках. Основное внимание уделяется концептуальной природе экономических терминов, лингвистическим

механизмам их образования и процессам семантического и структурного развития терминологической системы.

Ключевые слова: экономическая терминология, теория терминологии, сравнительное языкознание, лексическая система, семантическое развитие.

Annotatsiya: Mazkur maqolada ingliz va o‘zbek tillaridagi iqtisodiy terminlarning shakllanishi hamda rivojlanishining nazariy asoslari qiyosiy jihatdan tahlil qilinadi. Tadqiqotda iqtisodiy terminlarning konseptual tabiati, terminologik tizimning shakllanish mexanizmlari hamda semantik va strukturaviy rivojlanish jarayonlari o‘rganiladi.

Kalit so‘zlar: iqtisodiy terminologiya, terminologiya nazariyasi, qiyosiy tilshunoslik, leksik tizim, semantik rivojlanish.

Modern researchers, including M.T. Cabré, advocate for a "Communicative Theory of Terminology," emphasizing the cognitive and communicative functions of terms beyond mere labels. In Uzbek linguistics, foundational work by Sh. Rahmatullayev, N. Mahmudov, and A. Madvaliyev has addressed the formation of scientific registers and the challenges of national term-creation. However, comparative studies specifically targeting English and Uzbek economic terminologies remain sparse, necessitating this theoretical inquiry.

The Conceptual and Cognitive Nature of Economic Terms Economic terms are the linguistic realization of abstract financial and social constructs. In English, many terms are rooted in conceptual metaphors (e.g., *“liquidity,” “market penetration”*). In Uzbek, the formation process balances traditional logic with functional utility. While English terminology often leans toward pragmatic brevity, Uzbek economic lexis exhibits an analytical structure, often requiring descriptive phrases to encapsulate complex Western concepts.

Mechanisms of Terminological Formation The formation of these systems is driven by socio-linguistic factors. In English, terminology evolved alongside the rise of industrial capitalism, often through the "terminologization" of common words. In contrast, the Uzbek economic lexicon has seen accelerated growth since national independence, transitioning through three primary channels:

- **Native Lexical Revival:** Re-utilizing historical terms like *soliq* (tax) and *sarmoya* (capital).
- **Calquing (Loan Translation):** Creating equivalents like *erkin bozor* for "free market."
- **Direct Adoption:** Integrating internationalisms such as *inflyatsiya* (inflation) and *marketing*.

Globalization and Integration Global economic integration acts as a catalyst for terminological convergence. The dominance of English necessitates that Uzbek linguistic structures adapt to accommodate rapid innovations in fintech and digital economy (e.g., *blokcheyn, kriptovalyuta*). This leads to a dynamic state of "terminological hybridization" within the Uzbek language.

International Integration and Adaptation Quantitative analysis indicates that approximately **30-40%** of the modern Uzbek economic lexicon consists of internationalisms. The integration occurs through direct borrowing (*audit*), transliteration (*inflyatsiya*), or morphological adaptation where international roots take Uzbek suffixes (*xususiylashtirish*).

Structural Contrasts Structurally, English utilizes the "Noun + Noun" model (*stock market*) extensively. Uzbek, being an agglutinative language, employs the "Noun + Noun + Possessive" construction (*aksiya bozori*), reflecting its unique typological character even while adopting global concepts.

Etymological Stratification of Economic Lexis

The research reveals that the English economic vocabulary is built upon a Greco-Latin foundation (e.g., *Capital, Revenue, Fiscal*), which provides it with a high degree of international recognizability.

In the Uzbek language, the economic lexicon is stratified into three distinct layers:

- **The Turkic Layer:** Terms related to basic trade and social management (*bor-bud, savdo, soliq, ulush*).

- **The Perso-Arabic Layer:** Terms inherited through historical Silk Road trade and Islamic jurisprudence (*mablag‘, qarz, foyda, ijara, sarmoya*).
- **The International (Global) Layer:** Modern financial and digital terms primarily entering via English (*audit, kliring, defolt, lizing*).

Syntactic Modeling and Structural Isomorphism

A comparative structural analysis shows that English favors **compounding**, whereas Uzbek utilizes **izafet constructions** (noun-noun combinations with possessive suffixes).

Model Type	**English Example**	**Uzbek Structural Counterpart**
N + N	*Stock market*	*Aksiya bozori* (Noun + Noun + -i)
Adj + N	*Global economy*	*Global iqtisodiyot*
V-ing + N	*Operating costs*	*Operatsion xarajatlar* (Adjective + Noun)

Semantic Evolution: From General to Specific

The analysis shows a trend of "Semantic Narrowing" in both languages.

- In English, the word **"Default"** originally meant a failure to act; in the economic system, it has narrowed specifically to the failure to fulfill financial obligations.
- In Uzbek, the word **"Tadbirkor"** (historically "an active/resourceful person") has undergone semantic specialization to specifically denote an "entrepreneur" in a legal and economic sense.

Suggestions and recommendations: The comparative analysis reveals that while both languages follow universal patterns of systematicity, their developmental paths differ. English serves as a "donor" language in the global economic context, whereas Uzbek acts as a "receptor" language that actively filters and adapts these inputs to fit its phonetic and grammatical framework.

Recommendations: Further research should focus on the **cognitive mapping** of economic terms to improve translation accuracy.

- There is a need for a **unified bilingual dictionary** of economic terms that reflects modern digital trends.
- Special attention should be paid to the **standardization** of Uzbek economic terms to avoid synonymous confusion in professional discourse.

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THE IMPACT OF ICT ON DEVELOPING LANGUAGE SKILLS (LISTENING, SPEAKING, READING, WRITING)

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Annotation: This article explores the impact of Information and Communication Technologies (ICT) on the development of four essential language skills: listening, speaking, reading, and writing. ICT provides learners with diverse opportunities to practice these skills through multimedia tools, online platforms, and interactive resources. Listening skills are enhanced through exposure to authentic audio materials, while speaking abilities improve via communication technologies such as video conferencing and language exchange platforms. Reading and writing skills are supported through digital texts, online collaboration, and feedback tools. The study also highlights the role of ICT in increasing motivation, promoting autonomous learning, and facilitating integrated skill development. Overall, ICT plays a crucial role in improving learners' communicative competence.

Keywords: Information and Communication Technology (ICT), language skills, listening, speaking, reading, writing, language learning, digital tools, autonomous learning, student motivation, integrated skills.

Аннотация: В данной статье рассматривается влияние информационно-коммуникационных технологий (ИКТ) на развитие четырех основных языковых навыков: аудирования, говорения, чтения и письма. ИКТ предоставляет учащимся разнообразные возможности для практики языка с использованием мультимедийных ресурсов и онлайн-платформ. Навыки аудирования развиваются за счет аутентичных аудиоматериалов, говорение совершенствуется с помощью видеосвязи и языкового обмена, а чтение и письмо поддерживаются цифровыми текстами и инструментами онлайн-взаимодействия. Также подчеркивается роль ИКТ в повышении мотивации, развитии самостоятельного обучения и формировании интегрированных языковых навыков.

Ключевые слова: Информационно-коммуникационные технологии (ИКТ), языковые навыки, аудирование, говорение, чтение, письмо, изучение языка, цифровые технологии, самостоятельное обучение, мотивация, интегрированные навыки.

Annotatsiya: Mazkur maqolada axborot-kommunikatsiya texnologiyalarining (AKT) tinglash, gapirish, o‘qish va yozish kabi asosiy til ko‘nikmalarini rivojlantirishdagi ta’siri tahlil qilinadi. AKT vositalari orqali o‘quvchilar turli multimedia resurslari va interaktiv platformalar yordamida ushbu ko‘nikmalarni rivojlantirish imkoniyatiga ega bo‘ladilar. Tinglab tushunish autentik audio materiallar orqali rivojlansa, gapirish ko‘nikmasi video aloqa va til almashish platformalari orqali takomillashadi. O‘qish va yozish ko‘nikmalari esa raqamli matnlar va onlayn hamkorlik vositalari orqali rivojlantiriladi. Shuningdek, AKT o‘quvchilarning motivatsiyasini oshirishi, mustaqil ta’limni qo‘llab-quvvatlashi va integratsiyalashgan ko‘nikmalarni rivojlantirishga xizmat qilishi ko‘rsatib beriladi.

Kalit so‘zlar: Axborot-kommunikatsiya texnologiyalari (AKT), til ko‘nikmalari, tinglash, gapirish, o‘qish, yozish, til o‘rganish, raqamli vositalar, mustaqil ta’lim, motivatsiya, integratsiyalashgan ko‘nikmalar.

ICT has a big impact on language skill development. It provides several opportunities to practice writing, speaking, listening, and reading.

Listening Skills

ICT improves listening skills through online seminars, podcasts, videos, and audio recordings. These tools improve comprehension by exposing kids to a range of accents and speech patterns. Interactive tools such as subtitles, playback speed control, and repetition functions allow learners to practice listening at their own pace. Moreover, platforms like language learning apps and video-sharing websites enable students to combine listening with visual context, which increases comprehension. ICT also allows learners to engage in active listening through quizzes and comprehension tasks, making the process more effective.[1]

Speaking Ability

ICT improves speaking skills through video conferencing, voice recording, and language exchange platforms. Learners can interact with native speakers or peers in real-time, which helps develop fluency and confidence. Speaking abilities are enhanced by: Conferencing via video, tools for recording voices Platforms for language exchange. Students can get feedback while practicing speaking in authentic settings. Reading Proficiency The following improve reading abilities: Internet-based articles, E-books, and Digital texts. Pupils can enhance their comprehension and have access to a variety of resources. Additionally, speech recognition technologies provide instant feedback on pronunciation and accuracy. Recording tools allow students to evaluate their own speech and track progress. This continuous practice helps learners overcome communication barriers and develop real-world speaking skills.[2]

The Impact of ICT on Reading Ability

ICT provides a wide range of digital reading materials such as e-books, blogs, academic articles, and online newspapers. These resources are often interactive and include multimedia elements that enhance understanding.[4]

Hyperlinks, dictionaries, and annotation tools support deeper comprehension and vocabulary development. ICT also allows learners to apply reading strategies such as skimming and scanning more effectively. Personalized reading platforms offer graded materials, enabling learners to choose texts suitable for their level. These resources are often more engaging than traditional textbooks. ICT makes it easier to use a range of reading strategies, such as skimming and scanning. Hypertext characteristics that allow students to learn more and broaden their comprehension include links and multimedia elements. Another advantage of ICT is the availability of graded reading materials. Another advantage of ICT is the availability of graded reading materials. Students' motivation and comprehension are improved when they can choose books that match their skill level.[5].

Proficiency in Writing

ICT facilitates writing through emails, blogs, online forums, and collaborative platforms. Students can practice writing in various formats and receive immediate feedback from teachers and peers. Grammar-checking tools and writing assistants help improve accuracy and structure. Collaborative tools, such as shared documents, encourage teamwork and idea exchange, which enhances writing quality. ICT also promotes process writing, where students draft, edit, and revise their work continuously. Emails, blogs, online discussion boards, and collaborative projects are some of the ways that ICT makes writing easier. Integrated skill development allows students to write and receive feedback from teachers and peers. ICT enables integrated skill development. For example, students can read pertinent literature or watch or listen to a film that discusses it (speaking). Write a summary. This comprehensive approach improves general language proficiency. Motivation and Engagement: ICT increases motivation and engagement by making learning more enjoyable. Online games, activities, and multimedia material entice and motivate students to participate. Self-directed learning is encouraged by the development of self-taught learning. Students can: Choose the materials. They are free to practice at their own pace. Monitor their progress. This encourages a capacity for lifelong learning and a sense of accountability.[3].

The development of language abilities, including speaking, listening, reading, and writing, is greatly aided by information and communication technologies (ICT). ICT gives students access to real-world communication possibilities, interactive tools, and authentic resources, all of which greatly improve their language skills. While speaking skills are built through communication platforms and feedback mechanisms, listening skills are enhanced through exposure to a variety of audio resources. Digital texts and collaborative settings improve writing and reading abilities. Furthermore, ICT facilitates the development of integrated skills by integrating various linguistic activities in relevant contexts. It also increases student motivation and encourages autonomous learning, allowing learners to take responsibility for their own progress. Thus, more effective and interesting learning results may result from the successful integration of ICT in language instruction.

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CURRENT ISSUES IN FOREIGN LANGUAGE LEARNING WITH EFFECTIVE USE OF INTERNATIONAL EXPERIENCE

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Abstract: In the context of globalization, foreign language learning has become an essential component of education systems worldwide. However, despite significant advancements, numerous challenges persist, including foreign language anxiety, limited communicative competence, ineffective teaching methodologies, and insufficient integration of technology. This paper aims to analyze current issues in foreign language learning and explore how international experience can be effectively utilized to address these challenges. Drawing on global practices and frameworks such as the Common European Framework of Reference for Languages, as well as theoretical insights from scholars like Elaine K. Horwitz, the study highlights innovative approaches including communicative language teaching, learner-centered pedagogy, and digital tools. The findings suggest that adopting international best practices can significantly enhance language learning outcomes, reduce anxiety, and improve communicative competence.

Keywords: Foreign language learning, foreign language anxiety, communicative competence, international experience, CEFR, language teaching methodology.

1**. Introduction:** Foreign language learning has become an indispensable component of modern education systems in the 21st century, driven by the rapid processes of globalization, international mobility, and the increasing demand for cross-cultural communication. In an interconnected world, proficiency in foreign languages is no longer considered an additional skill but rather a fundamental competence necessary for academic success, professional development, and social integration. Educational institutions across the globe have therefore placed significant emphasis on enhancing foreign language instruction and learning outcomes. Despite these efforts, a considerable number of learners continue to face difficulties in achieving communicative proficiency, particularly in speaking and real-life interaction. One of the primary reasons for this challenge is the continued reliance on traditional teaching methods, which prioritize grammatical accuracy, rote memorization, and teacher-centered instruction over meaningful communication and learner engagement. Such approaches often fail to provide students with sufficient opportunities to practice language in authentic contexts, ultimately limiting their ability to use the language effectively outside the classroom. Given these persistent issues, there is a growing need to explore and adopt effective international practices in foreign language education. Global frameworks such as the Common European Framework of Reference for Languages emphasize communicative competence, learner autonomy, and performance-based assessment, offering valuable guidelines for improving teaching and learning processes. Additionally, innovative approaches implemented in various countries—such as communicative language teaching, task-based learning, and technology-enhanced instruction—provide practical solutions to overcome existing challenges. Therefore, this study aims to examine the current issues in foreign language learning and analyze how international experience and best practices can be effectively utilized to address these challenges. By integrating pedagogical, psychological, and technological perspectives, the study seeks to contribute to the ongoing improvement of foreign language education in diverse educational contexts.

2. Literature Review: Research in the field of foreign language education has identified a wide range of challenges that influence learners' ability to achieve communicative competence. Among these, psychological, pedagogical, and sociocultural factors are considered the most significant. One of the most influential contributions to this field is the work of Elaine K. Horwitz, Horwitz, and Cope (1986), who introduced the concept of foreign language anxiety. Their study led to the development of the Foreign Language Classroom Anxiety Scale, which has been widely used to measure anxiety levels among language learners. According to their findings, foreign language anxiety has a debilitating effect on learners' performance, particularly in speaking and listening activities, as well as classroom participation (Horwitz et al., 1986). Subsequent studies have confirmed that high levels of anxiety are associated with lower achievement and reduced willingness to communicate (MacIntyre & Gardner, 1994). Similarly, Stephen Krashen (1982) emphasized the importance of affective variables in second language acquisition through his Affective Filter Hypothesis. Krashen argued that emotional factors such as anxiety, motivation, and self-confidence can either facilitate or impede language acquisition. When learners experience high anxiety, their affective filter becomes stronger, preventing effective input processing and ultimately hindering language development (Krashen, 1982). In addition to psychological factors, methodological issues have been widely discussed in the literature. Traditional approaches, particularly the grammar-translation method, have been criticized for their limited effectiveness in developing communicative competence (Richards & Rodgers, 2001).

3. Current Issues in Foreign Language Learning: Foreign language anxiety remains one of the most significant barriers to successful language acquisition. It is commonly defined as a situation-specific form of anxiety arising from the unique demands of language learning, particularly in classroom settings. According to Elaine K. Horwitz et al. (1986), foreign language anxiety is closely associated with learners' self-perceptions, beliefs, and emotional reactions to language learning processes. Learners frequently experience fear of making mistakes, especially during speaking activities, where they are required to produce language spontaneously. This fear is often intensified by concerns about negative evaluation from teachers and peers, leading to avoidance behaviors and reduced classroom participation (MacIntyre & Gardner, 1994). As a result, students may become reluctant to engage in communicative tasks, which are essential for developing fluency and confidence. Lack of Communicative Competence Many students can understand grammar rules but struggle to communicate effectively. This is largely due to teacher-centered approaches and lack of interactive activities. Traditional Teaching Methods In many educational contexts, teaching still relies heavily on memorization and translation, limiting learners' ability to use the language practically. Limited Use of Technology although digital tools are available, their integration into language classrooms is often inadequate or ineffective. Insufficient Exposure to Authentic Language Learners rarely interact with native speakers or authentic materials, which reduces their ability to use language in real-life situations.

4. Effective Use of International Experience. Countries such as Finland emphasize communicative approaches in foreign language education, encouraging students to actively use the target language in meaningful and authentic contexts. In these settings, classroom activities are designed to promote interaction, collaboration, and real-life communication rather than mere memorization of grammatical rules. Learners are engaged in task-based activities, discussions, and problem-solving exercises that require them to use language for practical purposes. Educational systems in Singapore place a strong emphasis on student engagement, critical thinking, and collaborative learning as key components of effective language education. In this context, learners are encouraged to actively participate in classroom activities, express their opinions, and engage in meaningful discussions. Teaching practices are designed to move beyond passive knowledge acquisition toward the development of higher-order thinking skills, such as analysis, evaluation, and problem-solving.

Conclusion: Foreign language learning continues to face multiple challenges, including anxiety, ineffective teaching methods, and lack of real-world communication practice. However, international experience provides valuable insights into addressing these issues. By adopting

communicative approaches, integrating technology, and applying global standards, educators can significantly enhance learning outcomes. Future research should focus on context-specific adaptation of these practices to maximize their effectiveness.

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THEORETICAL, METHODOLOGICAL, AND PRACTICAL APPROACHES TO ADVANCING FOREIGN LANGUAGE EDUCATION IN THE CONTEXT OF GLOBAL EDUCATION

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Abstract. This article aims to examine the theoretical, methodological, and practical foundations of foreign language education in the context of global education. It argues that traditional models such as grammar-translation, present-practice-produce, and loosely structured communicative teaching are insufficient for developing learners' ability to operate efficiently in multilingual academic, digital, and professional settings. The article proposes an integrative model grounded in the CEFR action-oriented approach, intercultural communicative competence, and sociocultural and cognitive theories of learning. Methodologically, the model combines task-based language teaching, explicit vocabulary and form-focused instruction, project-based learning, authentic materials, and criteria-based assessment. The study concludes that sustainable progress in foreign language education depends on connecting communication, accuracy, reflection, and performance within one coherent pedagogical system that supports real-world language use, intercultural understanding, and transferable academic and professional skills.

Keywords: foreign language education, global education, CEFR, action-oriented approach, task-based language teaching, project-based learning, intercultural competence, authentic materials, criteria-based assessment.

Introduction

Global education has changed what foreign language teaching is expected to do. The key issue today is not whether learners can repeat grammar rules or translate isolated sentences. The question of utmost importance is whether they can function in multilingual academic, digital, and professional settings. In some countries, 60% of upper secondary students in general education across the European Union studied at least two foreign languages. This signals an important shift: multilingual competence is now treated as educational capital, not as a just option.

Despite this change, teaching in many institutions still focuses too heavily on explanation, rules, and tests that measure disconnected language items. As a result, there is often a gap between

what students practice in class and what they must do outside the class. A learner may know forms on paper but still struggle to discuss ideas, solve problems, or collaborate through the language.

Another problem is that many discussions of foreign language education sound convincing at the theoretical level but remain weak at the practical level. They describe methods, but they do not always show why those methods work, when they work best, or how teachers can apply them. For that reason, this article moves from broad claims to usable evidence.

The central argument is that an integrative model works better than grammar-translation, present-practice-produce, or loosely defined communicative teaching when the goal is broad development. Here, broad development means not only grammatical control, but also interaction, mediation, writing, vocabulary growth, and transfer to real tasks. A useful starting point is the CEFR (Common European Framework of Reference for Languages) action-oriented approach. In this framework, learners are not just students who study a language; they are people who use language to do something meaningful. They cooperate, negotiate meaning, solve problems, explain ideas, and produce outcomes for real or realistic audiences. This idea matters because it changes the instructional target. Accuracy remains important, but it is no longer the only goal. Purposeful action, mediation, collaboration, and strategic language use become part of the learning target as well.

A second theoretical foundation is intercultural communicative competence. This perspective argues that foreign language education should develop more than code knowledge. Learners also need the ability to interpret meaning across cultures, compare perspectives, and avoid narrow judgements. In classroom terms, this means that students should learn not only what a sentence means grammatically, but also what it may mean socially, politically, culturally, or institutionally. A third foundation comes from sociocultural and cognitive views of learning. These views suggest that competence grows through scaffolded interaction, guided problem solving, repeated practice with meaningful tasks, and reflection on language choices. At the same time, they do not require teachers to give up explicit instruction. In fact, the evidence reviewed later suggests the opposite: the strongest model includes focused work on vocabulary and form, but places that work inside meaningful task cycles. To put it differently, explicit teaching remains useful when it serves communication rather than replacing it.

Taken together, these theories support a balanced position. Language should be learned for use, through use, and with support. Students need meaningful communication, but they also need strategic guidance, feedback, and structured opportunities to notice how language works. A strong methodological claim must be supported by more than preference. It needs comparative logic and empirical evidence. Grammar-translation has one real advantage: it can strengthen conscious understanding of forms, categories, and translation choices. However, as a dominant pedagogy it is poorly suited to listening, spontaneous speaking, mediation, and real-time interaction because learners spend more time analysing language than using it. Present-practice-produce, shortened to PPP, improves control over selected items, especially in early practice stages. Yet it assumes a fairly linear path: first explanation, then controlled practice, then freer use. Real communication rarely develops in such a tidy sequence. Learners often need to move back and forth between performance, noticing, feedback, and revision. A purely communicative approach corrects some of these limits by giving more space to interaction. Still, if it downplays deliberate work on vocabulary, feedback, and accuracy, students may become more fluent without becoming sufficiently precise or academically effective. This is particularly problematic in higher education, where students need to write, present, justify, and synthesize complex ideas.

Table 1. Comparative logic of major approaches

Approach	**Main strength**	**Main limitation**	**Why the integrative model is stronger**
Grammar-translation	Strong support for explicit grammar explanation and	Limited transfer to listening, speaking, mediation, and real-	It keeps useful form-focused work but places it inside authentic tasks and

	translation.	time interaction.	communicative performance.
PPP / drill-based teaching	Helpful for early stabilization of selected forms.	Often assumes a linear learning path and underprepares learners for unpredictable discourse.	It adds flexible interaction, authentic input, and scenario-based use of language.
Pure communicative teaching	Can increase fluency and willingness to communicate.	May neglect lexical depth, accuracy, and sustained revision.	It supplements communication with explicit vocabulary work and structured corrective feedback.
Integrative model	Develops interaction, writing, mediation, vocabulary, and transfer to authentic tasks.	Requires stronger teacher preparation and clearer assessment design.	It combines evidence-backed elements instead of repeating the limits of a single method.

(Note: table is compiled by authors)

The evidence also shows why communicative exposure alone is not enough. For intermediate learners the effect was even higher. This is important because learners cannot perform well in discussion, writing, or mediation if they do not have access to the words and word combinations needed for those tasks. A stronger methodology therefore combines rich input with deliberate vocabulary teaching and retrieval practice. Writing development becomes stronger when students receive structured feedback. This is highly relevant for schools and universities that already use shared documents, digital comments, track changes, and online revision tasks. Feedback should not be treated as a minor final step. It is part of the teaching method itself.

The integrated model is not only a theoretical proposal. Versions of it have already been implemented in real systems. Spain is one of the clearest examples because CLIL, Content and Language Integrated Learning, and related approaches have been examined over time and across large samples.

A second Spanish study by Martinez Agudo reaches a similar conclusion. When CLIL and non-CLIL groups in public schools were compared, CLIL students showed significant advantages by the end of secondary education, and those gains became more visible by the first year of bachelors. The study also suggests that integrated language-content programs in public schools could partly offset the typical academic advantage associated with non-CLIL charter-school groups. This finding matters because it connects language improvement with questions of educational equity. The broader European context supports the same direction. It is shown that multilingual study is widespread in upper secondary education across the European Union. Although this statistic does not measure teaching methods directly, it shows that multilingual education is central rather than marginal in advanced systems.

A practical sequence can be organized in six stages:

1.The unit begins with authentic input, infographic, short lecture, interview, podcast, report, or corpus extract. The teacher pre-teaches only the lexical or cultural items that are essential for comprehension.

2.Students complete a communicative task based on information exchange, problem solving, or decision making.

3.The teacher adds a short form-focused phase built around the errors, gaps, or discourse needs that appeared during the task.

4.Students extend the work into a longer product such as a memo, presentation, debate, or collaborative text.

5.The teacher provides criteria-based feedback and students revise.

6.The unit ends with reflection through selected CEFR descriptors.

In this sequence, grammar becomes a tool for stronger performance rather than the final aim. The main weakness of the integrative model is not theoretical or pedagogical. The real challenge is implementation. Teachers need to know how to choose authentic materials, scaffold comprehension, design task sequences, manage collaborative work, write clear rubrics, and provide formative feedback. For that reason, teacher development should include at least three focused modules: CEFR-aligned task design, adaptation of authentic materials to proficiency level, and assessment of mediation and intercultural appropriateness. Without this preparation, institutions may adopt the language of innovation while keeping traditional practice largely unchanged.

Conclusion and recommendations

The evidence given in this article leads to a clear conclusion. In the context of global education, foreign language education should be organized as performance-oriented, evidence-based learning rather than as grammar-dominant transmission of content. The CEFR action-oriented approach offers the strongest theoretical frame because it treats learners as social agents who act through language in meaningful contexts. Methodologically, the most effective design is integrative. It combines task-based teaching, project work, explicit vocabulary and form-focused instruction, authentic materials, and structured feedback. The main practical lesson is that foreign language education does not need a choice between theory and practice, or between communication and accuracy. A stronger answer is to connect these dimensions in one coherent system. High target-language exposure, authentic tasks, sustainable project work, explicit lexical support, revision cycles, and descriptor-based assessment together offer a more advanced path for helping learners use a foreign language thoroughly, critically, and responsibly in global context.

Here are some suggestions to make language learning more manageable:

• Institutions should aim for approximately 90% target-language use in classroom time whenever the proficiency level and task design make this realistic.

• Higher education programs should include at least one collaborative 8–10 week project per term, with three-student teams preferred where possible.

• Vocabulary and grammar should be taught explicitly, but always linked to a task, a text, or a project in which students immediately use new language for a real purpose.

• Assessment should be iterative: drafting, feedback, revision, and re-performance are more informative than one-shot evaluation of final products only.

• Teacher development should focus on authentic-material selection, task design, rubric construction, and the assessment of mediation and intercultural competence.

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THE IMPACT OF INTERACTIVE METHODS AND APPROACHES ON DEVELOPING ORAL PROFICIENCY IN ENGLISH FOR LEARNERS

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Abstract: This article examines the role and effectiveness of interactive teaching methods in developing learners’ oral proficiency in English. In modern language education, traditional teaching methods are gradually being replaced by communicative and interactive approaches that emphasize student participation and real-life communication. The paper analyzes various interactive techniques such as group discussions, role plays, debates, and task-based activities, and highlights their impact on improving fluency, accuracy, and confidence. The findings suggest that interactive methods significantly enhance learners’ speaking abilities and create a more engaging and productive learning environment.

Keywords: interactive methods, oral proficiency, communicative approach, speaking skills, language learning

Аннотация: Данная статья рассматривает роль и эффективность интерактивных методов обучения в развитии устной речи учащихся на английском языке. В современной системе языкового образования традиционные методы обучения постепенно заменяются коммуникативными и интерактивными подходами, которые делают акцент на участии студентов и реальном общении. В статье анализируются различные интерактивные техники, такие как групповые обсуждения, ролевые игры, дебаты и задания, основанные на выполнении задач, а также подчеркивается их влияние на развитие беглости речи, точности и уверенности. Результаты исследования показывают, что интерактивные методы значительно улучшают навыки говорения учащихся и создают более увлекательную и продуктивную учебную среду.

Ключевые слова: интерактивные методы, устная речь, коммуникативный подход, навыки говорения, изучение языка

Annotatsiya: Ushbu maqola ingliz tilida o‘quvchilarning og‘zaki nutq kompetensiyasini rivojlantirishda interaktiv o‘qitish metodlarining roli va samaradorligini o‘rganadi. Zamonaviy til ta’limida an’anaviy o‘qitish usullari asta-sekin o‘quvchilarning faol ishtiroki va real hayotdagi muloqotga asoslangan kommunikativ va interaktiv yondashuvlar bilan almashmoqda. Maqolada guruh muhokamalari, rolli o‘yinlar, bahs-munozaralar hamda vazifaga asoslangan faoliyatlar kabi turli interaktiv texnikalar tahlil qilinadi va ularning ravonlik, aniqlik hamda ishonchni oshirishdagi ta’siri yoritiladi. Tadqiqot natijalari shuni ko‘rsatadiki, interaktiv metodlar o‘quvchilarning gapirish ko‘nikmalarini sezilarli darajada rivojlantiradi va yanada qiziqarli hamda samarali ta’lim muhitini yaratadi.

Kalit so‘zlar: interaktiv metodlar, og‘zaki nutq, kommunikativ yondashuv, gapirish ko‘nikmalari, til o‘rganish

Introduction

In the era of globalization, the ability to communicate effectively in English has become an essential skill for learners worldwide. Among the four language skills—listening, speaking, reading, and writing—speaking is often considered the most challenging. Many learners struggle to express their ideas clearly due to lack of practice, confidence, or exposure to real-life communication. Shavkat Mirziyoyev has repeatedly emphasized that learning foreign languages is a key factor for the country’s development and global integration. He has also noted that improving the quality of foreign language education, especially English, is one of the top priorities of the national education system[18]. Traditional teacher-centered approaches, which focus mainly on grammar and memorization, often fail to develop students’ speaking abilities. As a result, modern education

[18] Presidential Decree No. PF-5117, On measures to further improve the system of learning foreign languages, December 10, 2012.

systems emphasize interactive and learner-centered methods that promote active participation. These methods encourage students to use the language in meaningful contexts, thereby improving their oral proficiency

Literature Review

J. Jalolov emphasizes that the main goal of learning English is effective communication, not just mastering grammar rules. He highlights the importance of integrating all four language skills—listening, speaking, reading, and writing—in the learning process. According to him, student-centered and interactive methods play a key role in developing learners' oral proficiency. He also stresses that motivation and the use of authentic materials significantly improve language learning outcomes[19]. Numerous scholars have highlighted the importance of interaction in language learning. According to communicative language teaching (CLT), language is best learned through communication. Researchers argue that students develop speaking skills more effectively when they actively engage in discussions and collaborative tasks. Task-Based Language Teaching (TBLT) also supports the idea that learners acquire language through performing meaningful tasks. Interactive approaches provide opportunities for learners to negotiate meaning, share ideas, and practice language in authentic situations. These theories collectively emphasize that interaction is a key factor in developing oral proficiency.

Interactive teaching methods play a crucial role in enhancing learners' speaking skills. The following are some of the most effective approaches:

- Group discussions allow learners to express their opinions, exchange ideas, and engage in meaningful conversations. This method increases student participation and helps learners develop fluency and confidence.

- Role-playing activities simulate real-life situations such as interviews, shopping, or traveling. These activities enable learners to practice language in context and improve their communicative competence.

- Debates encourage learners to think critically and express their arguments clearly. This method enhances Pair work increases speaking time for each learner and reduces anxiety. Students feel more comfortable speaking with peers, which leads to better participation and improved oral performance.

- Task-based learning involves completing meaningful tasks using the target language. These activities help learners focus on communication rather than accuracy alone.

Interactive methods offer numerous advantages in developing oral proficiency:

Firstly, they improve learners' fluency by providing more opportunities to speak. Secondly, they enhance confidence, as students practice language in a supportive environment. Thirdly, interactive methods increase motivation and engagement in the learning process. Additionally, they promote critical thinking and problem-solving skills. Most importantly, these approaches prepare learners for real-life communication.

Challenges in Implementation

Despite their effectiveness, interactive methods may present certain challenges. Teachers may face difficulties in managing large classrooms or ensuring equal participation among students. Time constraints can also limit the use of interactive activities. Moreover, some learners may feel shy or reluctant to participate actively.

To overcome these challenges, teachers should create a positive classroom atmosphere, provide clear instructions, and use a variety of activities to engage all learners.

Conclusion.

In conclusion, interactive methods and approaches play a vital role in developing oral proficiency in English. They transform the learning process from passive to active and provide learners with meaningful opportunities to practice speaking. Although there are some challenges in implementation, the benefits of these methods outweigh their limitations. Therefore, teachers are encouraged to incorporate interactive strategies into their teaching to enhance learners' communicative competence.

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HEDGING AS A PRAGMATIC UNIVERSAL CHARACTERISTIC OF SCIENTIFIC DISCOURSE

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Abstract: This article examines the phenomenon of hedging as a communicative tactic widely used in modern English language scientific discourse. English, serving as the global medium of international scientific communication, imposes specific requirements regarding the formalisation and precision of statements. Hedging, understood as the deliberate use of evasive, indefinite, or softened formulations, allows authors to reduce the categorical nature of assertions, demonstrate openness to discussion, observe the principles of politeness, and follow the conventions of scientific style.

Keywords: hedging, scientific discourse, communicative tactic, pragmatics, hedging devices, epistemic modality, politeness.

Annotatsiya: Ushbu maqola zamonaviy ingliz tilidagi ilmiy nutqda keng qo‘llaniladigan kommunikativ taktik sifatida hedging fenomenini o‘rganadi. Ingliz tili xalqaro ilmiy aloqa global vositasi sifatida bayonotlarning rasmiylashtirilishi va aniqligiga oid maxsus talablarni qo‘yadi. Hedging, qasddan qochqin, noaniq yoki yumshatilgan shakllardan foydalanish sifatida tushuniladi, mualliflarga da'volarning kategorikligini pasaytirish, muhokamaga ochiqlik ko‘rsatish, xushmuomalalik tamoyillariga rioya qilish va ilmiy uslub konventsiyalariga amal qilish imkonini beradi.

Kalit so‘zlar: hedjing, ilmiy nutq, kommunikativ taktik, pragmatika, hedjing vositalari, epistemik modallik, xushmuomalalik.

Аннотация

В статье исследуется феномен хеджирования как коммуникативной тактики, широко используемой в современном англоязычном научном дискурсе. Английский язык, выступая в роли глобального средства международного научного общения, предъявляет специфические требования к формализации и точности высказываний. Хеджирование, понимаемое как целенаправленное использование уклончивых, неопределенных или смягченных формулировок, позволяет авторам снижать категоричность утверждений, демонстрировать открытость к дискуссии, соблюдать принципы вежливости и следовать конвенциям научного стиля.

Ключевые слова: хеджирование, научный дискурс, коммуникативная тактика, прагматика, средства хеджирования, эпистемическая модальность, вежливость.

Since English has firmly established itself as the language of international scientific communication, a comprehensive study of the linguistic characteristics of modern English-language scientific discourse becomes a pressing task. The results obtained can be effectively used in teaching English for Academic Purposes (EAP) as well as in preparing students for studying in a foreign-language educational environment. Unlike everyday communication, the language of scientific description is formalised and follows explicit and implicit rules and conventions, with hedging devices making a significant contribution to this formalisation. The term “hedging” originally gained currency in economic theory and business, where it denotes operations aimed at

risk management. Etymologically, the term goes back to the English word *hedge* ("fence, living fence") and the verb *to hedge* ("to surround with a fence").

In linguistics, hedging is understood as a specific communicative tactic involving the deliberate use of evasive, indefinite, or softened statements, which is achieved through a range of linguistic means. In written scientific discourse, hedges serve to realise the following communicative intentions:

Shifting responsibility and softening categoricalness - the author softens direct assertions, reducing personal responsibility for the proposition and preventing or weakening possible objections from opponents.

Demonstrating openness and epistemic caution - the author shows the reader that they do not claim absolute truth, are open to discussion, or recognize that the available data are insufficient for definitive conclusions.

Politeness and tact (negative politeness) - the author observes the maxims of modesty and tact: softening praise of their own achievements and smoothing out criticism directed at opponents, thereby taking into account the "face" of the reader or opponent.

Following scientific conventions and integration into the community (positive politeness) - the use of hedges demonstrates the author's genre competence and their desire to be accepted into the scientific community.

Discourse analysis of English-language scientific articles on economics and business has made it possible to identify the following groups of lexical hedges:

Group	**Examples**	**Illustration**
Modal verbs	*may, might, could, would*	*Researchers **might** consider sampling…*
Epistemic verbs	*believe, assume, suggest, estimate, think, argue, indicate, propose*	*Given the small sample size, we **believe**…*
Perception verbs with a modal component	*seem, appear, tend*	*firms **tend** to be better performers*
Adjectives / adverbs of probability	*possible, (un)likely, probable, probably, perhaps*	***Perhaps** the most important finding…*
Approximators	*about, approximately, roughly, pretty, a (little) bit, often, occasionally, generally, usually, somewhat, somehow, quite*	*…**approximately** 2.5 mol/s*

Structural-grammatical devices include:

The pronouns *we / our* – they function as self-reference and also serve as a means of inclusivity and solidarity with the scientific community (e.g., *Previously, **we** empirically examined…; **Our** recent research suggests…*).

Introductory phrases with epistemic verbs - they introduce the author's opinion (e.g., ***We believe that** there is no simple explanation*).

Phrases referring to the source of knowledge – *according to, it is known, it is common knowledge, as Drucker suggested, several studies have suggested, on the basis of previous research.*

The "nominative with infinitive" construction – especially with *likely/unlikely* (e.g., *Customers **are likely to treat** technological innovations as…*).

Impersonal constructions with adjectives and verbs from the lexical hedging inventory: *It is conceivable; It is important to note; It has been argued that…*

Quite often, to enhance the effect of reducing categoricalness, authors combine several hedging devices simultaneously, for example: *it would seem somewhat unlikely that, we should perhaps acknowledge that.*

In English for Academic Purposes (EAP) courses, systematic attention should be paid to the hedging devices listed above. Students must not only understand the pragmatic effects of utterances containing hedges but also be able themselves to adequately express their communicative intentions in accordance with the existing norms of scientific speech. Cross-linguistic studies carried out on the basis of different languages make it possible to identify both universal and culture-specific manifestations of hedging as a communicative tactic [1; 2]. This confirms that hedging can be regarded as a **pragmatic universal** of scientific discourse, although the specific linguistic devices and their frequency may vary depending on the language and national academic tradition.

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LANGUAGE BARRIERS IN INTERNATIONAL BUSINESS AND THEIR ECONOMIC EFFECTS

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Annotation. This article examines the impact of language barriers on international business activities and their economic consequences. The findings suggest that overcoming language barriers contributes to improved business performance and strengthens international economic cooperation.

Keywords: *language barriers, international business, economic effects, communication, globalization, multilingual competence.*

Annotatsiya: Mazkur maqolada xalqaro biznes faoliyatida til to‘siqlarining ta’siri va ularning iqtisodiy oqibatlari tahlil qilinadi. Tadqiqot natijalari til to‘siqlarini kamaytirish xalqaro hamkorlikni mustahkamlash va iqtisodiy samaradorlikni oshirishga xizmat qilishini ko‘rsatadi.

Kalit so‘zlar: *til to‘siqlari, xalqaro biznes, iqtisodiy ta’sir, muloqot, globallashuv, ko‘p tillilik kompetensiyasi.*

Аннотация: В данной статье рассматривается влияние языковых барьеров на деятельность международного бизнеса и их экономические последствия. Результаты исследования показывают, что преодоление языковых барьеров способствует повышению эффективности бизнеса и укреплению международного экономического сотрудничества.

Ключевые слова: *языковые барьеры, международный бизнес, экономические последствия, коммуникация, глобализация, многоязычная компетенция.*

In the context of globalization, international business has become an essential part of the world economy. Companies increasingly operate across borders, interacting with partners, customers, and stakeholders from diverse linguistic and cultural backgrounds. However, language barriers remain one of the major challenges in international business communication. Ineffective communication can lead to misunderstandings, reduced productivity, and significant financial losses. Language differences not only affect daily business operations but also influence strategic decision-making, negotiations, and market expansion. In many cases, companies face difficulties in entering foreign markets due to a lack of linguistic competence and cultural awareness. Therefore, overcoming language barriers has become a critical factor for achieving success in global markets.

This article aims to analyze the economic effects of language barriers in international business and explore possible solutions to minimize their negative impact. This research adopts a qualitative and partially mixed-method approach to investigate the impact of language barriers in international business and their economic effects. The study is primarily based on an extensive review of recent academic literature, including peer-reviewed journal articles, international business reports, and publications from global organizations such as the European Commission and World Trade Organization. In addition to the literature review, the research applies a comparative analysis method to examine differences between multinational companies that actively implement multilingual communication strategies and those that experience significant language-related challenges. This comparison helps to identify key factors influencing economic performance, including efficiency, transaction costs, and market expansion capabilities.

Literature review

J. Harzing and M. Pudelko, in their article “Language Barriers in Multinational Companies,” studied the impact of language barriers on management and performance in international firms. To conduct this research, the authors used empirical analysis and survey methods. The results show that language barriers complicate internal communication and slow down decision-making processes. However, the authors did not sufficiently consider the impact of AI-based translation technologies, which represents a research gap [1].

S. Tenzer, L. Terjesen, and A. Harzing, in their article “Language Differences and International Business Transactions,” examined the effect of language differences on international trade transactions. The study employed statistical analysis and regression models. The findings indicate that language barriers increase transaction costs and reduce negotiation efficiency. However, the lack of analysis focusing specifically on small businesses remains a research gap [2].

A. Kankaanranta and B. Louhiala-Salminen, in their article “Business Communication in English as a Lingua Franca,” explored the role of English as a global business language and its economic effects. The study used qualitative analysis and interview methods. The results show that having a common working language simplifies business processes, but differences in language proficiency create inequalities. The study does not sufficiently address the context of developing countries [3].

M. Fitzsimmons, in the article “Language Diversity and Firm Performance,” analyzed the impact of language diversity on firms’ economic outcomes. The research applied panel data analysis. The results demonstrate that language diversity fosters innovation but can also increase costs if not managed properly. However, the author did not deeply develop language management strategies, which remains a limitation [4].

Sh. Kholmatov and D. Karimova, in their article “Communication Problems in International Business,” studied the impact of language barriers on export-import activities. The research used analytical and comparative methods. The findings show that firms with low foreign language

proficiency face difficulties entering international markets and fall behind in competition. However, the role of digital translation tools was not sufficiently explored [5].

B. Rasulov in the article “The Importance of Language Factor in the Global Economy,” examined the role of language in attracting foreign investment. The study employed statistical and empirical analysis methods. The results indicate that regions with higher language proficiency attract more foreign investment. However, the causal relationship was not deeply analyzed, which represents a research gap [6].

The study also utilizes the case study method, focusing on selected international companies and real-world business situations where language barriers have led to both negative and positive outcomes. These cases provide practical insights into how communication failures or successes affect negotiations, partnerships, and customer relations. Furthermore, elements of quantitative analysis are incorporated by referring to statistical data from international reports. These data help to support qualitative findings and demonstrate measurable economic impacts, such as increased operational costs or reduced market penetration. An interdisciplinary approach is a central aspect of this research. It integrates perspectives from economics, linguistics, international business, and education. In particular, the study examines how educational approaches like CLIL (Content and Language Integrated Learning) can contribute to reducing language barriers by developing both professional and communicative competencies. To ensure the reliability and validity of the research, multiple sources were cross-analyzed, and theoretical findings were compared with practical examples. This comprehensive methodology provides a deeper understanding of the role of language in shaping economic outcomes in international business.

SWOT (Analysis):

Strengths:	**Weaknesses:**
Multilingual competence improves communication	High cost of language training
Better negotiation and partnerships	Time-consuming learning process
Increased global competitiveness	Dependence on translators
Reduced misunderstandings	Risk of misinterpretation
Opportunities:	Threats:
Entry into new international markets	Financial losses due to miscommunication
Implementation of CLIL approach	Cultural misunderstandings
Development of AI translation tools	Strong global competition

The results of this study demonstrate that language barriers remain one of the most critical challenges in international business communication. The analysis shows that even minor linguistic misunderstandings can escalate into significant economic consequences, including failed negotiations, contract disputes, delayed decision-making, and reduced customer satisfaction. One of the key findings is that companies operating in multilingual environments tend to achieve higher levels of efficiency and competitiveness. These organizations invest in language training programs, intercultural communication strategies, and digital translation tools, which significantly reduce

communication errors. As a result, they are better positioned to expand into foreign markets and maintain long-term partnerships. In contrast, businesses that neglect language competence often experience increased operational costs. These costs are associated with hiring interpreters, correcting communication errors, and resolving conflicts caused by misinterpretation. Furthermore, such companies face difficulties in establishing trust with international partners, which directly affects their market performance. Another important finding is the role of education, particularly CLIL (Content and Language Integrated Learning). The integration of language learning with subject content enables learners to develop both professional and communicative competencies simultaneously. This approach prepares future specialists for real-life business environments where multilingual communication is essential. The discussion also highlights that language barriers are not only a communication issue but also a strategic economic factor. In the context of globalization, the ability to communicate effectively determines access to markets, investment opportunities, and international partnerships. Moreover, technological advancements such as artificial intelligence-based translation systems and business communication platforms are gradually reducing the negative effects of language barriers. However, technology alone cannot fully replace human intercultural competence, emotional intelligence, and contextual understanding. Therefore, a combined approach involving education, technology, and organizational strategy is necessary to minimize the economic impact of language barriers in international business.

In conclusion, language barriers remain a significant challenge in international business, directly affecting communication efficiency and economic performance. The study shows that these barriers lead to misunderstandings, increased costs, and reduced competitiveness in global markets. However, their negative impact can be minimized through multilingual education, modern communication technologies, and intercultural competence development. CLIL-based learning also plays an important role in preparing professionals capable of effective international interaction. Overall, overcoming language barriers is essential for achieving sustainable global business success.

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IRON DEFICIENCY ANEMIA IN SCHOOL-AGED CHILDREN

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Abstract: In the context of globalization, foreign language education has become a key factor in improving the quality of education and fostering international cooperation. This paper examines innovative approaches to teaching foreign languages, the role of intercultural communication, and the effective use of international experience in modern education systems. It also highlights current challenges in improving language teaching quality and proposes practical solutions for developing foreign language skills among youth in New Uzbekistan. The study emphasizes the importance of integrating modern pedagogical technologies and global best practices into the educational process.

Keywords: foreign language education, innovative pedagogy, intercultural communication, global education, modernization, Uzbekistan, language competence

Annotatsiya: Globallashuv sharoitida xorijiy tillarni o‘qitish ta’lim sifatini oshirish va xalqaro hamkorlikni rivojlantirishning muhim omiliga aylandi. Ushbu maqolada xorijiy tillarni o‘qitishda innovatsion yondashuvlar, madaniyatlararo kommunikatsiyaning o‘rni hamda zamonaviy ta’lim tizimida xalqaro tajribadan samarali foydalanish masalalari tahlil qilinadi. Shuningdek, xorijiy tillarni o‘qitish sifatini oshirishdagi mavjud muammolar ko‘rib chiqilib, Yangi O‘zbekiston yoshlari orasida til ko‘nikmalarini rivojlantirish bo‘yicha amaliy takliflar beriladi. Tadqiqot natijalari zamonaviy pedagogik texnologiyalar va ilg‘or xorijiy tajribalarni ta’lim jarayoniga joriy etish muhimligini ko‘rsatadi.

Kalit so‘zlar: xorijiy tillar, innovatsion ta’lim, madaniyatlararo kommunikatsiya, globallashuv, modernizatsiya, til ko‘nikmalari.

Аннотация: В условиях глобализации обучение иностранным языкам становится важным фактором повышения качества образования и развития международного сотрудничества. В статье рассматриваются инновационные подходы к преподаванию иностранных языков, роль межкультурной коммуникации, а также эффективное использование международного опыта. Анализируются существующие проблемы и предлагаются решения для развития языковых навыков молодежи Нового Узбекистана.

Ключевые слова: железодефицитная анемия, дети школьного возраста, питание, гемоглобин, когнитивное развитие, профилактика, препараты железа.

Foreign language education is a fundamental component of the modern international education system and plays a crucial role in shaping globally competent individuals. In the context of rapid globalization, the ability to communicate effectively in multiple languages has become an essential skill for academic, professional, and social success. Foreign languages serve not only as a means of communication but also as a tool for accessing knowledge, fostering intercultural understanding, and promoting international cooperation. In countries undergoing educational reforms, such as Uzbekistan, the development of foreign language education is closely linked to national strategies aimed at modernization and global integration.

The growing demand for foreign language proficiency has led to significant transformations in teaching methodologies and educational approaches. Traditional grammar-based instruction is gradually being replaced by communicative and competency-based approaches that focus on real-life language use. Modern pedagogical technologies, including communicative language teaching (CLT), task-based learning (TBL), and content and language integrated learning (CLIL), emphasize student-centered learning and active participation. These approaches aim to develop not only

linguistic competence but also critical thinking, creativity, and problem-solving skills among learners.

The quality of foreign language education largely depends on the professional competence of teachers. Highly qualified teachers who are proficient in both language and pedagogy are essential for effective instruction. Continuous professional development, participation in international training programs, and exposure to global best practices enable teachers to update their skills and adopt innovative teaching strategies. Moreover, the integration of digital technologies into teaching has created new opportunities for enhancing the learning process. Online platforms, mobile applications, virtual classrooms, and multimedia resources make language learning more interactive, flexible, and accessible.

Intercultural communication is another key aspect of foreign language education in the global context. Learning a foreign language involves understanding the cultural values, traditions, and communication styles of other societies. This process helps students develop intercultural competence, which is essential for successful interaction in multicultural environments. By incorporating authentic materials such as films, literature, and real-life communication scenarios into the curriculum, educators can create meaningful learning experiences that reflect real-world contexts. As a result, students become more open-minded, tolerant, and capable of engaging in international dialogue.

The effective use of international experience is critical for improving the quality of foreign language education. Many developed countries have implemented innovative teaching methods and advanced technologies that can serve as models for other educational systems. The adaptation of these practices requires careful consideration of local contexts, including cultural, social, and economic factors. International collaboration, exchange programs, and joint educational projects provide valuable opportunities for sharing knowledge and experience. Such initiatives contribute to the harmonization of educational standards and promote the integration of national education systems into the global educational space.

Despite the progress made in recent years, several challenges continue to affect the quality of foreign language education. One of the main issues is the shortage of qualified teachers, particularly in rural and remote areas. Limited access to modern educational resources and technologies also hinders the effective implementation of innovative teaching methods. In some cases, outdated curricula and assessment systems fail to reflect current educational needs and global trends. Additionally, low student motivation and lack of practical language use opportunities can negatively impact learning outcomes.

Addressing these challenges requires a comprehensive and systematic approach. Educational reforms should focus on improving teacher training programs, updating curricula, and expanding access to digital learning resources. The introduction of modern assessment methods that evaluate communicative competence rather than rote memorization is also essential. Furthermore, creating a supportive learning environment that encourages active participation, collaboration, and independent learning can significantly enhance student motivation and engagement.

In the context of New Uzbekistan, the development of foreign language skills among young people is a strategic priority. Government initiatives aimed at improving language education include the introduction of modern teaching standards, the expansion of international partnerships, and the promotion of digital learning technologies. Special attention is given to early language learning, as starting education at a young age significantly improves language acquisition. Programs that support talented students and provide opportunities for studying abroad also play an important role in developing a competitive and highly skilled workforce.

The integration of innovative technologies into foreign language education is one of the most promising directions for future development. Artificial intelligence, adaptive learning systems, and virtual reality technologies offer new possibilities for personalized and immersive learning experiences. These tools allow students to practice language skills in realistic environments and receive immediate feedback, which enhances learning efficiency. At the same time, the role of

teachers remains essential, as they guide the learning process, provide support, and create meaningful educational experiences.

In conclusion, foreign language education is a key driver of educational modernization and global integration. The implementation of innovative pedagogical approaches, the development of intercultural competence, and the effective use of international experience significantly contribute to improving the quality of education. Overcoming existing challenges and continuing educational reforms are essential for achieving sustainable progress. The development of foreign language skills among young people not only enhances individual opportunities but also strengthens a country's position in the global community and supports its long-term development.

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CHALLENGES IN TEACHING ENGLISH IN NON-ENGLISH SPEAKING COUNTRIES

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Abstract: The teaching of English in non-English speaking countries presents a variety of challenges that affect both educators and learners. As English continues to function as a global lingua franca in education, business, and international communication, the demand for effective English language instruction has increased worldwide. However, factors such as limited exposure to authentic language environments, cultural differences, lack of resources, and varying levels of learner motivation can hinder the teaching and learning process. This article examines the major challenges faced in teaching English in non-English speaking contexts and explores possible strategies to overcome them. The study emphasizes the importance of adapting teaching methods to

local conditions and highlights the role of modern technology and communicative approaches in improving learning outcomes.

Key Words: English language teaching, non-English speaking countries, language barriers, communicative approach, learner motivation, educational challenges, ESL

Аннотация: Преподавание английского языка в неанглоязычных странах сопряжено с рядом трудностей, затрагивающих как преподавателей, так и учащихся. Поскольку английский язык продолжает функционировать как глобальный язык межнационального общения в образовании, бизнесе и международной коммуникации, спрос на эффективное обучение английскому языку во всем мире возрос. Однако такие факторы, как ограниченный доступ к аутентичной языковой среде, культурные различия, нехватка ресурсов и разный уровень мотивации учащихся, могут препятствовать процессу преподавания и обучения. В данной статье рассматриваются основные проблемы, с которыми сталкиваются преподаватели английского языка в неанглоязычных странах, и исследуются возможные стратегии их преодоления. В исследовании подчеркивается важность адаптации методов обучения к местным условиям и выделяется роль современных технологий и коммуникативных подходов в улучшении результатов обучения.

Ключевые слова: преподавание английского языка, неанглоязычные страны, языковые барьеры, коммуникативный подход, мотивация учащихся, образовательные проблемы, английский как второй язык.

Annotatsiya: Ingliz tilida so‘zlashmaydigan mamlakatlarda ingliz tilini o‘qitish o‘qituvchilar va o‘quvchilarga ta'sir qiluvchi turli xil qiyinchiliklarni keltirib chiqaradi. Ingliz tili ta'lim, biznes va xalqaro muloqotda global lingua franca sifatida faoliyat yuritishda davom etar ekan, butun dunyo bo‘ylab samarali ingliz tilini o‘qitishga talab oshdi. Biroq, haqiqiy til muhitiga cheklangan ta'sir, madaniy farqlar, resurslarning yetishmasligi va o‘quvchilarning turli darajadagi motivatsiyasi kabi omillar o‘qitish va o‘rganish jarayoniga to‘sqinlik qilishi mumkin. Ushbu maqolada ingliz tilida so‘zlashmaydigan sharoitlarda ingliz tilini o‘qitishda duch keladigan asosiy qiyinchiliklar ko‘rib chiqiladi va ularni yengib o‘tishning mumkin bo‘lgan strategiyalari o‘rganiladi. Tadqiqotda o‘qitish usullarini mahalliy sharoitlarga moslashtirish muhimligi ta'kidlanadi va o‘quv natijalarini yaxshilashda zamonaviy texnologiyalar va kommunikativ yondashuvlarning roli ta'kidlanadi.

Kalit so‘zlar: Ingliz tilini o‘qitish, ingliz tilida so‘zlashmaydigan mamlakatlar, til to‘siqlari, kommunikativ yondashuv, o‘quvchilarning motivatsiyasi, ta'limdagi qiyinchiliklar, ESL

English has become one of the most important global languages, widely used in international communication, education, and professional fields. In non-English speaking countries, English is typically taught as a foreign language, and students often have limited opportunities to use it outside the classroom. Despite significant efforts to improve English education, many challenges remain that affect the effectiveness of teaching and learning.

These challenges are influenced by various factors, including educational systems, cultural contexts, teacher qualifications, and access to resources. Understanding these difficulties is essential for developing effective teaching strategies that can help learners achieve proficiency in English. This article aims to analyze the key challenges in teaching English in non-English speaking countries and to propose practical solutions. One of the most significant challenges in non-English speaking countries is the lack of exposure to English in everyday life. Unlike learners in English-speaking countries, students in these contexts rarely use English outside the classroom. This limited exposure reduces opportunities for practicing speaking and listening skills, which are essential for language development. As a result, students may have a good understanding of grammar and vocabulary but struggle to communicate effectively. To address this issue, teachers can create immersive classroom environments by using English as the primary language of instruction and incorporating authentic materials such as videos, podcasts, and real-life conversations.

The interference of the learners’ native language is another major challenge. Students often transfer grammatical structures, pronunciation patterns, and vocabulary from their first language into English, leading to errors. This phenomenon, known as language interference, can affect both

accuracy and fluency. For example, differences in sentence structure or pronunciation may cause learners to produce incorrect forms in English. Teachers need to be aware of these differences and provide targeted instruction to help students overcome them. Contrastive analysis and focused practice can be useful in addressing language interference. In many non-English speaking countries, there is a shortage of well-trained and qualified English teachers. Some teachers may have strong theoretical knowledge but lack practical teaching skills, while others may have limited proficiency in English. This can negatively impact the quality of instruction and students' learning outcomes.

Professional development programs, teacher training workshops, and continuous education are essential for improving teachers' skills. Providing access to modern teaching resources and methodologies can also help teachers deliver more effective lessons. Motivation plays a crucial role in language learning, but many students in non-English speaking countries lack motivation to learn English. This may be due to a lack of interest, limited understanding of the importance of English, or negative learning experiences.

To increase motivation, teachers should use engaging and relevant materials that connect with students' interests and future goals. Interactive activities, real-life tasks, and the use of technology can make learning more enjoyable and meaningful. Encouraging a positive classroom environment is also important for maintaining student motivation. Another significant challenge is the lack of adequate teaching resources, particularly in developing countries. Schools may not have access to modern textbooks, audio-visual materials, or technological tools. This limits the variety of teaching methods that can be used and reduces opportunities for interactive learning. To overcome this issue, teachers can make use of freely available online resources and adapt materials to suit their classroom needs. Governments and educational institutions should also invest in improving infrastructure and providing necessary resources for effective language teaching. Large class sizes are a common problem in many educational systems. When there are too many students in a class, it becomes difficult for teachers to provide individual attention and manage interactive activities. This can limit student participation and reduce the effectiveness of communicative teaching methods.

One possible solution is to use group work and pair activities, which allow students to interact with each other even in large classes. Teachers can also use classroom management techniques to ensure that all students are actively involved in the learning process. Cultural factors can also influence the teaching and learning of English. In some cultures, students may be accustomed to teacher-centered instruction and may feel uncomfortable participating in interactive activities. Differences in learning styles and expectations can affect how students respond to various teaching methods.

Teachers should be sensitive to cultural differences and adapt their approaches accordingly. Gradually introducing interactive methods and creating a supportive environment can help students become more comfortable with active participation.

In conclusion, teaching English in non-English speaking countries involves a range of challenges, including limited exposure to the language, native language interference, lack of qualified teachers, low motivation, insufficient resources, large class sizes, and cultural differences. These challenges can significantly impact the effectiveness of language instruction and students' learning outcomes.

However, with appropriate strategies and adaptations, these challenges can be addressed. The use of communicative approaches, interactive methods, and modern technology can enhance the learning experience and improve students' language proficiency. It is essential for educators, institutions, and policymakers to work together to create supportive environments that facilitate effective English language teaching and learning.

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USING DIGITAL TECHNOLOGIES AND SMARTPHONE APPLICATIONS FOR LANGUAGE LEARNING

디지털 기술과 스마트폰 애플리케이션을 활용한 언어 학습

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서론 디지털 기술과 스마트폰 애플리케이션은 현대 언어 학습 방식에 큰 변화를 가져오고 있다. 학습자들은 시간과 장소의 제약 없이 모바일 기기를 통해 다양한 언어 콘텐츠에 접근할 수 있으며, 듣기·말하기·읽기·쓰기 능력을 균형 있게 향상시킬 수 있다. 특히, 인공지능 기반 기능과 맞춤형 학습 시스템은 학습자의 수준과 필요에 맞춘 개인화된 학습 경험을 제공한다. 또한, 음성 인식 기술을 활용하여 발음을 교정하거나 실시간 피드백을 받을 수 있어 학습 효과를 높인다. 더불어, 게임화 요소를 적용한 애플리케이션은 학습자의 흥미와 동기를 유도하여 지속적인 학습을 가능하게 한다. 이러한 디지털 도구들은 전통적인 학습 방법을 보완하며, 보다 효율적이고 자기주도적인 언어 학습 환경을 조성하는 데 중요한 역할을 하고 있다.

1.1 연구 배경 및 문제 제기

지난 10년 동안 환경 문제는 점점 확대되며 사회적 주요 관심사로 자리 잡고 있다. 대부분의 선진국들은 환경 악화와 그것이 경제 및 정책에 미치는 영향에 대해 지속적으로 관심을 가져왔다(Ramayah et al., 2010). 급속한 경제 발전으로 인한 부의 증가와 함께, 세계 여러 지역의 시민들은 환경 파괴가 일상생활에 미치는 유해한 영향에 대해 점점 더 큰 관심을 보이고 있다(Li, 1997). 전 세계 정부는 지속가능성 목표를 달성하기 위해 온실가스 배출을 줄이고 자원 효율성을 높이기 위한 정책을 추진하고 있다(Simpson, 2012). 또한, 가장 큰 오염을 유발하는 산업을 식별하는 것은 단기간 내 배출량을 줄이기 위한 효과적인 전략이라는 점도 중요하다(Davda, 2024).

관광 산업은 전 세계적으로 환경 문제를 야기하는 주요 산업 중 하나이다. The World Counts(2024)에 따르면, 관광은 지역 자연자원의 고갈뿐만 아니라 오염 및 폐기물 문제를 초래하며, 특히 자원이 이미 부족한 지역에서 과도한 소비를 통해 자연자원에 큰 부담을 준다. 또한 관광은 토지 이용에 심각한 압력을 가하여 토양 침식, 환경 오염 증가, 자연 서식지 파괴, 멸종 위기 종에 대한 부담 증가 등을 초래할 수 있다. 관광 산업은 전 세계 온실가스 배출량의 5% 이상을 차지하며, 이 중 약 90%는 교통 부문에서 발생한다. 2030년까지 관광으로 인한 이산화탄소 배출량은 2016년 1,597백만 톤에서 1,998백만 톤으로 약 25% 증가할 것으로 예상된다. 이러한 영향은 결국 관광 산업이 의존하고 있는 환경 자원을 점진적으로 훼손할 수 있다.

환경 지속가능성을 향상시키기 위한 노력은 정보시스템(IS) 연구 분야에서 점점 더 큰 주목을 받고 있다(Hilpert et al., 2014; Lei & Ngai, 2013). 정보통신기술(ICT)은 사람들의 행동을 변화시키는 데 효과적인 수단으로 여겨진다. 실제로 다양한 정보 피드백을 통해 여행 행동을 변화시키려는 연구들이 활발히 이루어져 왔다(Ampt, 2003; Fujii & Taniguchi, 2005; Richter, Friman, & Gärling, 2011).

특히 Fogg(2002)가 제시한 ‘설득 기술(persuasive technology)’ 개념 이후, 기술을 활용한 행동 변화 연구에 대한 관심이 급증하였다. 이는 사용자들의 태도와 행동을 설득을 통해 변화시키기 위해 설계된 기술을 의미한다.

혁신적인 정보기술은 사람들의 기존 생활 방식에 큰 영향을 미쳐 왔다. 특히 스마트폰은 행동 변화 개입 수단으로서 매우 주목할 만하고 유망한 도구이다. 스마트폰은 사회 전반에 걸쳐 널리 보급되고 일상적으로 사용되고 있기 때문에, 대규모이면서도 비용 효율적인 방식으로 행동 변화를 유도할 수 있다(Lathia et al., 2013). 스마트폰 애플리케이션은 다양한 기능을 제공하여 사용자들의 일상생활에서 여러 요구를 충족시킨다. 네트워크 기술의 지속적인 발전과 모바일 기기의 대중화로 인해 모바일 애플리케이션의 인기는 더욱 높아지고 있다(Cheng et al., 2015). 특히 여행 관련 모바일 애플리케이션은 여행의 다양한 단계에서 필요한 정보와 지원을 제공함으로써 많은 사용자들의 관심을 끌고 있다(Wu et al., 2022).

2024년 기준 약 395만 개의 모바일 애플리케이션이 안드로이드 사용자들이 다운로드할 수 있도록 제공될 것으로 추정된다(Curry, 2024). 또한 State of Mobile 보고서(2024)에 따르면, 2023년 여행 관련 애플리케이션 다운로드 수는 30억 건을 초과하여 2022년의 27억 건 대비 약 13% 증가하였다(Sorrells, 2024).

구글 플레이 스토어를 대상으로 한 환경 관련 모바일 애플리케이션 분석에서는 흥미로운 결과가 나타났다. ‘폐기물’, ‘오염’, ‘생태계’, ‘환경 지속가능성’ 등 총 22개의 키워드를 활용한 검색 결과, 약 262개의 그린 앱이 존재하는 것으로 추정되었다. 기존 연구에서 다루어진 지속가능 모바일 애플리케이션 중 일부는 피드백 시스템 형태를 띠고 있으며, 이러한 그린 앱들은 사용자에게 지속가능성과 관련된 정보를 제공하고 주로 에너지 및 교통 부문에 초점을 맞추고 있다(Brauer et al., 2016). 현재 앱 스토어에는 친환경적인 생활방식, 개인의 일일 탄소 배출량 계산, 친환경적인 목적지·레스토랑·호텔 탐색 등과 관련된 정보를 제공하는 다양한 환경 지속가능 모바일 애플리케이션이 존재한다.

정보기술을 기반으로 한 이러한 새로운 형태의 친환경 행동은 사람들이 환경을 보호할 수 있도록 하는 새로운 방식을 제시한다(Zhang et al., 2019). 본 연구는 ‘EcoTour Explorer’와 같은 그린 모바일 애플리케이션에 관한 것이다. ‘EcoTour Explorer’는 지속가능한 여행 행동을 장려하기 위해 관련 정보와 가이드라인을 제공하는 친환경 애플리케이션이다. 이 애플리케이션은 Shawal Zahid(2023)에 의해 개발되었으며, 그의 초기 모바일 애플리케이션으로 소개되었다. ‘EcoTour Explorer’는 여행자들이 보다 지속가능하고 친환경적인 방식으로 세계를 탐험할 수 있도록 필요한 도구와 지식을 제공하는 혁신적인 모바일 애플리케이션이다.

이 앱은 여행 계획 수립, 교통수단 선택, 책임 있는 관광 실천 방식에 변화를 가져오는 것을 목표로 한다. EcoTour는 친환경 여행자와 지속가능 관광 제공자를 연결하는 종합 플랫폼으로, 사용자는 친환경 숙박시설, 교통수단 및 활동에 대한 정보를 얻을 수 있으며, 책임 있는 관광을 실천하는 지역사회와도 연결될 수 있다. 또한 이 애플리케이션을 통해 여행자는 탄소 발자국을 줄이고, 지역 경제를 지원하며, 자연 생태계를 보호할 수 있다.

본 연구의 핵심 목적은 전 세계를 여행하는 과정에서 여행자들이 이러한 그린 애플리케이션을 어떻게 수용하고 이용하려는지를 분석하는 데 있다. 즉, 그린 애플리케이션 사용에 대한 의도와 수용 수준을 규명하는 것을 목표로 한다. ‘채택(adoption)’과 ‘수용(acceptance)’이라는

용어는 특정 기술을 사용하려는 개인의 의지를 설명하는 개념이다(Brauer et al., 2016). 기술 수용 이론은 기술 사용과 관련된 개인의 행동을 설명한다. 이에 본 연구에서는 기술 사용에 대한 행동 의도를 설명하는 대표적인 이론 중 하나인 Theory of Planned Behavior를 적용하였다.

Icek Ajzen(1991)에 따르면, TPB는 행동 의도를 실제 행동을 결정하는 직접적인 요인으로 본다. 행동 의도는 특정 행동에 영향을 미치는 동기적 요인을 반영하며, 개인이 얼마나 노력할 의지가 있는지 또는 얼마나 많은 노력을 기울일 계획인지를 나타낸다. 따라서 행동 의도는 실제 행동과 밀접하게 관련되어 있으며, 행동 의도를 예측할 수 있다면 행동 역시 예측할 수 있다고 본다. 이 이론에서는 태도(AT), 주관적 규범(SN), 지각된 행동 통제(PBC)가 행동 의도를 예측하는 주요 변수로 활용된다(Donald et al., 2014).

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THE FEATURES OF ACRONYMS IN AVIATION TERMINOLOGY

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Annotation. This study examines the role and linguistic characteristics of acronyms in Aviation English terminology. The paper analyzes the structural formation, functional significance, and communicative role of acronyms in professional aviation discourse. The findings indicate that acronyms simplify complex technical expressions, support rapid information exchange, and contribute to the standardization of aviation communication.

Key words: Aviation English, acronyms, aviation terminology, linguistic analysis, abbreviation, aviation communication, ESP.

Аннотация. В данном исследовании рассматриваются роль и лингвистические особенности акронимов в терминологии авиационного английского языка. В статье анализируются структурное образование, функциональная значимость и коммуникативная роль акронимов в профессиональном авиационном дискурсе. Результаты исследования показывают, что акронимы упрощают сложные технические выражения, способствуют быстрому обмену информацией и обеспечивают стандартизацию авиационной коммуникации.

Ключевые слова: авиационный английский язык, акронимы, авиационная терминология, лингвистический анализ, аббревиатура, авиационная коммуникация, ESP (английский язык для специальных целей).

Annotatsiya. Ushbu tadqiqot aviatsiya ingliz tili terminologiyasida akronimlarning o‘rni va lingvistik xususiyatlarini o‘rganadi. Maqolada akronimlarning strukturaviy shakllanishi, funksional ahamiyati hamda professional aviatsiya diskursidagi kommunikativ roli tahlil qilinadi. Tadqiqot natijalari shuni ko‘rsatadiki, akronimlar murakkab texnik ifodalarni soddalashtiradi, tezkor axborot almashinuvini qo‘llab-quvvatlaydi va aviatsiya kommunikatsiyasining standartlashuviga xizmat qiladi.

Kalit so‘zlar: aviatsiya ingliz tili, akronimlar, aviatsiya terminologiyasi, lingvistik tahlil, qisqartma, aviatsiya kommunikatsiyasi, ESP (maxsus maqsadlar uchun ingliz tili).

Aviation English is recognized as one of the most standardized forms of professional communication in the world. Due to the international nature of aviation operations, communication must be fast, clear, and unambiguous in order to ensure operational safety and efficiency [1]. One of the linguistic mechanisms that supports this requirement is the extensive use of acronyms. Acronyms have become an integral part of aviation terminology because they allow complex technical expressions to be shortened into compact and easily recognizable forms. Terms such as *ATC* (Air Traffic Control), *ILS* (Instrument Landing System), *FMS* (Flight Management System), and *TCAS* (Traffic Collision Avoidance System) are widely used in aviation discourse [2]. These

abbreviated forms contribute to faster communication, particularly in time-sensitive operational environments.

The development of acronyms in aviation is closely related to technological advancement and the increasing complexity of aviation systems. As new technologies and procedures emerge, new terminological units are created, many of which are later transformed into acronyms for practical use. This process reflects the tendency of specialized language toward linguistic economy and standardization [3]. From a linguistic perspective, acronyms represent a productive word-formation process within Aviation English. They function not only as lexical units but also as markers of professional identity and specialized discourse. However, despite their efficiency, acronyms may also create difficulties for non-native speakers who are unfamiliar with technical abbreviations or who struggle to decode their meanings in context [4]. Therefore, this study aims to analyze the structural and functional characteristics of acronyms in aviation terminology and to examine their role in professional communication.

Acronyms are among the most frequently used lexical units in Aviation English. They are formed by combining the initial letters of multi-component terms and are pronounced either as separate letters or as complete words. Their primary function is to simplify communication while preserving semantic precision.

Structurally, aviation acronyms can be divided into several categories. The first category includes acronyms pronounced letter by letter, such as *ATC* (Air Traffic Control), *FAA* (Federal Aviation Administration), and GPS (Global Positioning System). These forms are common in operational and technical communication because they are short and easily transmitted over radio communication channels [2].

The second category includes acronyms pronounced as words, such as *TCAS* and *NOTAM* (Notice to Air Missions). These units gradually become lexicalized and function almost as independent words within aviation discourse. Their frequent usage demonstrates how abbreviations evolve into stable terminological elements [3].

Another important feature of aviation acronyms is their role in ensuring communicative efficiency. Aviation communication often takes place under time pressure, where rapid information exchange is critical. In such situations, acronyms reduce speech length and minimize the risk of transmission errors. This linguistic economy is particularly important in pilot–controller interactions [1]. However, the use of acronyms also presents certain challenges. Non-native speakers and trainee pilots may experience difficulties in understanding unfamiliar abbreviations, especially when acronyms have multiple meanings depending on context. In some cases, misunderstanding of acronyms may negatively affect communication accuracy and situational awareness [4].

Context-based learning and simulation exercises can help learners use acronyms more effectively in professional communication environments.

Figure 1. *Functions of acronyms in Aviation communication*

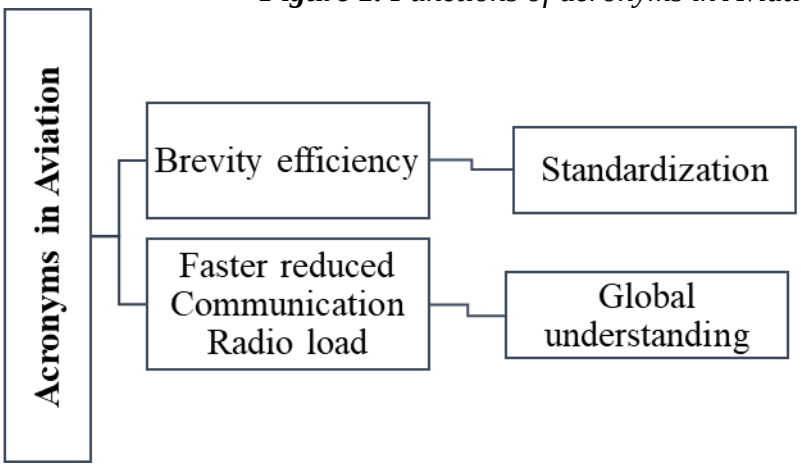

Figure 1 illustrates the major communicative functions of acronyms in Aviation English. The diagram demonstrates how abbreviations contribute to operational efficiency, reduce communication time, and support international standardization.

Furthermore, acronyms contribute to the standardization of aviation discourse. International aviation organizations, especially ICAO, promote unified terminology and abbreviation systems in order to maintain consistency in global communication [1]. As a result, acronyms function as an essential part of the linguistic framework of aviation communication. From a pedagogical perspective, the teaching of Aviation English should include systematic instruction on acronym formation, interpretation, and contextual usage. Students should not only memorize abbreviations but also understand their semantic and operational significance.

In conclusion, acronyms play a central role in Aviation English terminology by supporting brevity, precision, and efficiency in communication. Their widespread use reflects the need for standardized and time-efficient language in aviation operations. The study demonstrates that acronyms are not merely shortened forms of technical expressions but important linguistic units that contribute to the organization of professional discourse. At the same time, their complexity may create comprehension difficulties for non-native speakers, highlighting the importance of specialized language training. From a linguistic point of view, the analysis of aviation terminology offers important insights into word formation, lexical organization, and the functional structure of specialized language. It also emphasizes the significant role of context in understanding meaning, especially within professional communication. Accordingly, this study is intended to examine the structural features of both single-component and multi-component terms in Aviation English, with particular attention to their formation, usage, and communicative functions. Through the investigation of these aspects, the research aims to enhance understanding of aviation terminology and its relevance to linguistic research as well as language teaching practices.

Overall, understanding the structural and functional characteristics of aviation acronyms is essential for effective communication, language teaching, and the further development of Aviation English terminology.

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V SHO‘BA. YANGI O‘ZBEKISTON YOSHLARINING XORIJIY TIL KO‘NIKMALARINI OSHIRISH MUAMMOLARI VA YECHIMLARI

LES PHRASEOLOGISMES INTERNATIONAUX: ENTRE UNIVERSALITE SEMANTIQUE ET SPECIFICITE CULTURELLE

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Annotatsiya. Mazkur maqolada fransuz, o‘zbek, ingliz va rus tillaridagi internatsional frazeologik birliklarning lingvokognitiv va lingvomadaniy xususiyatlari qiyosiy tahlil qilinadi. Tahlil natijasida turli tillarda bir xil ma’no ifodalanishiga qaramay, ifoda vositalarining farqlanishi madaniy, geografik va kognitiv omillar bilan izohlanishi ko‘rsatib beriladi.

Kalit so‘zlar: internatsionallik, frazeologik birlik, zoonim, somatizm, lingvokognitiv tahlil, lingvomadaniyat, qiyosiy tahlil, semantika.

Аннотация. В данной статье проводится сравнительный анализ лингвокогнитивных и лингвокультурологических особенностей интернациональных фразеологических единиц во французском, узбекском, английском и русском языках. Результаты исследования показывают, что различия в средствах выражения одного и того же значения обусловлены культурными, географическими и когнитивными факторами.

Ключевые слова: интернациональность, фразеологизм, зооним, соматизм, лингвокогнитивный анализ, лингвокультурология, сравнительный анализ, семантика.

Abstract. This article presents a comparative analysis of the linguo-cognitive and linguo-cultural features of international phraseological units in French, Uzbek, English, and Russian. The findings demonstrate that differences in expressing the same meaning across languages are determined by cultural, geographical, and cognitive factors.

Keywords: internationality, phraseological unit, zoonym, somatism, linguo-cognitive analysis, linguo-cultural studies, comparative analysis, semantics.

L’internationalité est un phénomène linguistique et culturel qui reflète les points communs entre les langues et les cultures. Les proverbes, dictons et unités phraséologiques internationaux expriment des notions similaires entre les peuples et les nations. Les phraséologismes internationaux dans quatre langues (français, ouzbek, anglais et russe) sont considérés comme identiques par leur sens, leur structure (modèle) et leur composant zoonymique. (1, 30) Par exemple :

Fransuz tilida:	**Ingliz tilida:**	**Rus tilida:**	**O‘zbek tilida:**
Chien qui aboie ne mord pas;	A barking dog never bites;	Не бойся собаки брехливой, бойся молчаливой;	Hurgan it qopmas;
répéter qch. comme un perroquet;	To repeat as parrot;	повторять как попугай;	To‘tidek takrorlamoq;
être comme chien et chat ;	Fight like cat and dog;	быть как кошка с собакой;	It-mushuk bo‘lmoq;

Les caractéristiques des zoonymes se projettent dans le sens des expressions phraséologiques : courage (chien), bavardage (perroquet), hostilité (chien et chat), douceur (agneau), saleté (cochon), force (bœuf).

D’un point de vue linguo-cognitif, les somatismes jouent également un rôle important dans les expressions internationales.[3] Par exemple :

Fransuz tilida:	**O‘zbek tilida:**	**Rus tilida:**	**Ingliz tilida:**
Avoir les mains	Qo‘li kalta bo‘lmoq	Связаны руки	To have one’s hands

liées			tied
Avoir le cœur brisé	Yuragi ezilmoq	Разбитое сердце	Have a broken heart
Autant de têtes, autant d'avis	Har kallada har xayol	Сколько голов, столько умов	So many men, so many minds

Les somatismes sont liés à la cognition humaine :

- **tête** → centre de la pensée
- **cœur** → centre des émotions
- **main** → action et activité pratique

C'est pourquoi les significations exprimées à travers les somatismes sont souvent similaires dans différentes langues. (2, 104)

Pourquoi les moyens d'exprimer un même sens diffèrent-ils selon les langues ? Parce que les codes culturels nationaux sont differentes. Par exemple :

- *un froid de canard* (français)
- *beastly cold* (anglais)
- *собачий холод* (russe)
- *qora sovuq* (ouzbek)

Ces différences sont influencées par les conditions géographiques et culturelles.[6]

Dans certaines expressions:

- le français associe le froid au **canard**
- le russe au **chien**
- l'anglais à des animaux résistants
- l'ouzbek utilise d'autres moyens linguistiques

Dans le cadre de l'analyse comparative de ces langues, une similarité partielle, limitée à trois systèmes linguistiques, peut être observée à travers l'expression ouzbèke « bo'rini gapirsang qulog'i ko'rinadi ». Celle-ci trouve son équivalent en français dans « quand on parle du loup, on en voit la queue » et en russe dans « про волка речь, а волк навстречу ». Toutefois, bien que ces unités phraséologiques reposent sur un même noyau zoonymique — en l'occurrence le loup — elles se différencient par la variation de leurs composants secondaires, ce qui témoigne d'une spécificité linguoculturelle propre à chaque langue. Ainsi, en français, la représentation métaphorique se construit autour de la **queue** du loup, suggérant une apparition indirecte ; en ouzbek, elle est associée à l'**oreille**, mettant en relief la perception auditive et la proximité ; tandis qu'en russe, l'image repose sur la présence immédiate du **loup lui-même**, sans médiation figurative supplémentaire.

Quant à la variante anglaise, « speak of the devil and he appears », elle se distingue par une substitution du zoonyme loup par l'élément mythologico-religieux the devil. Cette transformation entraîne une divergence au niveau du code culturel ainsi que du modèle cognitif sous-jacent. Par conséquent, en raison de cette différenciation sémantique et structurale, la variante anglaise ne saurait être classée parmi les phraséologismes internationaux à équivalence complète, ni sur le plan du modèle, ni sur celui de la composition lexicale, mais relève plutôt d'une équivalence partielle à caractère fonctionnel.

Nous examinerons les types de phraséologismes internationaux partiellement équivalents dans différentes langues (français, anglais, russe et ouzbek). Leur caractère international se manifeste par une similarité sémantique, tandis que les différences apparaissent au niveau de la forme ainsi que des composants zoonymiques ou somatiques, qui ne coïncident que partiellement. Par exemple, l'expression ouzbèke « anqoning urug'i » correspond en français à « un mouton à cinq pattes », en anglais à « a rare bird » et en russe à «белая ворона». Cette unité phraséologique désigne quelque chose d'extrêmement rare, introuvable. Dans la culture ouzbèke, anqo est un oiseau mythique — existant de nom mais non dans la réalité — souvent décrit comme le roi des oiseaux vivant sur le mont «Qof».

Ce sens phraséologique existe également dans d'autres langues, mais les moyens d'expression de la rareté reposent sur des zoonymes différents. Ainsi, en français, «un mouton à cinq pattes » évoque une anomalie biologique ; en anglais, « a rare bird » met l'accent sur la rareté ;

tandis qu'en russe, « белая ворона » (corbeau blanc) symbolise une exception inhabituelle. Ces divergences s'expliquent par les particularités culturelles propres à chaque peuple. Par exemple, dans la langue française, le zoonyme mouton constitue une source productive dans la formation des expressions idiomatiques, tandis qu'en russe et en anglais, la notion de rareté est associée à des oiseaux atypiques ou inexistants dans la réalité. Cette expression, apparue au XIXe siècle, a d'abord été attestée dans des œuvres littéraires avant de se généraliser dans l'usage courant.

Le caractère partiellement équivalent de cette unité phraséologique internationale dans les différentes langues (français, ouzbek, russe et anglais) se manifeste à travers les critères suivants :

- **similarité sémantique** : dans les quatre langues, l'idée de rareté exceptionnelle est exprimée ;
- **type fonctionnel** : il s'agit d'un phraséologisme nominatif ;
- **composants zoonymiques** : ils varient selon les langues — en français (mouton), en ouzbek (oiseau mythique), en russe (corbeau), en anglais (oiseau).

Les phraséologismes internationaux reflètent l'universalité culturelle et les spécificités des peuples. Leur étude comparative permet de mieux comprendre la sémantique, la cognition et la mentalité des différentes nations.

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"THE INTEGRATION OF ARTIFICIAL INTELLIGENCE (AI) TECHNOLOGIES INTO LANGUAGE LEARNING PROCESSES IN THE CONTEXT OF NEW UZBEKISTAN"

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Annotatsiya: Ushbu maqola Yangi O'zbekiston sharoitida sun'iy intellekt (SI) texnologiyalarining til o'rganish jarayoniga integratsiyasini tahlil qiladi. Maqolada chet tillari, xususan ingliz va o'zbek tillarini o'rganishda SI vositalarining afzalliklari, milliy til modellarini yaratish bo'yicha davlat tashabbuslari va ta'lim sifatini oshirishdagi imkoniyatlari ko'rib chiqiladi. Tadqiqot natijalari shuni ko'rsatadiki, SI shaxsiylashtirilgan o'qitish, real vaqt rejimidagi fikr-mulohaza va o'quvchilar faolligini oshirish orqali til o'rganish samaradorligini sezilarli darajada yaxshilashi mumkin. Shuningdek, past resursli tillar uchun NLP (tabiiy tilni qayta ishlash) vositalarining rivojlanishi va milliy suverenitetni ta'minlash masalalari muhokama qilinadi.

Аннотация: Данная статья анализирует интеграцию технологий искусственного интеллекта (ИИ) в процесс изучения языков в условиях Нового Узбекистана. В работе рассматриваются преимущества инструментов ИИ при изучении иностранных языков, в частности английского и узбекского, государственные инициативы по созданию национальных языковых моделей и возможности повышения качества образования. Результаты исследования показывают, что ИИ может значительно улучшить эффективность изучения языков за счет персонализированного обучения, обратной связи в реальном времени и повышения активности учащихся. Также обсуждаются вопросы развития инструментов НЛП для низкоресурсных языков и обеспечения национального суверенитета.

Annotation: This article analyzes the integration of artificial intelligence (AI) technologies into language learning processes in the context of New Uzbekistan. It examines the advantages of AI tools in learning foreign languages, particularly English and Uzbek, state initiatives for developing national language models, and opportunities to improve the quality of education. The research findings indicate that AI can significantly enhance language learning efficiency through personalized instruction, real-time feedback, and increased learner engagement. Issues related to the development of NLP tools for low-resource languages and ensuring digital sovereignty are also discussed.

Kalit so‘zlar: sun’iy intellekt, til o‘rganish, Yangi O‘zbekiston, tabiiy tilni qayta ishlash (NLP), milliy til modeli, shaxsiylashtirilgan ta’lim.

ключевые слова: искусственный интеллект, изучение языков, Новый Узбекистан, обработка естественного языка (НЛП), национальная языковая модель, персонализированное обучение.

keywords: artificial intelligence, language learning, New Uzbekistan, natural language processing (NLP), national language model, personalized education.

In the era of New Uzbekistan, declared under the leadership of President Shavkat Mirziyoyev, digital transformation and innovative technologies have become strategic priorities for national development. The adoption of the Artificial Intelligence Development Strategy until 2030 and the allocation of significant funds (including $50 million for AI projects) demonstrate the country’s commitment to building a knowledge-based economy. Language learning occupies a special place in this process. Proficiency in foreign languages, especially English, is essential for international cooperation, tourism, business, and access to global knowledge. At the same time, the development of digital tools for the Uzbek language itself is crucial for preserving cultural identity and ensuring digital sovereignty. Artificial intelligence, particularly through natural language processing (NLP), machine learning, and large language models (LLMs), offers powerful solutions for both directions.

This article explores how AI is transforming language education in Uzbekistan, the current state of implementation, existing challenges, and practical recommendations for wider adoption.

Current State and Opportunities of AI in Language Learning

AI technologies have already demonstrated high effectiveness in global language learning platforms such as Duolingo, where studies show up to 20% improvement in learning outcomes through adaptive algorithms. In Uzbekistan, similar tools are gaining popularity among students and teachers.

Personalized learning paths: AI systems analyze individual learner progress, identify weaknesses (e.g., grammar, vocabulary, pronunciation), and automatically adjust difficulty levels and exercises.

Real-time feedback and chatbots: AI-powered conversational agents allow learners to practice speaking and listening in low-anxiety environments. Research conducted with EFL (English as a Foreign Language) students in Tashkent showed significant improvements in informal speaking proficiency and social pragmatic skills when using AI chatbots.

Support for low-resource languages: Uzbek, as an agglutinative Turkic language, presents unique challenges for NLP (tokenization, stemming, lemmatization). However, recent initiatives, including the development of a national AI language model, aim to create systems that understand and generate Uzbek text while incorporating cultural and historical context. This project supports not only language learning but also applications in healthcare, education, and public services.

Integration into formal education: AI can assist teachers in creating lesson plans, automated assessment, and adaptive testing. Pilot projects in Uzbek schools and universities already use AI for digitizing classrooms and enhancing digital literacy.

The government’s focus on training millions of specialists in AI by 2030, including integration into school, vocational, and higher education, creates a strong foundation for these developments.

Challenges in the Uzbek Context

Despite the promising outlook, several challenges remain:

1. Limited digital infrastructure: Internet connectivity and access to modern devices are uneven, especially in rural areas.

2. Shortage of localized AI tools: Most global AI platforms are optimized for high-resource languages (English, Chinese). Tools fully supporting Uzbek (Latin and Cyrillic scripts) are still underdeveloped.

3.Teacher preparedness: Many educators need training to effectively integrate AI into pedagogy without over-reliance that might reduce critical thinking.

4. Ethical and legal aspects: Issues of data privacy, AI-generated content labeling, and prevention of misuse are addressed in the new AI regulation bill.

5. Data scarcity for NLP: Building high-quality corpora for Uzbek remains an ongoing task, though open-source efforts (speech corpora, text datasets) are progressing.

These challenges require coordinated efforts between government, universities, and the private sector.

Theoretical and Practical Significance

Theoretically, this study contributes to understanding how AI can bridge the gap between global technological advances and local linguistic needs in developing countries. It highlights the role of national language models in maintaining cultural sovereignty while embracing innovation.

Practically, wider adoption of AI in language learning can:

- Accelerate English proficiency for Uzbekistan's youth, supporting economic goals.
- Strengthen the Uzbek language in the digital space.
- Make education more inclusive and accessible for students with different learning styles or disabilities.

Conclusions and Recommendations

Artificial intelligence represents a transformative force for language learning in New Uzbekistan. By combining personalized, adaptive technologies with national initiatives for Uzbek-language AI models, the country can achieve significant progress in education quality and digital competitiveness.

Scientific-theoretical and practical recommendations:

1. Develop and implement national AI-powered language learning platforms tailored to Uzbek learners, incorporating both English and Uzbek content.

2. Expand teacher training programs on AI integration, focusing on pedagogical methods rather than just technical skills.

3. Invest in creating high-quality Uzbek language corpora and open-source NLP tools to support research and application development.

4. Pilot AI chatbots and adaptive systems in selected schools and universities, followed by large-scale evaluation.

5. Strengthen legal frameworks for ethical AI use in education, including data protection and content authenticity.

6. Encourage public-private partnerships to accelerate infrastructure development and tool localization.

Successful implementation of these measures will help New Uzbekistan raise a generation proficient in both national and international languages, ready for the challenges of the digital age.

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YANGI O‘ZBEKISTONDA XORIJIY TILLARGA BO‘LGAN TALABNING IQTISODIY ASOSLARI

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Annotatsiya: Ushbu maqolada Yangi O‘zbekistonning global iqtisodiy maydonga integratsiyalashuvi jarayonida xorijiy tillarga bo‘lgan talabning ortishi tahlil qilinadi. Tadqiqotda til kompetensiyasi inson kapitalining asosiy omili sifatida ko‘rib chiqilib, uning mehnat unumdorligi va eksport salohiyatiga ta’siri yoritilgan. Zamonaviy mehnat bozoridagi o‘zgarishlar, xususan, BPO xizmatlari va IT-eksport tarkibida xalqaro tillarning tutgan o‘rni statistik ma’lumotlar bilan asoslangan. Maqola yakunida kadrlar raqobatbardoshligini oshirish va xorijiy tillarni o‘qitish tizimini iqtisodiyot ehtiyojlariga moslashtirish bo‘yicha ilmiy taklif va amaliy tavsiyalar ilgari surildi.

Kalit so‘zlar: Inson kapitali, iqtisodiy o‘sish, xorijiy tillar, mehnat bozori, investitsiya, YAIM, globallashuv, BPO, IT-eksport, raqobatbardoshlik, ta’lim transformatsiyasi, IELTS, CEFR, innovatsiya, raqamli iqtisodiyot, kadrlar salohiyati, strategik rivojlanish, xalqaro integratsiya, unumdorlik, eksport portfeli.

Аннотация: В данной статье анализируется растущий спрос на иностранные языки в процессе интеграции Нового Узбекистана в глобальную экономическую арену. В исследовании рассматривается языковая компетентность как ключевой фактор человеческого капитала и подчеркивается ее влияние на производительность труда и экспортный потенциал. Изменения на современном рынке труда, в частности, роль иностранных языков в структуре услуг BPO и IT-экспорта, обосновываются статистическими данными. В заключение статьи предлагаются научные предложения и практические рекомендации по повышению конкурентоспособности кадров и адаптации системы обучения иностранным языкам к потребностям экономики.

Ключевые слова: Человеческий капитал, экономический рост, иностранные языки, рынок труда, инвестиции, ВВП, глобализация, аутсорсинг бизнес-процессов (BPO), экспорт ИТ-услуг, конкурентоспособность, трансформация образования, IELTS, CEFR, инновации, цифровая экономика, человеческий ресурсный потенциал, стратегическое развитие, международная интеграция, производительность, экспортный портфель.

Annotation: This article analyzes the growing demand for foreign languages as New Uzbekistan integrates into the global economic arena. The study examines linguistic proficiency as a key factor in human capital and highlights its impact on labor productivity and export potential. Changes in the modern labor market, particularly the role of foreign languages in the structure of BPO services and IT exports, are substantiated by statistical data. The article concludes with research proposals and practical recommendations for enhancing the competitiveness of personnel and adapting the foreign language education system to economic needs.

Keywords: Human capital, economic growth, foreign languages, labor market, investment, GDP, globalization, business process outsourcing (BPO), IT services export, competitiveness, education transformation, IELTS, CEFR, innovation, digital economy, human resource potential, strategic development, international integration, productivity, export portfolio.

Yangi O‘zbekistonning iqtisodiy taraqqiyot strategiyasida tashqi bozorlarga chiqish va eksport hajmini diversifikatsiya qilish ustuvor vazifa etib belgilangan. Bugungi kunda jahon xo‘jaligi "bilimlar iqtisodiyoti" bosqichiga o‘tgan bir paytda, xorijiy tillar shunchaki muloqot vositasi emas, balki mamlakatning intellektual salohiyatini belgilovchi strategik resursga aylandi. O‘zbekistonning geografik o‘rni va dengiz yo‘llaridan uzoqligi uni intellektual xizmatlar ko‘rsatish markaziga aylanishga undaydi. Bu jarayonda ingliz, nemis, xitoy va koreys tillarini biladigan kadrlar oqimi mamlakatga texnologiyalar transferi va xorijiy investitsiyalarni jalb qilishning asosiy ko‘prigi bo‘lib xizmat qiladi. O‘zbekiston Respublikasi Prezidentining so‘nggi yillardagi qarorlari bilan xorijiy tillarni o‘rganish davlat siyosatining yuqori pog‘onasiga ko‘tarildi. Xalqaro tajriba shuni ko‘rsatadiki, aholining til bilish darajasi va mamlakatning investitsion jozibadorligi o‘rtasida to‘g‘ridan-to‘g‘ri korrelyatsiya mavjud. Ayniqsa, xizmatlar sohasining YAIMdagi ulushi 45-50 foizga yetishi munosabati bilan, mijozlar va hamkorlar bilan bevosita muloqot qila oladigan mutaxassislarga bo‘lgan ehtiyoj 2017-yilga nisbatan 4 barobarga oshdi. Ushbu maqola aynan mazkur talabning iqtisodiy sabablari va oqibatlarini tahlil qilishga qaratilgan bo‘lib, Yangi O‘zbekiston sharoitida lisoniy kompetensiya iqtisodiy barqarorlikning ajralmas bo‘lagi ekanligini isbotlaydi.

"Til iqtisodiyoti" (Economics of Language) nazariyasi asoschilari J. Marschak va F. Grin tadqiqotlarida til bilish darajasi va daromadlar o‘rtasidagi bog‘liqlik fundamental isbotlangan. Xalqaro miqyosda **EF English Proficiency** Index (2024) hisobotlarida til ko‘nikmalarining mamlakat innovatsion salohiyatiga ta’siri tahlil qilingan. Mahalliy olimlardan A. Bekmurodov inson kapitalini rivojlantirishda tillarning o‘rnini asoslagan bo‘lsa, N. Zokirova mehnat bozori unumdorligini oshirishda xorijiy tillarni "soft skills" tarkibidagi eng muhim komponent sifatida baholaydi. Shuningdek, Jahon bankining "Skills for the Knowledge Economy" hisobotida O‘zbekistondagi kadrlar tanqisligi aynan lisoniy to‘siqlar bilan bog‘liqligi ta’kidlangan.

Ushbu tadqiqotda miqdoriy va sifat tahlili usullaridan foydalanildi. Tadqiqotning metodologik asosini ekonometrik modellashtirish, qiyosiy tahlil va induksiya usullari tashkil etadi. Ma’lumotlar bazasi sifatida O‘zbekiston Respublikasi Statistika agentligi, IT-Park hamda Yoshlar ishlari agentligining 2024-2025 yillardagi hisobotlari olindi. Tadqiqot davomida xalqaro sertifikatlashtirish (IELTS, CEFR) tizimining iqtisodiy rentabelligi ROI (Return on Investment) tahlili orqali ko‘rib chiqildi. Shuningdek, mehnat bozoridagi ish haqi differensiasiyasini aniqlash uchun turli tarmoqlardagi (moliya, xizmat ko‘rsatish, IT) vakansiyalar tahlil qilindi. Mazkur yondashuv xorijiy tillarga bo‘lgan talabni sof iqtisodiy kategoriya sifatida baholash imkonini beradi.

2024-2026 yillar oralig‘idagi asosiy ko‘rsatkichlar:

1. **Ish haqi differensiasiyasi**: C1 darajadagi til sertifikatiga ega mutaxassislarning oylik daromadi til bilmaydigan hamkasblaridan o‘rtacha 65-80% ga yuqori.

2. **Eksport tarkibi:** IT va BPO xizmatlari eksportining 92% qismi xorijiy tillarda so‘zlashuvchi kadrlar hissasiga to‘g‘ri keladi.

3. **Davlat xarajatlari**: 2021-2025 yillarda 100 mingdan ortiq yoshlarning xalqaro imtihon xarajatlari davlat tomonidan qoplab berilgan.

4**. Investitsiya**: Til biluvchi kadrlar mavjud bo‘lgan hududlarda xorijiy korxonalar soni o‘rtacha 2.5 barobar ko‘p.

Xulosa va takliflar: Tadqiqot natijalari shuni ko‘rsatadiki, Yangi O‘zbekistonda xorijiy tillar iqtisodiy rivojlanishning lokomotivi hisoblanadi. Til bilish darajasi yuqori bo‘lgan kadrlar nafaqat shaxsiy daromadini, balki mamlakatning eksport salohiyatini ham oshiradi.

1. Oliy ta’limda mutaxassislik fanlarini (ESP) xalqaro tillarda o‘qitish ulushini 40 foizga yetkazish kerak.

2. Korxonalarda ishchi-xodimlarning til o‘rganishi uchun sarflangan xarajatlarni soliq bazasidan chegirib tashlash mexanizmini joriy etish kerak.

3. Hududlarda masofaviy xizmat ko‘rsatish (Freelance) markazlarini tashkil etib, ularni til o‘rgatish kurslari bilan integratsiya qilish lozim.

4. Har bir bitiruvchining "lisoniy pasporti"ni joriy etish lozim.

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XIZMATLAR SOHASI VA KAMBAG‘ALLIKNI QISQARTIRISHDA XORIJIY TAJRIBALAR

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Annotatsiya: Ushbu maqolada xorijiy innovatsion infratuzilmalar orqali xizmat ko‘rsatish sohasidagi keng ko‘lamli ishlarni targ‘ib qilish va bandlikni ta’minlash orqali kambag‘allikni qisqartirishning innovatsion strategiyalari tahlil qilingan. Shuningdek, tadqiqot jarayonida davlat tomonidan raqamli xizmatlar hamda turizm salohiyatini rivojlantirish tamoyillari va shu bilan bir qatorda kambag‘allikni tizimlashtirish yo‘li orqali qisqartirish tendesiyalari haqida ham to‘liq ma’lumot beriladi. O‘zbekiston Respublikasi tomonidan qilinayotgan bu kabi ko‘p o‘lchovli yondashuvlar xorijiy mamlakatlarning tajriba tamoyillari bilan chambarchas bog’liq sanaladi. Xorijiy tajribadagi zanjir esa ko‘proq raqamli platformalar hamda xizmatlar fenomenidan foydalanishga undaydi.

Kalit so‘zlar: xizmat ko‘rsatish, ish bilan bandlik, kambag‘allikni qisqartirish, xorij tajribalari, xususiy tadbirkorlik, mehnat bozori, raqamli platformalar, turizm salohiyati.

Annotation: In this article, the organization of foreign innovative infrastructures promotion of large-scale work in the service sector and promote employment. Analysis of innovative strategies for reducing institutional poverty done. Also, during the review period, government services and the principles of tourism capacity development, and at the same time there are tendencies to reduce poverty through systematization. Full information is provided. This is being done by the Republic of Uzbekistan multivariate approaches such as closely related dates. And the chain in foreign experiences is more ragamous platforms as well as services.

Keywords: service delivery, employment, poverty reduction stimulus, foreign experiences, private entrepreneurship, labor market, platforms, tourism potential.

Аннотация: В этой статье рассматривается организация зарубежных инновационных инфраструктурур. Широкое служение и продвежение по трудоустройству анализ инновационных стратегий снижения институциональной бедности готово. Кроме того, в процессе рассмотрения государство предоставляло услугу а также принципы развития туристического потенциала, а также путь систематизации бедности ещё более очивиденю Полная информация предоставляется. Этим занимается Республика Узбекистан многомерные подходы, такие как тесно связанные датыю И ципочка зарубежного опыта более бурная платформыЮ а также услуги.

Ключевые слова: предоставление услуг, занятость, сокращение бедности стимулирование, зарубежный опыт, частное предпринимательство, рынок труда, платформы, туристический потенциал.

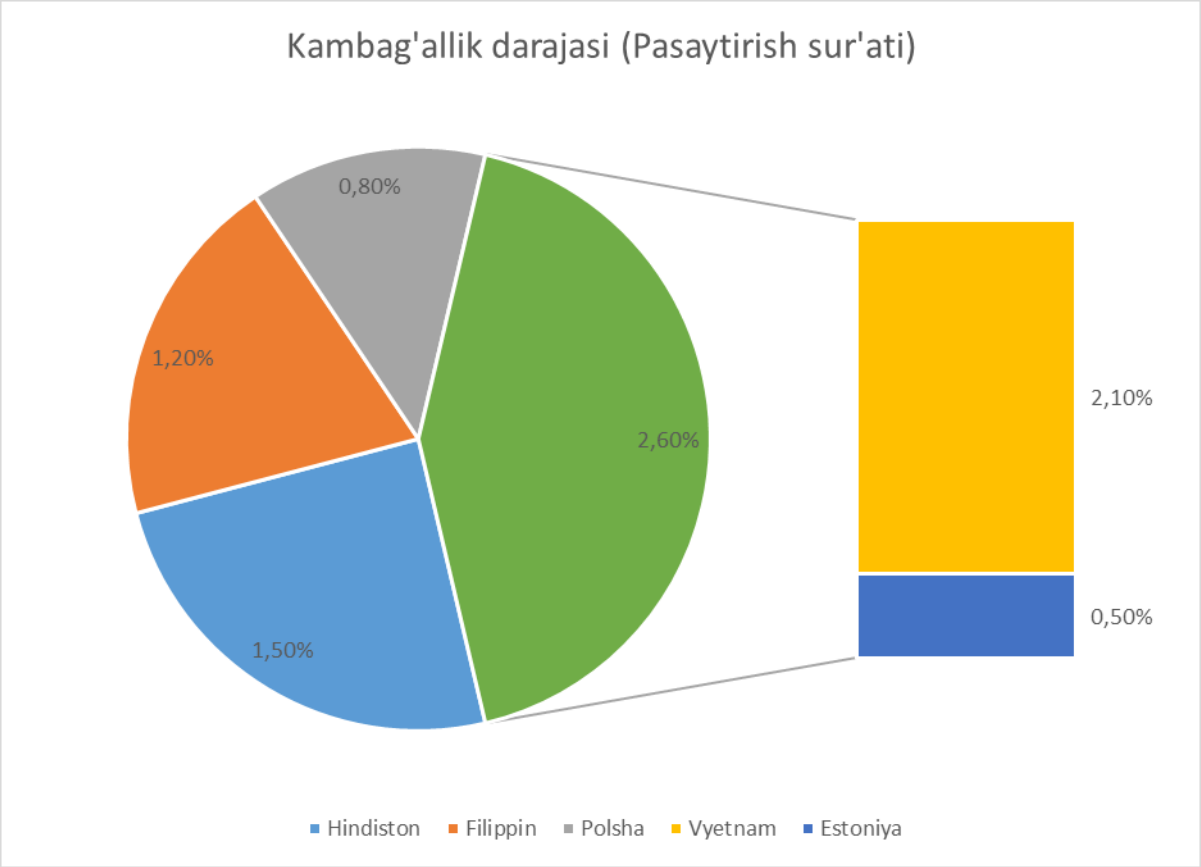
Bugungi global iqtisodiy muhitda aholi turmush darajasini chet tillarini o‘rganish hamda tizimlashtirish orqali yaxshilash, kambag‘allikni qisqartirishning innovatsion yo‘llari, xorijiy tajribada iqtisodiyotning tezkor modernizatsiyasi, raqamli texnologiyalarni targ‘ib qilish tamoyillari dolzarb ahamiyat kasb etmoqda. 2026 – yil holatiga ko‘ra, bu borada quyidagi innovatsion yondashuvlar va davlatlar tajribasi alohida ajralib turadi. 1. Rivojlanayotgan mamlakatlarda raqamli infratuzilmani rivojlantirish orqali aholini masofaviy xizmatlar (freelance, IT-servislar) bilan ta’minlashda sh bilan bir qatorda xorijiy tajribada yuqori daromadli ish o‘rinlarini yaratish asosiy strategiyalarga aylangan [1]. 2. “Xizmatlar inqilobi” –Janubiy Osiyo (ayniqsa Hindiston) tajribasi shuni ko‘rsatadiki, zamonaviy va eksportbop xizmatlar (moliyaviy, biznes va texnik xizmatlar) sanoatga qaraganda tezroq xorijiy ko‘p o‘lchovli yondashuvlar orqali kambag‘illikni qisqartirishi mumkin. 3.Mikro-biznes hamda servis zanjirlari: Xizmat ko‘rsatish sohasidagi o‘sish har bir yangi ish o‘rni uchun iqtisodiyotning boshqa tarmoqlarida qo‘shimcha 4 ta ish o‘rni yaratish imkoniyatiga ega bo‘ladi (multiplikator effekti) . Qolaversa, jahon tajribasi shuni ko‘rsatadiki, aholining barqaror ish o‘rniga ega bo‘lishi ularning doimiy daromad manbayiga ega bo‘lishini ta’minlaydi, bu metod esa kambag‘allikni tez fursatda qisqartirishga yo‘naltirilgan fenomenendir. Xitoy, Hindiston, Janubiy Koreya, Turkiya va Braziliya kabi davlatlar shu turdagi o‘ziga xos xizmat ko‘rsatish sohasidagi aloqalarni rivojlantirmoqda. Shu tufayli ham maqolaning dolzarbligi shundaki, xizmat ko‘rsatish sohasida chet tillarini o‘rganishning top darajadagi ahamiyati, O‘zbekistonda hozirgi bosqichda aholini keng ko‘lamda kasb-hunarga o‘qitish, kichik biznesni rivojlantirish, xotin-qizlar hamda yoshlarni band qilish, qishloq hududlarida xorijiy tajribada yangi ish o‘rinlarni yaratish kabi yo‘nalishlarda jiddiy islohotlar olib borilmoqda.

Maqola qiyosiy-tahliliy uslubga asoslangan bo‘lib, xizmat ko‘rsatish sektorining chet mamlakatlar amaliyotida targ‘ib qilinishi va kabag‘allikni qisqartirish siyosati bo‘yicha dastlabki statistik ma’lumotlar, qonun hujjatlari, hukumat dasturlari va xalqaro tashkilotlari hisobotlari tahlil qilinadi. BMT Savdo va Taraqqiyot (UNCTAD) tomonidan e’lon qilingan 2025-yilgi eng kam rivojlangan mamlakatlar hisobotida xizmatlar eng kam rivojlangan mamlakatlarda tez sur’atlarda kengayib bormoqda. Qiyosiy metodda olib borilgan tahlilda ikki darajali ma’lumotlar – masalan, har bir davlatning rasmiy statistika qo‘mitalari va iqtisodiyot, mehnat vazirliklari, real voqea hodisalarni aks ettirgan axborot agentliklari xabarlari – xronologik ketma-ketlikda to‘plandi. Shuningdek, til xizmatlari iqtisodiy dravyer sifatida qaraladigan bo‘lsa, rivojlanayotgan mamlakatlar tajribasida xorijiy tilni bilish nafaqat muloqot vositasi, balki “Lingvistik kapital” sifatida e’tirof etiladi. Jumladan, O‘zbekiston tajribasi shuni ko‘rsatadiki, mutaxassislarning ingliz, rus, xitoy tillarini bilishi xorijiy investitsiya qarorlariga to‘g‘ridan to‘g‘ri ta’sir qiladi. Raqamli xizmatlar va autsorsing (Gig economy) tamoyili esa xorij tillarini bilish aholining kam daromadli qatlamlariga global raqamli mehnat bozoriga (Upwork, Fiverr kabi platformalar) chiqish imkonini beradi. Natijada qiyosiy tahlil asosida har bir davlatning ijobiy tajribasi va to‘siqlarini solishtirib, umumiy xulosa va tavsiyalar ishlab chiqish imkoni paydo bo‘ldi.

Mazkur maqolada ilgari surilgan g‘oyalarning nazariy poydevori sifatida, avvalo, mehnat iqtisodiyoti va xorijiy tajribalarga asoslangan nazariyalar tanlangan. BMT, Xalqaro Mehnat

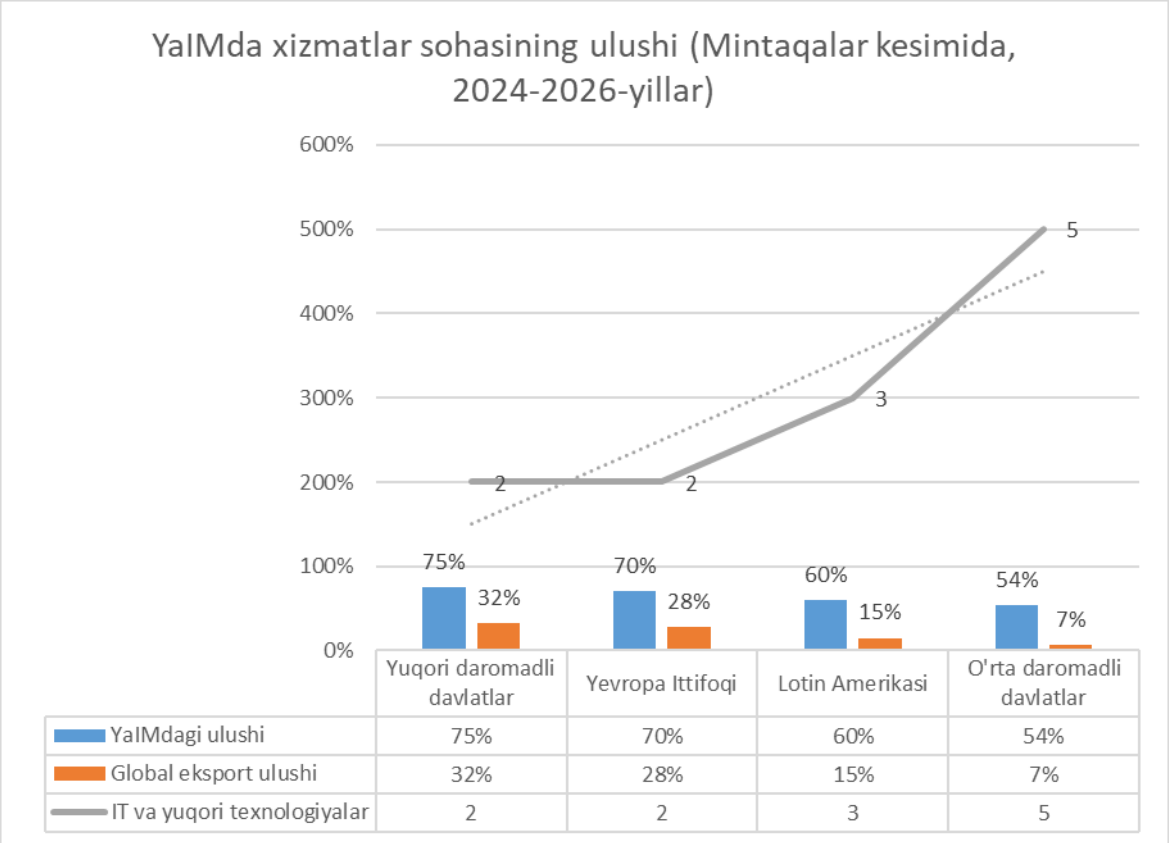
Tashkiloti va Jahon Bankining turli hisobot va dokladlari bandlikni oshirish orqali kambag‘allikni kamaytirish tajribalarini hamda ijtimoiy xizmatlar sohasini chet tillarini targ‘ib qilish bilan birga mintaqaviy va global nuqtayi nazardan tahlil qilishda muhim manba bo‘lib xizmat qilmoqda. Qolaversa, Szirmi, A. (2013). “Manufacturing, services and structural transformation: A long-term perspective for developing economies” kitobida xizmatlar sohasi va uning o‘sish hamda strukturaviy transformatsiyadagi o‘rni tahlil qilinadi. Muallif kambag‘allikni qisqartirish konteksida xizmatlar sektorining ahamiyatiga urg‘u beradi [3]. Shu bilan birga, Harrison, A., & Rodriguez – Clare, A. (2010). “Trade, foreign investment, and industrial policy for developing countries” adabiyoti shuni ta’kidlab o‘tadiki, bo‘limlardan biri xizmatlar sohasini xorijiy tajribada va investitsiyalar orqali kambag‘allikni qisqartirish mexanizmlari ko‘rib chiqiladi hamda innovatsion yondashuvlar ham sharhlanadi [4].

Endi statistik jihatdan tahlil qilinadigan bo‘lsa, statistik ma’lumotlar bazasining tahliliga murojaat qilinadi va bu bu turdagi tavsiyalar real ma’lumotlarga asoslangan chuqur tahlillar bilan uyg‘unlashtirilsa izchil siyosat yuritishga xizmat qiladi. Ingliz tili indeksi (EF EPI tahlili: “Juda yuqori” darajadagi mamlakatlarda o‘rtacha daromad $ 45,000 atrofida bo‘lsa, “Juda past” darajadagi mamlakatlarda bu ko‘rsatkich $ 5,000 dan kamroqni tashkil etadi [5].



Manba: Global xizmatlar eksporti va til faktorlari (Qiyosiy jadval). Ustuvor xorijiy til salohiyati bir qancha davlatlarda quyidagicha: Hindistonda ingliz til; Filippinda ingliz tili; Polshada nemis, ingliz, fransuz tilida; Vyetnamda ingliz, xitoy, yapon tilida; Estoniyada esa ingliz tili va rus tilida targ‘ib qilinadi.

“Linguistic Hubs” (Til markazlari) – Marokash: Fransuz va ispan tillarini bilish evaziga Marokash Yevropa uchun asosiy xizmat ko‘rsatish markaziga aylandi. OECD ma’lumotlariga ko‘ra, til ko‘nikmalari Marokashda yoshlar ishsizligini 5 yilda 4,5 % ga qisqartirishga yordam bergan. Shuningdek, xorijiy tilda xizmat ko‘rsatish global kambag‘allikni qisqartirishning 25 % qismini ta’minlaydi va til o‘rganishga kiritilgan har $1 investitsiya kelgusida $7-10 miqdorda qo‘shimcha daromad bo‘lib qaytadi shu bilan bir qatorda til bilib xorijga ketgan migrantlar til bilmaydiganlarga qaraganda 40% ko‘proq pul jo‘natadi.



Manba: YaIMda xizmatlar sohasining ulushi (Mintaqalar kesimida, 2024-2026-yillar) shuni ko‘rsatib o‘tadiki, xizmatlar sohasi rivojlangan davlatlarda iqtisodiyotning asosiy qismini tashkil etadi.

Xulosa va takliflar: Ushbu maqolaning mazmunidan kelib chiqib umumbashariy xulosa shuni ta’kidlab o‘tadiki, xizmatlar sohasini zamonaviy iqtisod jihatdan kambag‘allikni qisqartirish tendensiyasiga bog‘lansa eng samarali va innovatsion dravyer sifatida xizmat qiladi. Qolaversa, O‘zbekiston misolida qator siyosiy-huquqiy hujjatlar (Yillik dasturlar, islohotlar paketlari, mahallabay ishlash tamoyili) norasmiy sektordagi ishchi kuchini rasmiy iqtisodiyotga jalb qilish, kambag‘al oilalar sonini qisqartirishga qaratilgan chora-tadbirlarni yanada tezlashtirish zarurligini ko‘rsatadi. Aynan Malayziya va Turkiya tajribalari, Indoneziya va Bangladeshdagi ijtimoiy loyihalarning ayrim jihatlari O‘zbekistonda ham qo‘llanilganligi, qashshoqlik darajasini pasaytirishda yordam bermoqda. Eng yaxshi tajriba nuqtayi nazardan, mikromilliylashtirish (Bangladesh) kambag‘allikni kamaytirishda samarali usul bo‘lib, “Grameen Bank” tajribasi ayollar va qishloq aholisini mikrokredit bilan ta’minlashga asoslangan. Qolaversa, “Brain Circulation” (Aql aylanishi) : yoshlarning xorijda til o‘rganib xizmatlar sohasida tajriba orttirib qaytishi mamlakatga innovatsiyalarni “Import” qilishi imkonini beradi. OECD tavsiyasiga ko‘ra, xorijiy tilni o‘rganish miya kognitiv funksiyalarini yaxshilaydi, bu esa ishchining adaptivlik qobilyatini (Yangi sharoitga tez ko‘nikish) oshiradi. Bu ma’lumotlar esa davlat moddiy yordam bermasligi, balki til va ko‘nikma kurslarini subsidiyalashi lozimligini ko‘rsatadi. Shu bilan birga raqamli xizmatlar eksportni qo‘llab-quvvatlashda, xorijiy tillarni o‘qitish orqali xizmat ko‘rsatuvchi kadrlarning global raqobatbardoshligini oshirishda, servis iqtisodiyoti uchun infratuzilmani yanada ko‘proq kengaytirish tendensiyalarini talab qiladi. Jumladan, tadbirkorlikni yanada rivojlantirish orqali kambag‘allikni yanada tezroq qisqartirishga erishiladi va “Mahallabay” ishlash prinsipini yaxlit bir umumiy tizimga aylantirishga undaydi. O‘zbekistonda bu boradagi islohotlar tobora chuqurlashib, aholi turmush darajasini oshirishda ijobiy natijalar ko‘rsatib kelmoqda. Shuningdek, hukumat va xususiy sektor ayollar uchun moslashuvchan ish o‘rinlari , kasb hunarga o‘qitish sohalarda malaka berishi zarur. Mahalliy shart-sharoitini to‘g‘ri baholash, infratuzilma ijtimoiy himoya masalalarini yaxlit tizimga aylantirishi kerak. Shu bila birga, raqamli texnologiyalar, sun’iy intellekt va oson va tez til o‘rganish platformalarini targ‘ib qilish zarur.

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COMPARATIVE ANALYSIS OF THE FORMATION AND DEVELOPMENT OF TOURISM TERMS IN ENGLISH

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Annotation: This article comparatively studies the stages of formation, linguistic features and development trends of tourism terminology in English and Uzbek. The article analyzes the semantic field of tourism terms, their ways of assimilation and national characteristics.

Keywords: tourism terminology, comparative linguistics, terminological system, neologisms, loanwords, linguoculturology.

Аннотация: В данной статье сравнительно изучаются этапы формирования, лингвистические особенности и тенденции развития туристической терминологии в английском и узбекском языках. В статье анализируется семантическое поле туристических терминов, способы их ассимиляции и национальные особенности.

Ключевые слова: туристическая терминология, сравнительная лингвистика, терминологическая система, неологизмы, заимствованные слова, лингвокультурология.

Annotatsiya: Ushbu maqolada ingliz va o‘zbek tillaridagi turizm terminologiyasining shakllanish bosqichlari, lisoniy xususiyatlari va rivojlanish tendensiyalari qiyosiy jihatdan tadqiq etilgan. Maqolada turizm sohasiga oid terminlarning semantik maydoni, ularning o‘zlashish yo‘llari va milliy o‘ziga xosliklari tahlil qilingan.

Kalit so‘zlar: turizm terminologiyasi, qiyosiy tilshunoslik, terminologik tizim, neologizmlar, o‘zlashma so‘zlar, lingvokulturologiya.

Today, tourism is one of the most rapidly developing sectors of the world economy. As a result of global integration processes, the tourism industry is becoming richer not only economically, but also linguistically. In particular, English, as a language of international communication (lingua franca), serves as the main source of tourism terminology. In the Uzbek language, new layers of this field have been formed during the years of independence, and international terms have begun to adapt to the characteristics of the national language.

Main part: 1. Formation of tourism terms in English

The English tourism terminology has a rich history, which was formed mainly on the basis of words borrowed from Latin, French and German, as well as internal derivation.

• Etymological analysis: For example, the term "travel" comes from the Old French word "travail" (labor, work), while the word "tourism" goes back to the Greek words "tornos" and Latin "tornare" (circular movement).

• Modern stage: Today, tourism terms in English are mainly multiplied by abbreviations and the formation of complex words (for example, B&B - Bed and Breakfast, All-inclusive, Ecotourism).

2. Development of tourism terms in Uzbek

Tourism terminology in Uzbek can be divided into three main layers:

1. Historical-ethnographic terms: Caravanserai, teahouse, pilgrimage.

2. Terms adopted through the Russian language: Boarding house, resort, route.

3. Modern terms adopted directly from English: Reception, transfer, booking, hostel.

3. Comparative-typological analysis

When comparing the English and Uzbek languages, the following differences and similarities in the formation of terms are noticeable:

Feature	**English**	**Uzbek language**
Main source	Latin, French, and own words	Turkic layer and English borrowings
Method of creation	Affixation and abbreviation are strong	Syntactic method (word addition) and borrowing
Semantic scope	Terms are narrowly specialized	Many terms are still common usage

In the context of tourism terminology, the concept of "Pilgrimage tourism" has a national-cultural connotation in the Uzbek language and includes broader concepts (step, shrine, saint) than in English. On the contrary, ecological-economic terms such as "Sustainable tourism" are perfectly formed in English and are entering the Uzbek language as a loanword (literal translation).

Part 1: Supplement to English Terminology

Tourism terms in English are developing not only etymologically, but also functionally. Here we can dwell on the phenomenon of "Compounding" (adding words):

Neologisms: In recent years, portmanteau words such as "Staycation" (stay + vacation - vacation at home), "Glamping" (glamorous + camping - luxury camping) have appeared. This shows the flexibility of the English language.

Terminological abbreviations: The role of acronyms such as GDS (Global Distribution System), FIT (Free Independent Traveler), which have become international standards in the tourism industry, is incomparable.

Part 2: Supplement to Uzbek terminology

The methods of transliteration and calque (literal translation) are currently the most active methods in the formation of Uzbek tourism terminology:

Lexical-semantic changes: For example, although the word "Ziyorat" has existed in the Uzbek language for a long time, today it is associated with the international concept of "Pilgrimage tourism" and is acquiring economic and organizational meaning.

Revival of archaisms: The word "Caravanserai" has become a modern branding element as the name of hotel complexes today.

Part 3: Deepening comparative-typological analysis

Adding the following conclusions after the table will increase the scientificity of the text:

Linguistic differences: In English, terms are formed more analytically (joining words) and derivation (adding suffixes). In Uzbek, isophetic compounds (for example, "tourism potential", "ecosystem status") take precedence.

Cultural-conceptual difference: The concept of "Leisure" in English simply means free time, while the concept of "Dam olish" in Uzbek has more social semantics, implying a family and collective environment.

Suggestions and recommendations: Comparative analyses show that while English tourism terminology serves as a donor language, Uzbek is at the stage of adopting and adapting these terms. In the future, maintaining a balance of international terms and national words in regulating the sectoral terminology of the Uzbek language, and enriching sectoral dictionaries will remain an important scientific task.

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"VATAN" CONCEPT LINGUOCULTURAL AND ETYMOLOGICAL RESEARCH THEORETICAL BASIS

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Annotation: This article explores the concept of "Vatan" (Homeland) from linguocultural and etymological perspectives, focusing on its semantic evolution and cultural significance in Uzbek and comparative linguistic contexts. The study examines how the concept is shaped by historical, cultural, and cognitive factors, and how it is reflected in language through lexical, phraseological, and discursive means. Drawing on theoretical frameworks from linguoculturology, cognitive linguistics, and etymology, the research analyzes the transformation of the concept across time and its role in expressing national identity. The findings demonstrate that "Vatan" is not merely a geographical notion but a complex cultural construct enriched with emotional, symbolic, and ideological meanings. The study contributes to the understanding of conceptual semantics and cross-cultural linguistic analysis.

Keywords: Vatan, homeland concept, linguoculturology, etymology, semantic evolution, cultural identity, Uzbek language.

In modern linguistics, the study of culturally significant concepts has become a central area of research, particularly within the fields of linguoculturology and cognitive linguistics. Concepts such as "Vatan" (Homeland) are not only linguistic units but also carriers of cultural memory, national identity, and collective consciousness.

Foreign scholars such as Wierzbicka (1997) emphasize that key cultural concepts reflect the worldview of a linguistic community and cannot be fully understood outside their cultural context. Similarly, Lakoff and Johnson (1980) argue that abstract concepts are structured through metaphor and embodied experience, which is particularly relevant in understanding emotionally charged notions like homeland.

Uzbek scholars have also extensively explored the concept of "Vatan". Karimova (2008) highlights that in Uzbek literary discourse, especially in the early 20th century, the notion of homeland is closely associated with ideas of identity, sacrifice, and national awakening. Other researchers in Uzbek linguistics note that "Vatan" embodies not only territorial belonging but also spiritual and moral values.

Thus, the present study aims to provide a theoretical analysis of the "Vatan" concept by integrating linguocultural and etymological perspectives. The research seeks to uncover how this concept has evolved semantically and how it functions as a key element of cultural expression in language.

Literature Review: The concept of homeland has been widely studied across different linguistic traditions. In Western linguistics, Wierzbicka (1997) approaches cultural concepts through semantic primes, arguing that words like "homeland" encode culturally specific meanings [1]. Lakoff (1987) further develops the idea that conceptual structures are shaped by cognitive models and metaphorical mappings [2].

From a discourse perspective, Fairclough (1995) emphasizes that culturally loaded concepts gain additional meanings in media and literary texts, where they function as ideological markers [3].

In Turkic and Uzbek linguistics, the concept of "Vatan" has been analyzed primarily in literary and cultural contexts. Karimova (2008) examines its representation in Uzbek literature, noting that it often symbolizes not only land but also historical continuity and collective identity [6]. Safarov (2008) highlights the role of pragmatics in interpreting culturally significant concepts, emphasizing that meaning is shaped by context and speaker intention [4].

Etymological studies suggest that the word "Vatan" originates from Arabic, where it denotes place of residence or origin. Over time, its meaning has expanded in Uzbek to include emotional

and symbolic dimensions, reflecting cultural transformation. Despite these contributions, there remains a need for an integrated approach that combines linguocultural and etymological analysis, which this study aims to address [5].

Methodology: This research is based on an integrated linguocultural and etymological analytical framework, designed to explore the concept of "Vatan" as both a linguistic and cultural phenomenon.

The study utilizes a qualitative corpus-based approach, drawing examples from Uzbek literary texts, media discourse, and dictionaries. The selection of materials was guided by their relevance to the representation of the homeland concept [7].

The research process was implemented in the following way: First, etymological analysis was applied to trace the historical origin and semantic development of the word "Vatan". This allowed the study to identify how the original meaning ("place of residence") expanded into a culturally significant concept.

Second, linguocultural analysis was used to examine how "Vatan" is represented in different types of discourse (literary, journalistic, and everyday language). In this stage, the concept was analyzed as a cultural symbol reflecting values such as patriotism, belonging, and identity.

Third, contextual interpretation was employed to analyze how meaning is constructed in specific texts. Rather than defining methods abstractly, the study demonstrates how each method contributes to uncovering implicit cultural meanings embedded in language [8].

Finally, a comparative perspective was incorporated by briefly contrasting the Uzbek concept of "Vatan" with its English equivalent "homeland," highlighting differences in emotional and cultural connotations.

This methodological approach ensures that the theoretical concept of "Vatan" is consistently aligned with the analytical procedures used in the study.

Results: The analysis revealed several important findings:

Semantic expansion

The word "Vatan" has evolved from a neutral geographical term into a culturally and emotionally charged concept. It now encompasses meanings related to identity, loyalty, and collective memory [9].

Linguocultural richness

In Uzbek discourse, "Vatan" is frequently associated with metaphors such as "mother," "sacred land," and "heritage," reflecting deep emotional attachment.

Contextual variability

The meaning of "Vatan" changes depending on context. In literary texts, it often symbolizes sacrifice and patriotism, while in media discourse, it may emphasize national unity and development.

Cross-linguistic differences

Compared to the English term "homeland," "Vatan" carries stronger emotional and cultural connotations, indicating a higher degree of conceptual depth.

Discussion: The findings confirm that "Vatan" functions as a multidimensional concept, combining linguistic, cultural, and cognitive elements. From a theoretical perspective, this supports Wierzbicka's view that cultural concepts encode unique worldviews.

The strong emotional component of "Vatan" can be explained through cognitive linguistic theory, particularly the role of metaphor in structuring abstract concepts. The frequent association of homeland with family and sacredness reflects embodied and cultural experiences.

Moreover, the study highlights the importance of historical and socio-cultural context in shaping meaning. The evolution of "Vatan" in Uzbek discourse is closely linked to national identity formation and historical processes. From a comparative standpoint, the differences between "Vatan" and "homeland" illustrate how language reflects cultural priorities. While both terms denote place of origin, their connotative meanings differ significantly [10].

The study demonstrates that the concept of “Vatan” is a complex linguocultural phenomenon that cannot be reduced to a simple lexical definition. Its meaning is shaped by historical development, cultural values, and cognitive processes.

The integration of etymological and linguocultural analysis provides a comprehensive understanding of how the concept has evolved and how it functions in modern discourse. The findings confirm that “Vatan” serves as a key marker of national identity and cultural consciousness. This research contributes to the broader field of conceptual linguistics by highlighting the importance of culturally specific concepts in language analysis. Future studies may expand this approach by examining other culturally significant concepts or exploring cross-linguistic comparisons in greater depth.

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ТУРКИЙ ВА ЎЗБЕК ТИЛЛАРИНИНГ ТАРИХДАН АЛОҚАСИ

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Аннотация: Ушбу мақолада биз ўзбек тилининг қадимдан бошқа қардош бўлган ва қардош бўлмаган тиллар билан уйғунлашиб борганлигини кузатамиз. Қадимда Ўрта Осиёда яшаган ҳалқлар ва уларнинг маданияти билан биргаликда, уларнинг тилларида ҳам ўхшашлик ҳолатлари тез-тез учраб турган. Шу боис ҳалқлар ўртасида алоқа воситаси бўлган тил доим ривожланиб баъзан айрим сўзлар эскириб, мулоқатдан чиқиб бораверади. Буни биз ушбу мақолада келтирилган мисоллар орқали кузатишимиз мумкин.

Калит сўзлар: алоқа воситаси, қардош бўлмаган, маданияти, уруғ ва қабилалар, милоддан аввалги, топонимикаси, шевалар.

Аннотация: В данной статье мы наблюдаем, что узбекский язык с древних времен гармонирует с другими родственными и неродственными языками. В древности народы, проживавшие в Средней Азии, и их культура часто имели сходство в языках. Поэтому язык, являющийся средством общения между народами, постоянно развивается, а иногда некоторые слова устаревают и выходят из общения. Мы можем наблюдать это на примерах, представленных в этой статье.

Ключевые слова: средства общения, неродственный, культура, роды и племена, до нашей эры, топонимика, диалекты.

Annotation: In this article we observe that the Uzbek language has been in harmony with other related and unrelated languages since ancient times. In ancient times, the peoples living in Central Asia and their culture often had similarities in languages. Therefore, language, which is a

means of communication between peoples, is constantly evolving, and sometimes some words become outdated and go out of communication. We can see this in the examples presented in this article.

Key words: means of communication, unrelated, culture, clans and tribes, BC, toponymy, dialects.

Ҳозирги ўзбек тили тарихан мураккаб ривожланиш ва шаклланиш босқичларини бошидан кечирган. Ўзбек тили уруғ ва қабила тиллари, халқ тили, миллий тил ва бир қатор қардош тиллар, шунингдек чет тиллар билан алоқада бўлиб келган. Туркий уруғ ва қабилалар тили жуда қадимий даврларда Ўрта Осиёда азалдан яшаб келган «эроний тиллар» билан алоқада бўлган. Ўрта Осиёда, жумладан ҳозирги Ўзбекистон территориясида яшовчи халқ эроний тиллар группасига кирувчи маҳаллий тил лаҳжаларида гаплашган. Бу эроний уруғ-қабилалар, халқлар — сўғдлар, саклар, массагетлар, бактрияликлар, папфияилап, париканийлар, хоразмийлар ва бошқаларнинг тили бўлган. Шунингдек қадимий Бактрия подшолигида грек тилидан, шунингдек грек ва эроний тиллар қоришмасидан иборат бўлган тилдан ҳам фойдаланилган. Ҳозирги Ўрта Осиё ва Ўзбекистон территориясида туркий тилда гаплашувчи аҳоли ҳам қадимдан яшаган. Чунончи, туркий тиллар оиласига кирувчи тилда гаплашган хунларнинг милоддан аввалги II асрлардаёқ ҳозирги Ўрта Осиё территориясида яшагани маълум. Милоддан аввалги II—I асрларга келиб, Еттисув ва Сирдарё бўйларида хунлар кўпайган ва улар маҳаллийлашган эроний аҳоли скиф — массагетларга қўшилиб кетган. Мана шу даврларда туркий уруғ ва қабилалар билан эроний этник группалар ва уларнинг тиллари ўртасида алоқа ва қўшилиб кетиш ҳоллари юз берган. Ҳозирги туркий тиллар ва ўзбек тилида учровчи сўғд элементлари қадимий даврларда юз берган тиллар контакти натижасидир [1,69]. Чунончи, ўзбек тилидаги хом, кўп, калта, ғитта сўзлари сўғдчадир. Қадимий сўғд элемеитлари Ўзбекистон топонимикасида ҳам қисман сақланиб қолган: Кат, Новқат, Ватанзи, Варданзи, Истамзи, Жакардиз, Малакдиза, Шакардизм,. Арвак, Карвак, Пишканак, Рафонак, Хивак, Испанза, Самарқанд, Лангар\\Лангор ва бошқалар. Топономик тадқиқотлар таркибида кент, -он\\ён, -канд\\-қанд, -кан\\-қан, -кат-қат, -канда-ғанда, -диз-диза, -жон (канал, сув, маъносида), -ак-ик, лангар, -вар\\вор, -за\\зи, митан, арна элементлари бор топонимлар аслида сўғдча эканини кўрсатган. Ўрта Осиё, жумладан ҳозирги Ўзбекистон территориясида эроний тил характерига эга бўлган қадимий хоразм тили ҳам мавжуд эди. Бу тил билан ўша давр маҳаллий туркий тиллар орасида маълум алоқа бўлган. Тарихий манбалардан VII—VIII асрларда ва ундан олдин хоразм ёзуви кенг тарқалганлигини кўрсатувчи далиллар мавжуд. Бу ёзув Тупроқ қалъадаги архив ҳужжатларида қайд қилинган. Бу ёзув текстлари тери, ёғоч, тангалар, муҳрларга ва металларга битилган. XIII—XIV асрларда Хоразм аҳолиси. икки тилда — туркий тилда ва қадимий хоразм тилида гаплашгани маълум. Қадимги хоразм тили XIV асрларга келиб ўзбек тилига сингиб кетди. Натижада қадимги хоразм тилига оид баъзи сўзлар ҳозирги ўзбек тилида сақланиб қолган: хўп (хўб), боғ, почча (пиччоми-дадам), осмон (Туркий уруғ-қабила тилларининг, кейинчалик ўзбек халқи тилининг эроний тиллар билан алоқаси уч даврий хусусият билан характерланади: 1. Туркий уруғ, қабила тилларининг қадимий эроний қабила ва уруғ тиллари билан алоқаси ва қўшилиши (қадимий даврларда). 2. Ўзбек тилининг форс-тожик адабий тили (IX—X, XI—XV асрлар) билан алоқаси. 3. Ўзбек тилининг маҳаллий тожик шевалари ва тожик халқ тили билан алоқаси (қадимдан то ҳозиргача) [5,65-787]. Қадимий эроний тиллар, тожик халқ тили, тожик адабий тили ва тожик халқ шевалари билан ўзбек тилининг тарихий алоқалари ўзбек тилига эроний ва тожик тилидан кўпгина сўзларнинг кириб келишига асос бўлди. Ўзбек тили қадимий туркий қабила ва уруғ тиллари даврида олтой-мўғул тиллари билаи ҳам алоқада бўлган. Ўзбек тилининг мўғул тили билан алоқаси қадимий даврларда, қадимий олтой тиллари билан муносабатларда ва XIII асрда мўғулларнинг Ўрта Осиёни истило қилиши даврларида юз берди. Ҳозирги ўзбек тили лексикасида учровчи бир қатор асли мўғулча сўзлар ёки турк ва мўғул тиллари учун умумий бўлган лексик қатлам шу адоқалар натижасидир. А. Навоий ёзган адабий тилда, умумтуркий ва маҳаллий шева элементларидан ташқари, қадимий уйғур, туркман, озарбайжон, араб,

форс-тожик сўзлари учрайди. Чунончи қадимий уйғур тили элементларидан амуғ (барча, ҳамма), ариғ (то- за, соф), осиғ (фойда, наф), ўғон (худо), укуш (кўп), уксук (камлик, озлик), қаю (қайси), битик (хат, ёзув) сўзларини кўрсатиш мумкин. А. Навоий тилида туркий лексиканинг ўғуз гуруҳи, яъни ғарбий тил элементлари ҳам учрайди. Эски ўзбек тили лексикаси қуйидаги ўғузча элементлар «оқими» («огузская струя») уч хил мураккаб манба натижасидир: 1) эски ўзбек тили лексик системасига сингиб кетган, унга диалектал компонент бўлиб кирган ўғуз диалект ва шеваларининг маҳсули; 2) ўша даврдаги маҳаллий ўғуз шеваларининг адабий тилга таъсири; 3) ўзбек тилига ўша давр туркман ва классик озарбайжон тилининг таъсири [5,78]. Шундай қилиб, ўзбек тили ўтмишда, қардош уйғур, озарбайжон, туркман тиллари билан алоқада бўлган ва улардан таъсирланган. Ўзбек тили ўтмишда бир қатор қардош бўлмаган, бошқа тизимдаги тиллар билан ҳам алоқада бўлган. Бундай тиллар форс-тожик ва араб тилларидир. Шунингдек ўзбек тили ўз ри- вожининг миллий тил ва рус тили билан алоқада ва ҳамкорликда бўлди ва бу ҳол давом этмоқда. Ўзбек тилининг чет тиллар билан алоқаси турли даража ва сифатий кўринишларга эга. Ўзбек тили контактда бўлган баъзи тиллар ўзбек тили лексикасида унчалик сезиларли из қолдирмади. Жумладан, хитой, ҳинд, қадимги грек тилларидан ўзбек тилига саноқли сўзларгина кирган. Масалан: ҳинд тилидан бут, кўтвол, лак-лок (ранг), нил, нилуфал-нилупол (нилуфар), барақман, барча, биби, пайса, чандан-чандол (сандал), товус, чақмоқ чит (мато) ва бошқа хитой тилидан: чой, лағмон, шийпон, жамбул кабилар кириб келган.

Ўзбек тили ўзаро контактда бўлган ва таъсирланган форс-тожик тили, араб тили, рус тили унинг луғат таркибида сезиларли из қолдирди. Бунинг ўзига хос сабаблари бор. Бундай сабабларнинг муҳимларидан бири ўзбек тилининг форс-тожик, араб ва рус тиллари билан алоқасида ўзбек тилининг эгаси бўлган халқда икки тиллиликнинг юзага келганлигидир. Тилларнинг ўзаро алоқаси ва ҳамкорлиги кўп ҳолда бу тиллар орасида сўз алмашишга, бир тилдан иккинчи тилга сўз олишга боис бўлади. Бир тилдан иккинчи тилга сўз ўтиши учун шароит лозим. Бу шароит икки тилнинг шунчаки алоқаси, ёнма-ён яшаши, территориал яқинлашиши эмас, балки ўзаро таъсири, ҳамкорлиги, бу асосда юзага келувчи икки тиллилик ҳодисасидир. Сўз ўзлашиши учун қабул қилувчи тил эгалари ёки уларнинг маълум қисми қабул қилинувчи элемент мансуб тилни маълум даражада билиши лозим. Ўзбек тили тарихда туркий тиллар оиласига мансуб қардош тиллар билан, чунончи, қозоқ, қирғиз, уйғур, қорақалпоқ, туркман, озарбайжон тиллари билан алоқада бўлган. Бундай муносабат ўзоқ ўтмишдан тортиқ ҳозирга қадар ҳам шаклланиб келмоқда. Мана шундай алоқа туфайли Ўзбекистоннинг кўпгина районларида ўзбек ва қирғиз тилида, ўзбек ва қозоқ тилида, туркман ва ўзбек тилида, татар ва ўзбек тилида, қорақалпоқ ва ўзбек тилида параллел гаплаша олувчи икки тилли аҳоли мавжуд. Бундай диглоссия, яъни генетик жиҳатдан алоқадор бўлган икки қардош тилда гаплашиш Ўзбекистонда яшовчи аҳоли орасида қадимдан мавжуддир. Ўзбекистон территориясида яшовчи халқлар, жумладан ўзбеклар орасида билингвизм ҳодисаси ҳам қадимдан мавжуддир. Ўз она тилидан ташқари, ўз тили учун қардош бўлмаган бошқа бир чет тилда ҳам гаплашиш ўзбеклар орасида анчадан бери мавжуд. Икки тил — ўзбек ва тожик тилларида гаплаша олувчи аҳоли Мовароуннаҳр (Амударё ва Сирдарё ўрталарида) VI асрда ва ундан илгари ҳам истиқомат қилган. VI аср ва ундан кейинги даврларда туркий ва тожик тилларда параллел гаплаша олувчи аҳоли Шош вилояти (қадимги Бинкент — ҳозирги Тошкент атрофлари)да кўп учрар эди. Ўзбек-тожик икки тиллилиги ўзбек аҳолиси орасида ҳозирда ҳам мавжуд. Самарқанд, Бухоро шаҳри, Самарқанд ва Бухоро вилоятларининг, шунингдек Фарғона водийсининг баъзи районлари аҳолиси ҳозирда ҳам ўзбек ва тожик тилларида бемалол гаплаша олади. Навоий даврида ўзбек-тожик икки тиллилиги кенг тарқалган ҳодиса эди. Бу даврда икки тилда ижод қилган сермаҳзул шоирлар анчагина бўлган. Адабий ижод соҳасидаги икки тиллилик анъаналари Навоийдан кейинги шоирлар Махмур, Гулханий, Фазлий, Нодиралар ижодида ҳам давом этди. Ўрта Осиёда араблар ҳукмронлиги даврида ўзбек-араб тиллари алоқаси юзага келди. Бу даврда араб тили давлат ва дин тили, фан ва расмий ёзишмалар тили сифатида кенг тарқалди. Ўзбек тилига араб тилидан сўз олиш, асосан, ўзбек-араб билингвизми даврида (VII—IX

асрлар) кучли бўлди. Кейинги даврларда ўзбек тилига янги сўзлар сезиларли даражада қабул қилинмади, балки ўзбек тилига кирган кўпгина арабча элементлардан бир қисмининг эскириши ва ўзбек тилидан чиқиш жараёни юз берди. Алишер Навоий тилида ишлатилган кўпгина араб сўзлари XIX аср ўзбек тилида, шунингдек ҳозирги ўзбек адабий тилида учрамайди. Араб тилининг ўзидан бевосита сўз олиш XI асрлардаёқ деярли тўхтаган эди. Аммо турли даврларда арабча ёзма манбаларда, шунингдек эски ўзбек тили ёзма ёдгорликларида сақланган арабча сўз гуруҳлари у ёки бу даврларда активлашиб турди. Масалан, XX аср бошларида ва 20-йиллар ўзбек тилида илмий терминлар сифатида активлашган арабча сўзлар ана шу кейинги манбалардан олинган эди.

Хулоса қилиб айтганда тил чегара билмас уммонга ўхшайди. Унидан фойдаланувчилар барча замонларда унинг кўламини кенгайтириб боришган. Ҳалқлар ўртасидаги алоқа воситаси бўлган тил доим ривожланиб баъзан айрим сўзлар эскириб, мулоқатдан чиқиб бораверади. Буни биз ушбу мақолада келтирилган мисоллар орқали кузатишимиз мумкин.

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LINGUISTIC FEATURES OF TOURISM TERMINOLOGY IN ENGLISH AND UZBEK

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Annotation: The text provides a comprehensive linguistic overview of tourism terminology, comparing its development and usage in English and Uzbek. It explores the morphological and syntactic structures of terms, such as affixation in English versus phrasal combinations in Uzbek. The study further categorizes terms into lexical-semantic groups (transport, accommodation, etc.) and highlights the dominant role of English as a donor language for international industry standards.

Key words: Linguistic Terminology, Comparative Analysis, Tourism Industry, Morphological Structure, Syntactic Phrases, Lexical-Semantic Fields, Borrowings & Loanwords, Linguoculturemes, E-tourism, Translation Methods, Digital Transformation, International Standards

Аннотация: В тексте представлен всесторонний лингвистический обзор туристической терминологии, сравнивающий её развитие и использование в английском и узбекском языках. Рассматриваются морфологические и синтаксические структуры терминов, такие как аффиксация в английском языке и фразовые сочетания в узбекском. Исследование также классифицирует термины по лексико-семантическим группам (транспорт, размещение и т. д.) и подчеркивает доминирующую роль английского языка как языка-донора международных отраслевых стандартов.

Ключевые слова: Лингвистическая терминология, Сравнительный анализ, Туристическая индустрия, Морфологическая структура, Синтаксические фразы, Лексико-семантические поля, Заимствования и слова, Лингвокультура, Электронный туризм, Методы перевода, Цифровая трансформация, Международные стандарты

Annotatsiya: Matn turizm terminologiyasining keng qamrovli lingvistik sharhini taqdim etadi, uning rivojlanishi va qo‘llanilishini ingliz va o‘zbek tillarida taqqoslaydi. Unda atamalarning morfologik va sintaktik tuzilmalari, masalan, ingliz tilidagi affiksatsiya va o‘zbek tilidagi frazeologik birikmalar o‘rganiladi. Tadqiqotda atamalar leksik-semantik guruhlarga (transport, turar joy va boshqalar) ajratiladi va ingliz tilining xalqaro sanoat standartlari uchun donor til sifatidagi dominant roli ta'kidlanadi.

Kalit so‘zlar: Lingvistik terminologiya, qiyosiy tahlil, turizm sanoati, morfologik tuzilma, sintaktik iboralar, leksik-semantik sohalar, qarz olish va qarz so‘zlari, lingvomadaniyat, elektron turizm, tarjima usullari, raqamli transformatsiya, xalqaro standartlar

Derivative and Structural Characteristics of Terms

In both languages, tourism terms are primarily formed in two ways: morphological and syntactic.

- **In English:** Affixation (adding prefixes/suffixes) and composition (combining words) are most active.
  - Examples: Ecotourism (eco + tourism), Staycation (stay + vacation).
- **In Uzbek:** Terms in the form of word combinations (phrases) predominate.
  - Examples: Ziyorat turizmi (Pilgrimage tourism), Ichki turizm (Domestic tourism), Ekologik turizm (Ecological tourism).

Lexical-Semantic Groups

Tourism terminology is divided into several major semantic fields:

Category	In English	In Uzbek
Transport	Charter flight, Transfer	Charter reysi, Transfer
Accommodation	Full board, Suite, B&B	To‘liq pansion, Lyuks xona
Excursion	Sightseeing, Tour guide	Diqqatga sazovor joylar, Gid

The Role of Borrowings

Since tourism is an international industry, English acts as a "donor" language in this regard.

- **In Uzbek:** Many international terms have entered from English and French either unchanged or with slight adaptation: Reshepshn (reception), Booking, Hostel, Kemping (camping).
- **In English:** "Exoticisms" borrowed from other cultures are used as tourism terms: Safari (Swahili), Yoga retreat (Sanskrit).

4. Terminological Metaphors and Abbreviations

Linguistically, abbreviations (acronyms) are widely used in tourism to speed up communication:

- **FIT (Free Independent Traveler)** – Mustaqil sayyoh.
- **HB (Half Board)** – Yarim pansion.
- **UNESCO sites** – YUNESKO merosi ob'ektlari.

5. Cultural and National Characteristics

National-cultural colored words (**linguoculturemes**) play an important role in Uzbek tourism terminology. For instance, within the framework of "Ziyorat tourism" or "Gastro-tourism," words such as karvonsaroy (caravanserai), madrasa, and choyxona (teahouse) are used alongside international terms.

6. Functional-Stylistic Classification of Tourism Terms

Tourism terminology is not limited to professional circles; it is intrinsically linked to mass media and advertising language. It can be categorized into the following layers:

- **Professional Terms:** Special codes and concepts understood only by industry specialists (tour operators, airline staff).
  - Examples: GDS (Global Distribution System), No-show, Overbooking.
- **General Use Terms:** Words actively used by tourists in everyday life.
  - Examples: Check-in, All-inclusive, Destination.
- **Advertising and Marketing Terms:** "Attractive" words used to entice customers.
  - Examples: Hidden gem, Last-minute deal.

Translation Challenges and Transformations

Translating tourism terms from English into Uzbek can sometimes be difficult due to a lack of direct equivalents. Therefore, the following methods are used:

- **Calque (Loan Translation):** Word-for-word translation.
  - Sustainable tourism — Barqaror turizm.
  - Medical tourism — Tibbiy turizm.
- **Transliteration and Transcription:** Preserving the spelling or pronunciation of the word.
  - Transfer — Transfer, Cruise — Kruiz.
- **Descriptive Translation:** Explaining a concept through a phrase.
  - Incentive tour — Rag'batlantiruvchi tur (a trip provided by an employer as a reward for employees).

Digital Tourism and New Terminology (E-tourism)

With the development of technology, a new layer of **"E-tourism"** terms has emerged in both languages. These terms are primarily adopted from English:

- **OTA (Online Travel Agency):** Online platforms for travel bookings.
- **M-tourism:** Planning travel via mobile devices.
- **Virtual Tour:** Travels using VR glasses or 360° format videos.
- **Glamping:** (Glamorous + Camping) — A luxury camp in nature with all modern amenities.

Terminological Synonymy and Polysemy

In the tourism sector, different terms are often used to describe the same concept:

- **In English:** Trip, Journey, Voyage, Tour, Expedition — while all of these convey the meaning of "sayohat," they differ based on distance, duration, and purpose.
- **In Uzbek:** These differences are often expressed using additional modifiers (e.g., dengiz sayohati (sea voyage), ilmiy ekspeditsiya (scientific expedition), qisqa muddatli safar (short-term trip)).

While English serves as the **standardizing** force in tourism terminology, the Uzbek language is in a stage of **adapting these terms into a national framework** and enriching them through its rich historical-cultural potential (pilgrimage and architectural terms). In the future, this "international + national" synthesis will play a vital role in creating explanatory dictionaries for tourism terms in Uzbek.

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O‘ZBEK BADIIY ADABIYOTIDA “VATAN” KONSEPTINING O‘ZIGA XOS TOMONLARI

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Annotatsiya: Ushbu maqolada O‘zbek badiiy adabiyotida “vatan” konsepti chuqur tarixiy, madaniy va ma’naviy tomonlari misollar bilan ifodalanadi. Shuningdek, o‘zbek badiiy tafakkurida

bu tushuncha faqat geografik hududni emas, balki insonning ruhiy, tarixiy va ma’naviy makonini ham o‘z ichiga oladi.

Kalit sozlar: Turmush tarzi, urf-odatlari, fidoyilik, sadoqat, muhabbat, insoniy, milliy, muqaddas maskan, tafakkur.

Аннотация: В данной статье на примерах представлены глубокие исторические, культурные и духовные аспекты понятия «родина» в узбекской литературе. Кроме того, в узбекском художественном мышлении это понятие включает в себя не только географическую территорию, но и духовное, историческое и духовное пространство человека.

Ключевые слова: образ жизни, традиции, преданность, верность, любовь, человеческий, национальный, священное место, мысль.

Annotation: This article presents examples of the profound historical, cultural, and spiritual aspects of the concept of "homeland" in Uzbek literature. Furthermore, in Uzbek artistic thought, this concept encompasses not only a geographical territory but also a person's spiritual, historical, and spiritual space.

Key words: Lifestyle, traditions, devotion, loyalty, love, human, national, sacred place, thought.

Bizga ayonki, O‘zbek badiiy adabiyotida “vatan” konsepti chuqur tarixiy, madaniy va ma’naviy ildizlarga ega bo‘lib, u milliy ong va identifikatsiyaning asosiy tarkibiy qismi hisoblanadi. “Vatan”, “yurt”, “ona yer” kabi tushunchalar o‘zaro yaqin bo‘lsa-da, ularning har biri alohida semantik xususiyatlarga ega bo‘lib, badiiy asarlarda turlicha talqin qilinadi. Ushbu tushunchalar o‘zbek xalqining tarixiy tajribasi, turmush tarzi, urf-odatlari va ma’naviy qadriyatlari bilan chambarchas bog‘liq holda shakllangan. “Vatan” tushunchasi o‘zbek tilida eng keng qamrovli va chuqur ma’noga ega birliklardan biridir. Etimologik jihatdan u arab tilidagi “vatan” so‘zidan kirib kelgan bo‘lib, “tug‘ilib o‘sgan joy”, “yashash makoni” ma’nolarini anglatadi. Biroq o‘zbek badiiy tafakkurida bu tushuncha faqat geografik hududni emas, balki insonning ruhiy, tarixiy va ma’naviy makonini ham o‘z ichiga oladi. Adabiyotda “vatan” ko‘pincha ona, muqaddas maskan, tarixiy meros va milliy g‘urur timsoli sifatida tasvirlanadi. Klassik va zamonaviy o‘zbek adabiyotida vatan motivi fidoyilik, sadoqat va muhabbat g‘oyalari bilan uyg‘unlashgan holda namoyon bo‘ladi. Shoirlar va yozuvchilar vatanni inson qalbining ajralmas qismi sifatida tasvirlab, uni yo‘qotish yoki undan uzoqlashishni fojiaviy holat sifatida talqin qiladilar.[20]

“Yurt” tushunchasi esa o‘zbek tilida ko‘proq ijtimoiy va jamoaviy mazmunga ega. Etimologik jihatdan u turkiy ildizga ega bo‘lib, qadimdan “xalq yashaydigan hudud”, “el”, “mamlakat” ma’nolarini anglatgan. “Yurt” tushunchasi o‘zbek xalqining ko‘chmanchilik va yarim ko‘chmanchilik hayoti bilan bog‘liq holda shakllangan bo‘lib, u nafaqat hudud, balki ijtimoiy birlik va jamoaviylikni ham ifodalaydi. Badiiy asarlarda “yurt” ko‘pincha xalq, millat, jamiyat tushunchalari bilan uyg‘unlashib ketadi. Masalan, tarixiy dostonlar va epik asarlarda yurtni himoya qilish, uni saqlab qolish va uning ravnaqi uchun kurashish asosiy g‘oyalardan biri sifatida ilgari suriladi. Bu yerda yurt tushunchasi insonning shaxsiy manfaatlaridan ustun turuvchi umumiy qadriyat sifatida talqin qilinadi.

“Ona yer” tushunchasi esa o‘zbek badiiy tafakkurida alohida poetik va emotsional rangga ega. Bu tushuncha ikki komponent – “ona” va “yer” so‘zlarining birikishidan hosil bo‘lib, inson va tabiat o‘rtasidagi chuqur ruhiy bog‘liqlikni ifodalaydi. “Ona yer” insonni boqadigan, unga hayot beradigan va uni o‘z bag‘riga oladigan muqaddas maskan sifatida tasvirlanadi. Adabiyotda bu tushuncha ko‘pincha tabiat manzaralari, tuproq, dalalar, tog‘lar va suv obrazlari orqali badiiy ifodalanadi. She’riyatda “ona yer” obrazining hissiy ta’siri juda kuchli bo‘lib, u insonning vatanga bo‘lgan mehrini, sadoqatini va minnatdorligini ifodalashda muhim vosita bo‘lib xizmat qiladi.

Semantik jihatdan ushbu uch tushuncha bir-birini to‘ldiradi. “Vatan” – umumiy va keng qamrovli tushuncha bo‘lib, u milliy identifikatsiya va tarixiy ongni ifodalaydi. “Yurt” – ijtimoiy va jamoaviy mazmunga ega bo‘lib, xalq va jamiyat bilan bog‘liq. “Ona yer” esa ko‘proq hissiy va poetik xarakterga ega bo‘lib, inson va tabiat o‘rtasidagi ruhiy aloqani aks ettiradi. Shu jihatdan

[20] Tumanov S. Qiyosiy tilshunoslik asoslari. – Toshkent: Fan, 2012. – 248 b.

qaraganda, o‘zbek badiiy asarlarida vatan konsepti uch asosiy yo‘nalishda namoyon bo‘ladi: ma’naviy-milliy, ijtimoiy-jamoaviy va hissiy-poetik.[21] O‘zbek adabiyotining turli davrlarida bu tushunchalarning talqini ham o‘zgarib borgan. Klassik adabiyotda, xususan, Alisher Navoiy davrida vatan tushunchasi ko‘proq ma’naviy va axloqiy qadriyatlar bilan bog‘liq holda talqin qilingan. Bu davrda vatan insonning ruhiy kamoloti va ma’naviy yetukligi bilan uyg‘un holda tasvirlangan. Keyingi davrlarda, xususan, jadid adabiyotida vatan tushunchasi milliy uyg‘onish, ma’rifat va ozodlik g‘oyalari bilan boyitilgan. Jadid yozuvchilari vatanni taraqqiyot va mustaqillik bilan bog‘lab, uni millat ravnaqining asosiy omili sifatida ko‘rsatganlar.

XX asr o‘zbek adabiyotida, ayniqsa, sovet davrida vatan tushunchasi ideologik mazmun kasb etgan. Bu davr asarlarida vatan ko‘pincha davlat va siyosiy tizim bilan bog‘liq holda talqin qilingan bo‘lsa-da, ko‘plab yozuvchilar bu tushunchani chuqurroq, insoniy va milliy mazmunda ifodalashga harakat qilganlar. Mustaqillik davriga kelib esa vatan konsepti yana o‘zining asl milliy va ma’naviy mohiyatiga qaytdi. Zamonaviy o‘zbek adabiyotida vatan tushunchasi erkinlik, milliy g‘urur va tarixiy xotira bilan bog‘liq holda keng talqin qilinmoqda.

Badiiy talqinda “vatan”, “yurt” va “ona yer” tushunchalari turli obrazlar va ramzlar orqali ifodalanadi. Masalan, tuproq – vatanning asosiy ramzi sifatida, bayroq – milliy birlik belgisi sifatida, ona obrazi esa vatanning mehribon va himoyachi timsoli sifatida ishlatiladi. Bu ramzlar orqali yozuvchilar insonning vatanga bo‘lgan muhabbatini, sadoqatini va fidoyiligini badiiy jihatdan ifodalashga erishadilar. O‘zbek badiiy asarlarida “vatan” konsepti “vatan”, “yurt” va “ona yer” tushunchalari orqali ko‘p qatlamli semantik tizim sifatida namoyon bo‘ladi. Ushbu tushunchalar o‘zaro uyg‘unlashgan holda insonning milliy ongini, ijtimoiy munosabatlarini va ruhiy kechinmalarini ifodalaydi hamda o‘zbek adabiyotida muhim badiiy-estetik ahamiyat kasb etadi. O‘zbek badiiy asarlarida “vatan”, “yurt” va “ona yer” tushunchalarining badiiy aks etishi faqatgina nazariy yoki umumiy tasvirlar bilan cheklanib qolmaydi, balki ular aniq obrazlar, syujet chiziqlari va qahramonlar taqdiri orqali jonli va ta’sirchan shaklda namoyon bo‘ladi. Ayniqsa, o‘zbek adabiyotida vatan konsepti ko‘pincha inson hayotidagi eng muhim qadriyat sifatida tasvirlanadi va bu tushuncha qahramonning ruhiy dunyosi, uning qaror va harakatlarida hal qiluvchi omil bo‘lib xizmat qiladi.

Masalan, tarixiy mavzudagi asarlarda “yurt” tushunchasi ko‘proq himoya qilinishi lozim bo‘lgan muqaddas makon sifatida tasvirlanadi. Qahramonlar o‘z yurti uchun kurashadi, uning mustaqilligi va tinchligini saqlashni o‘zining eng oliy burchi deb biladi. Bu holatda “yurt” tushunchasi faqat hududiy birlik emas, balki xalqning sha’ni, or-nomusi va tarixiy davomiyligi bilan chambarchas bog‘liq bo‘lgan tushuncha sifatida namoyon bo‘ladi. Shu jihatdan qaraganda, “yurt” obrazining badiiy talqini o‘zbek adabiyotida vatanparvarlik g‘oyalarini shakllantirishda muhim vosita hisoblanadi.

“Ona yer” tushunchasi esa ayniqsa lirik asarlarda o‘zining chuqur emotsional ta’siri bilan ajralib turadi. Shoirlar ko‘pincha vatanni ona obraziga qiyoslab, uning mehribonligi, bag‘rikengligi va hayot baxsh etuvchi kuchini ta’kidlaydilar. Bu o‘xshatish orqali inson va tabiat o‘rtasidagi uzviy bog‘liqlik ochib beriladi. “Ona yer” insonni boqadi, uni asraydi va oxir-oqibat yana o‘z bag‘riga oladi degan falsafiy qarash o‘zbek she’riyatida keng tarqalgan. Shu sababli ham bu tushuncha ko‘pincha hayot va o‘lim, abadiylik va davomiylik kabi kategoriyalar bilan bog‘liq holda talqin qilinadi.

Xulosa qilib auytganda ushbu tushuncha o‘zbek badiiy matnlarida o‘ziga xos mental ma’no aks ettiradi. Shuningdek, vatanni ona obraziga qiyoslab, uning mehribonligi, bag‘rikengligi va hayot baxsh etuvchi kuch ekanligi ham tez –tez takrorlanadi.

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ПРОБЛЕМЫ ПЕРЕВОДА ОТРАСЛЕВОЙ ТЕРМИНОЛОГИИ

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Аннотация: Статья посвящена актуальным проблемам перевода отраслевой терминологии, которая играет ключевую роль в межкультурной и профессиональной коммуникации. Рассматриваются основные трудности, возникающие при передаче специализированных терминов, включая отсутствие эквивалентов, многозначность и культурно-специфические коннотации. Анализируются различные стратегии и методы перевода, направленные на обеспечение точности и адекватности. Особое внимание уделяется необходимости глубокого понимания предметной области и контекста для успешного перевода. Предлагаются рекомендации по повышению качества перевода отраслевой терминологии.

Ключевые слова: Перевод, Терминология, Отраслевая Терминология, Проблемы Перевода, Специализированный Перевод, Эквивалентность, Точность Перевода, Межкультурная Коммуникация

Annotatsiya: Ushbu maqola madaniyatlararo va kasbiy aloqada muhim rol o‘ynaydigan soha terminologiyasini tarjima qilishdagi dolzarb muammolarga bag'ishlangan. Unda ixtisoslashgan atamalarni tarjima qilishda yuzaga keladigan asosiy qiyinchiliklar, jumladan, ekvivalentlarning yo‘qligi, ko‘p ma'nolilik va madaniy-o‘ziga xos konnotatsiyalar ko‘rib chiqiladi. Aniqlik va adekvatlikni ta'minlashga qaratilgan turli tarjima strategiyalari va usullari tahlil qilinadi. Muqaddas tarjima uchun mavzu sohasi va kontekstni chuqur tushunish zarurligiga alohida e'tibor qaratilgan. Soha terminologiyasi tarjimasi sifatini oshirish bo‘yicha tavsiyalar beriladi.

Kalit so‘zlar: Tarjima, Terminologiya, Soha Terminologiyasi, Tarjima Muammolari, Ixtisoslashgan Tarjima, Ekvivalentlik, Tarjima Aniqligi, Madaniyatlararo Kommunikatsiya

Abstract: This article addresses the pressing issues in translating industry-specific terminology, which plays a crucial role in intercultural and professional communication. It examines the main difficulties encountered when rendering specialized terms, including the lack of equivalents, polysemy, and culturally specific connotations. Various translation strategies and methods aimed at ensuring accuracy and adequacy are analyzed. Particular attention is paid to the necessity of a deep understanding of the subject area and context for successful translation. Recommendations for improving the quality of industry-specific terminology translation are proposed.

Keywords: Translation, Terminology, Industry-specific Terminology, Translation Problems, Specialized Translation, Equivalence, Translation Accuracy, Intercultural Communication

На современном этапе развития науки и техники, характеризующемся беспрецедентным темпом инноваций и глобализацией, проблема точного и адекватного перевода отраслевой терминологии приобретает особую актуальность и стратегическое значение. Непрерывное появление новых концепций и технологий во всех сферах человеческой деятельности обусловливает постоянное пополнение терминологических систем, что создает значительные вызовы для межъязыковой коммуникации и требует от переводчиков высокой квалификации. Точность терминологии является краеугольным камнем профессионального общения, а ошибки в ее переводе могут привести к серьезным недопониманиям, финансовым потерям и даже угрозе безопасности, особенно в высокотехнологичных и критически важных отраслях [1;45]. Повышение сложности знаний требует от переводчиков непрерывного обновления их концептуальных систем и точной идентификации объектов или явлений. В условиях, когда стандартизация языка и

обеспечение точной коммуникации становятся ключевыми факторами эффективности и сотрудничества в различных отраслях, разработка и использование терминологических баз данных приобретает критическое значение для оптимизации переводческих процессов. Таким образом, исследование проблем перевода отраслевой терминологии является не только теоретически значимым, но и имеет высокую практическую ценность для обеспечения качественной межкультурной и межотраслевой коммуникации.

Целью данного исследования является всесторонний анализ ключевых проблем, возникающих при переводе отраслевой терминологии, а также выявление эффективных подходов и инструментов для их преодоления. Для достижения поставленной цели в работе будут решены следующие задачи: рассмотрение теоретических основ и специфики отраслевой терминологии; анализ основных лингвистических и концептуальных аспектов проблем перевода; исследование экстралингвистических факторов и потенциальных последствий ошибок перевода; изучение современных подходов и инструментов, включая роль терминологических баз данных, для решения возникающих трудностей; определение роли переводчика и требований к его профессиональным компетенциям в условиях постоянно меняющейся терминологической среды. Особое внимание будет уделено необходимости глубокого понимания предметной области и контекста для обеспечения адекватности перевода [2;89].

Исследования в области перевода отраслевой терминологии неизменно подчеркивают ее центральную роль в обеспечении эффективной межкультурной и межотраслевой коммуникации, особенно в условиях ускоренного научно-технического прогресса. Непрерывное развитие науки и технологий приводит к постоянному появлению новых концепций, что, в свою очередь, генерирует приток новых терминов в специализированные тексты. Эта динамика создает значительные вызовы для переводчиков, требуя не только лингвистической виртуозности, но и глубокого понимания предметной области.

В академической литературе термин традиционно определяется как слово или словосочетание, которое точно обозначает концепцию в рамках конкретной области знания [3;64]. Однако, несмотря на стремление к однозначности внутри своей предметной области, термины часто демонстрируют полисемию при рассмотрении в более широком контексте или при переходе между различными дисциплинами. Например, как отмечают О.И. Красавина и О.Г. Ветрова, термин 'offset' может иметь совершенно разные значения в машиностроении, металлургии, строительстве, информатике и нефтехимии, а 'power' варьируется от силы до власти, математической степени или электричества в зависимости от контекста [4;99]. Аналогично, 'gear' переводится по-разному в машиностроении, авиации и других инженерных секторах. Эта многозначность не просто усложняет выбор эквивалента, но и требует от переводчика способности к глубокому концептуальному анализу, чтобы точно передать специфический смысл, присущий термину в данном конкретном дискурсе. Таким образом, адекватность перевода достигается не только за счет лингвистической точности, но и благодаря глубокому пониманию предметной области и контекста, что является краеугольным камнем профессионального перевода.

Учитывая эту сложность, современные исследования акцентируют внимание на многогранной роли переводчика и требованиях к его профессиональным компетенциям. Перевод технической и научной терминологии выходит за рамки простого замещения слов; он требует от специалиста не только превосходного владения исходным и целевым языками, но и глубоких знаний в соответствующей технической области, а также владения теорией перевода. Переводчик выступает в качестве активного участника межъязыковой научной коммуникации, и качество его «информированной интерпретации» напрямую определяет принятие переведенного текста профессиональным сообществом. В условиях постоянно возрастающей сложности знаний, переводчикам необходимо непрерывно обновлять свои концептуальные системы и точно идентифицировать объекты или явления, чтобы обеспечить адекватность перевода. Это включает в себя не только отслеживание новых терминов и их значений, но и понимание эволюции концепций, стоящих за ними, что делает

процесс обучения и профессионального развития переводчика непрерывным и динамичным. Без такого постоянного обновления существует высокий риск создания неточных или устаревших переводов, что может иметь серьезные практические последствия.

Выбор адекватных методов перевода является одной из ключевых проблем, рассматриваемых в литературе. А.А. Столярова выделяет ряд основных переводческих приемов, применимых к отраслевой терминологии, таких как поиск прямых эквивалентов (например, 'muffler' – 'глушитель'), транскрипция ('lock-out period' – 'локаут период'), транслитерация ('paddock' – 'падок') и калькирование ('adhesive film' – 'клеящая пленка') [5;34]. Однако применение этих методов требует от переводчика не только знания их сути, но и умения критически оценивать их применимость в конкретном контексте, учитывая культурные, функциональные и прагматические аспекты. Ошибочный выбор метода может привести к искажению смысла, потере нюансов или созданию неологизмов, не соответствующих нормам целевого языка и предметной области.

Для минимизации рисков и повышения точности перевода, исследователи рекомендуют уделять особое внимание подготовительному этапу. В частности, А.А. Столярова советует до начала перевода составлять глоссарий с определениями и объяснениями терминов, что способствует обеспечению адекватности перевода [5;55]. Такой подход позволяет систематизировать терминологию, выявить потенциальные неоднозначности и унифицировать перевод ключевых понятий на протяжении всего текста. Это особенно актуально для новых или узкоспециализированных областей, где устоявшиеся эквиваленты могут отсутствовать.

В контексте растущих объемов информации и необходимости стандартизации, разработка и использование терминологических баз данных признается критически важным инструментом для решения проблем перевода отраслевой терминологии. Эти базы представляют собой структурированные коллекции терминов, их определений и концепций, предназначенные для унификации языка и обеспечения точной коммуникации в различных отраслях . Их применение значительно повышает эффективность, точность и сотрудничество, что особенно заметно в таких сферах, как здравоохранение, юриспруденция, финансы и высокие технологии [6;266]. Например, в здравоохранении стандартизированная терминология улучшает уход за пациентами, в юридической сфере обеспечивает согласованность документов и снижает риск неверного толкования, а в технологиях упрощает процесс разработки. Овладение навыками работы с такими базами данных и их создания становится востребованной компетенцией, способствующей карьерному росту специалистов, способных улучшать коммуникацию и обеспечивать точность.

Основываясь на комплексном подходе к изучению проблем перевода отраслевой терминологии, методологической основой является системный анализ, рассматривающий терминологию как динамическую систему в лингвистическом, когнитивном и социокультурном контекстах. Применяется дескриптивно-аналитический метод для выявления, классификации и детального описания основных типов проблем, возникающих при межъязыковой передаче специализированных понятий. Включает критический синтез существующих научных подходов и практических решений, представленных в современной академической литературе. Основной акцент сделан на качественном анализе, позволяющем глубоко проникнуть в природу терминологических трудностей и оценить эффективность различных стратегий их преодоления.

Теоретической базой послужили положения современной теории перевода, терминоведения, когнитивной лингвистики и функциональной стилистики. В частности, используются концепции функционально-прагматического подхода к переводу, подчеркивающего важность цели, адресата и релевантности информации. При анализе специфики отраслевой терминологии и ее полисемии, выявленной в предыдущих разделах, применяются принципы когнитивного терминоведения, рассматривающего термины как репрезентации концептов в специализированных областях знания. Позволяет исследовать формирование и эволюцию концептуальных систем в отраслях, влияющих на адекватность

перевода. Особое внимание уделяется роли контекста в детерминации значения термина, что критически важно для преодоления многозначности, о чем свидетельствуют примеры 'offset', 'power' и 'gear' [3].

Проблемы перевода терминологии наиболее выражены (высокотехнологичные, медицинские, юридические, инженерные). Однако, учитывая объем и сложность, сосредоточено на общих методологических подходах и универсальных проблемах, без углубления в специфику отдельных отраслей или языковых пар. Ограничением является преимущественно теоретический характер анализа, основанный на вторичных данных (научной литературе), без эмпирических экспериментов или анализа больших корпусов текстов. Тем не менее, полученные результаты обеспечивают прочную основу для дальнейших прикладных исследований и разработки практических рекомендаций.

Данное исследование подтверждает, что точный и адекватный перевод отраслевой терминологии является критически важным в условиях глобализации и ускоренного научно-технического прогресса. Выявлены ключевые проблемы, связанные с многозначностью терминов, отсутствием прямых эквивалентов и необходимостью глубокого понимания предметной области и контекста. Подчеркнута незаменимая роль переводчика, требующая не только лингвистической компетентности, но и постоянного обновления концептуальных систем, а также владения специализированными методами перевода. Эффективным решением для стандартизации и повышения точности перевода признается активное использование и разработка терминологических баз данных. Таким образом, преодоление проблем перевода отраслевой терминологии требует комплексного подхода, сочетающего профессионализм переводчика, методологическую строгость и применение современных технологических инструментов.

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“HOME”, “MOTHERLAND”, “FATHERLAND” TUSHUNCHALARINING SEMANTIK QATLAMLARI VA BADIIY TALQINI

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Annotatsiya: Ushbu maqolada Ingliz va O‘zbek tilida “vatan” tushunchasining turli kontekstlarda ishlatilishi va uning semantik, etimologik hamda badiiy talqinlar orqali ifodalanishi ko‘rib chiqiladi. Shuningdek, “vatan” tushunchasining ikki tildagi o‘xshash va farqli tomonlari misollar yordamida qiyoslanadi.

Kalit so‘zlar: Home, motherland, fatherland, ona yurt, insonsoniy, tarixiy, madaniy, tinchlik, iliqlik, barqarorlik.

Аннотация: В данной статье рассматривается использование понятия «родина» в английском и узбекском языках в различных контекстах и его представление посредством

семантической, этимологической и художественной интерпретаций. Также проводится сравнение сходств и различий понятия «родина» в двух языках на примерах.

Ключевые слова: Дом, родина, отечество, человеческий, исторический, культурный, мир, тепло, стабильность

Abstract: This article examines the use of the concept of "homeland" in English and Uzbek in various contexts and its representation through semantic, etymological, and artistic interpretations. It also compares the similarities and differences between the concepts of "homeland" in the two languages using examples.

Keywords: Home, homeland, fatherland, human, historical, cultural, peace, warmth, stability

Ma’lumki, Ingliz adabiyotida “vatan” tushunchasi turli kontekstlarda ishlatiladi va bu mavzu semantik, etimologik hamda badiiy talqinlar orqali boyitilgan. Ingliz tilida vatanni ifodalash uchun uchta asosiy tushuncha ishlatiladi: “Home”, “Motherland” va “Fatherland”. Har biri o‘zining tarixiy, madaniy va emotsional qatlamiga ega bo‘lib, badiiy asarlarda turlicha talqin qilinadi. Ingliz adabiyotida bu tushunchalar nafaqat shaxsiy va oilaviy tajribalarni, balki milliy va siyosiy identifikatsiyani ham aks ettiradi.

Vatan tushunchasining etimologik ildizlari so‘zning o‘zida ham seziladi: “home” – shaxsiy yashash makoni va oilaviy makonni bildiradi; “motherland” – ona yurt, insonning tarixiy va madaniy ildizlariga bog‘liqligi; “fatherland” – ota yurt, milliy sadoqat, himoya va siyosiy mas’uliyat ramzi. Ingliz badiiy asarlarida bu tushunchalar bir-birini to‘ldiruvchi sifatida ishlatiladi, ularning semantik qatlamlari chuqur tahlil qilinadi. “Home” tushunchasi ingliz adabiyotida shaxsiy makon va ruhiy xavfsizlikni ifodalaydi. Semantik qatlamda home – bu insonning shaxsiy va oilaviy muhiti, tinchlik, iliqlik va ongli barqarorlik ramzi. Badiiy talqinda home motivi klassik romanlar, she’riyat va kinoda doimiy ravishda uchraydi. Masalan, XIX-asr ingliz romanlarida uy tasvirlari qahramonlarning ruhiy holatini, ularning ichki dunyosidagi konfliktlarni aks ettiruvchi vosita sifatida ishlatiladi. She’riyatda home motivi deraza, eshik, xona ichidagi nurni tasvirlash orqali shaxsiy makon hissiyotini boyitadi. Kinoda esa home vizual va simvolik vositalar orqali ochiladi: oilaviy dasturxon, mebel, xona va qahramonlarning o‘zaro muloqotlari shaxsiy makon hissini kuchaytiradi. Shu bilan birga, migratsiya va globalizatsiya sharoitida home tushunchasi nostalgiya va madaniy bog‘lanish ramzi sifatida yanada muhim ahamiyat kasb etadi.

“Motherland” tushunchasi ona yurt sifatida insonning milliy va tarixiy ongini aks ettiradi. Semantik qatlamda motherland insonning ona yurtga sadoqati, milliy qadriyat va tarixiy ildizlariga bog‘liqligini ifodalaydi. Ingliz badiiy asarlarida ona yurt motivi ko‘pincha fidoyilik, sadoqat va milliy g‘urur ramzi sifatida ishlatiladi. She’riyat va epik asarlarda motherland insonning ruhiy markazi, tarixiy va madaniy qadriyatlarning manbai sifatida tasvirlanadi. Kino va musiqada motherland motivi ko‘pincha tabiat manzaralari, tarixiy voqealar va qahramonlarning vatan oldidagi burchi orqali ochiladi. Tarixiy kontekstdan qaraganda, ona yurt tushunchasi milliy intilishlar, inqilob va mudofaa bilan chambarchas bog‘liq. Ona yurt nafaqat joy, balki tarixiy va madaniy merosni saqlash va avlodlarga yetkazish vositasi sifatida qaraladi.

“Fatherland” tushunchasi ota yurt va milliy sadoqatni ifodalaydi. Semantik qatlamda fatherland tarixiy meros, ijtimoiy sadoqat va vatan himoyasi bilan bog‘liq. Badiiy talqinda fatherland motivi qahramonlik, fidoyilik va tarixiy voqealarni aks ettiradi. Ingliz romanlari, she’riyat va kinoda ota yurt motivi insonning vatan oldidagi burchi va tarixiy mas’uliyatini namoyon qiladi. Tarixiy va siyosiy kontekstdan qaraganda, fatherland turli davrlarda propagandaviy maqsadlar bilan ishlatilgan. Masalan, XX-asr ingliz adabiyotida fatherland tushunchasi milliy g‘urur, himoya va fidoyilik motivlari bilan boyitilgan.

Ushbu uch tushunchaning taqqoslanishi va kontrasti quyidagicha ifodalanadi: home – shaxsiy va oilaviy makon, ruhiy barqarorlik ramzi; motherland – ona yurt, milliy identifikatsiya va sadoqat timsoli; fatherland – ota yurt, tarixiy va siyosiy sadoqat hamda himoyaning simbolidir. Emotsional va psixologik farqlarni badiiy asarlarda motivlar, metaforalar va simvolik tasvirlar orqali ochish mumkin: deraza va eshik home uchun, tabiat va tarixiy manzaralar motherland uchun, jang sahnalari va qahramonlik fatherland uchun xarakterlidir. Zamonaviy ingliz badiiy asarlarida

globalizatsiya, urbanizatsiya va migratsiya jarayonlari bu tushunchalarga yangi mazmun qo‘shgan. Diasporada home nostalgiya va ruhiy bog‘lanish ramzi bo‘lib, motherland milliy qadriyat va tarixiy merosni anglash vositasi sifatida ishlatiladi, fatherland esa sadoqat, vatan oldidagi burch va tarixiy mas’uliyatni ifodalaydi. Shu bilan birga, ingliz adabiyotida bu tushunchalar shaxsiy tajribani milliy va tarixiy kontekst bilan uyg‘unlashtiruvchi vosita sifatida ishlatiladi.

Badiiy talqinlar orqali ingliz adabiyotida vatan tushunchasi inson ruhiyati, milliy ong va ijtimoiy mas’uliyatni boyitadi. Home shaxsiy makon va iliqlikni, motherland ona yurt va milliy sadoqatni, fatherland esa ota yurt va tarixiy himoyani ifodalaydi. Shu uch tushuncha bir-birini to‘ldiruvchi qatlamlar hosil qilib, shaxsiy, milliy va siyosiy identifikatsiyani chuqurroq anglash imkonini beradi.[22] Ingliz badiiy asarlarida “Home”, “Motherland” va “Fatherland” tushunchalari nafaqat makon va vatanni anglatadi, balki inson ruhiyatining turli qatlamlarini ochib beruvchi kuchli semantik va badiiy vositalar sifatida xizmat qiladi. Home tushunchasi insonning shaxsiy va oilaviy makoni sifatida tasvirlanadi. Semantik jihatdan u tinchlik, xavfsizlik, mehr-muhabbat va psixologik barqarorlikni ifodalaydi. Adabiyotda bu motiv ko‘pincha qahramonlarning ruhiy o‘sishi va ichki dunyosidagi konfliktlar orqali ochiladi. Masalan, ingliz klassik romanlarida uy tasvirlari qahramonning his-tuyg‘ularini, xotiralarini va oilaviy an’analarni ifodalashda ishlatiladi. Shu bilan birga, home motivi she’riyatda ham keng qo‘llaniladi. Deraza, eshik, xona ichidagi nurni tasvirlash orqali shaxsiy makon hissiyotini boyitadi, kino va teatrda esa bu motiv vizual elementlar orqali namoyon bo‘ladi: oilaviy dasturxon, mebel, xona va qahramonlar orasidagi o‘zaro munosabatlar home hissiyotini kuchaytiradi.

Semantik va badiiy tahlil orqali bu uch tushunchaning o‘zaro farqlari aniq ko‘rinadi. Home – shaxsiy va oilaviy makon, ruhiy barqarorlik ramzi; motherland – ona yurt, milliy identifikatsiya va sadoqat timsoli; fatherland – ota yurt, tarixiy va siyosiy sadoqat va himoyaning simboli. Emotsional va psixologik farqlar badiiy asarlarda motivlar, metaforalar va simvolik tasvirlar orqali ochiladi: deraza va eshik home uchun, tabiat va tarixiy manzaralar motherland uchun, jang sahnalari va qahramonlik fatherland uchun xarakterlidir.

Zamonaviy ingliz badiiy asarlarida globalizatsiya, urbanizatsiya va migratsiya jarayonlari ushbu tushunchalarga yangi mazmun qo‘shgan. Diasporada home nostalgiya va ruhiy bog‘lanish ramzi bo‘lib, motherland milliy qadriyat va tarixiy merosni anglash vositasi sifatida ishlatiladi, fatherland esa sadoqat, vatan oldidagi burch va tarixiy mas’uliyatni ifodalaydi. Shu bilan birga, ingliz adabiyotida bu tushunchalar shaxsiy tajribani milliy va tarixiy kontekst bilan uyg‘unlashtiruvchi vosita sifatida ishlatiladi.

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Annotatsiya: Ushbu maqolada hozirgi jamiyatda ko‘p tillilikning ahamiyati yoritilgan. Unda ko‘p tillilikning inson tafakkurini kengaytirishi, madaniyatlararo muloqotni rivojlantirishi hamda ta’lim va iqtisodiy sohalarda tutgan o‘rni haqida so‘z yuritiladi. Shuningdek, xorijiy tillarni

[22] Mirzayev T.,Musoqulov A., Sarimsoqov B. O’zbek xalq maqollari.- Vol-1. Tashkent, “Fan”, 1987,- p.368

o‘rganishning yoshlar uchun imkoniyatlari va uning dolzarbligi tahlil qilingan.Bundan tashqari,mamlakatimizdagi yoshlar o‘rtasidagi tillar haqida ham to‘xtalib o‘tilgan. Maqolada ko‘p tillilikning afzalliklari bilan birga ayrim qiyinchiliklari ham ko‘rsatib o‘tilgan hamda umumiy xulosa berilgan.

Kalit so‘zlar: Glaballashuv, ko‘p tillilik, xorijiy tillar, yoshlar, kommunikatsiya, til o‘rganish, xalqaro sertifikatlar (IELTS, TOEFL, TOPIK), intellectual rivojlanish

Annotation: This article discusses the importance of multilingualism in modern society. It highlights how multilingualism broadens human thinking, enhances intercultural communication, and plays a significant role in education and the economy. The article also analyzes the opportunities that learning foreign languages provides for young people and its relevance today. In addition, it touches upon the use of languages among the youth in our country. Along with its advantages, the article also outlines some challenges of multilingualism and provides an overall conclusion.

Keywords: Globalization, multilingualism, foreign languages, youth, communication, language learning, international certificates (IELTS, TOEFL, TOPIK), intellectual development.

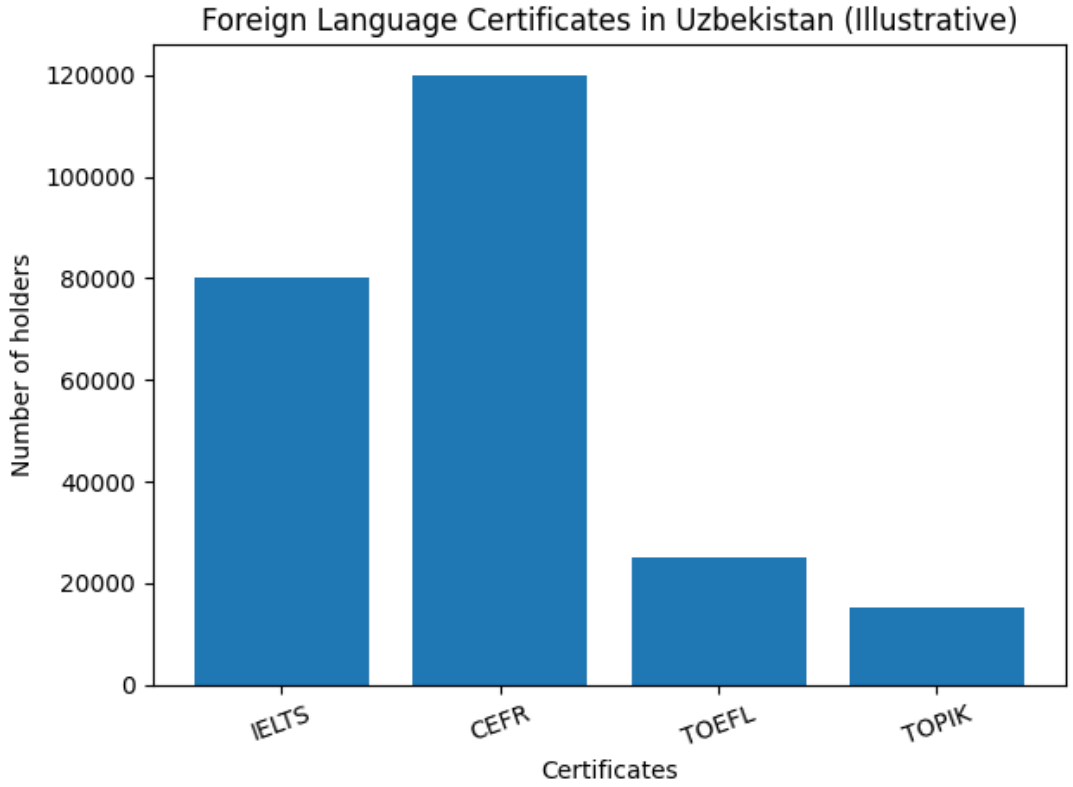
Hozirgi globallashuv davrida dunyo mamalakatlari o‘rtasidagi siyosiy iqtisodiy, ijtimoiy ,madaniy aloqalar tobora yaxshilanib va kengayib bormoqda.Bunday sharoitda turli millat elat va madaniyat vakillari o‘rtasidagi samarali va keng qamrovli muloqotni yo‘lga qo‘yish muhim ahamiyat kasb etadi.Aynan shu jarayonda ko‘p tilni bilish va muloqot olib borish asosiy omillardan biri sifatida nomoyon bo‘ladi.Bir nechta tilni bilish nafaqat shaxsning -bilim doirasini kengaytiradi,balki uning ijtimoiy ,madaniy va kasbiy rivojlanishiga ham katta ta’sir ko‘rsatadi.Shu sababli hozirgi jamiyatda ko‘p tilni bilish masalasi dolzarb va muhim mavzulardan biri hisoblanadi

Adabiyotlar tahlili: Ko‘p tillilik masalasi ko‘plab olimlar tomonidan o‘rganilgan. Tadqiqotlarda ko‘p tillilikning inson tafakkuriga ijobiy ta’siri, xotira va fikrlash qobiliyatini rivojlantirishi alohida ta’kidlanadi. Ayrim ilmiy manabalarda esa ko‘p tilli muhitida ulg’aygan bolalarning muloqot qilish qobiliyati yuqori bo‘lishi qayd etilgan. Shuningdek, zamonaviy tadqiqotlar ko‘p tillilikning iqtisodiy va ijtimoiy ahamiyatini ham ochib beradi. Xususan, xalqaro tashkilotlar hisobatlarida xorijiy tillarni bilish global mehnat bozorida ustunlik beruvchi omi sifatida ko‘rsatadi. Mamlakatimiz olimlari tomonidan ham yoshlar orasida chet tillarini o‘rganishga bo‘lgan qiziqish ortib borayotgani va bu ta’lim sifatini oshirishga ijobiy ta’sir ko‘rsatayotgani ta’kidlaydi.

Muhokama va natijalar: Yuqoridagi adabiyotlar tahliliga binoan, ko‘p tillarni bilish hozirgi jamiyatning ajralmas nuqtasiga aylanib qolmoqda. Ayniqsa, globallashuv sharoitida turli millat va elat vakillari o‘rtasidagi kommunikatsiya aloqalari kuchayishi bir nechta tilini bilishni zarurat darajasiga olib chiqdi. Shuningdek, ko‘p tillarni bilish va gaplasha olish qobiliyatini insonni dunyo qarashini yaxshilaydi muommlarni tez va oson hal qilish qobiliyatini oshiradi hamda yangi bilimlarni tez o‘rganishga ko‘maklashadi. Bu jarayonlar, ayniqsa, yoshlar o‘rtasida ommalshmoqda. Shu bilan birga, shuni tak’idlash joizki, ayni vaqtda mamalakatimizda ham xorijiy tillarni o‘rganishga katta e’tibor qratilmoqda. Turli ta’lim dasturlari, kurslar xalqaro loyihalar ham yoshlarni til o‘rganishga bo‘lgan ishtiyoqi va qiziqishlarini oshirmoqda. Yoshlar yangi til o‘rganish bilan bir qatarda yangi millat mamlakat elat va insonlarni o‘zlari uchun Kashif qilib yangi do‘stlar va yangi kashfiyot texnikalardan xabardor bo‘lishmoqda. Bular esa yoshlarimiz manaviyati salaohiyati hamda hayotda o‘z o‘rnini topish yuqori natijalarga erishish uchun turtki bo‘lmoqda. Aytishim joizki, O‘zbekiston Respublikasi Vazirlar Mahkamasi huzuridagi Xorijiy tillarni o‘rganishni ommalashtirish agentligi va Vazirlar Mahkamasi huzuridagi Ta’lim sifatini nazorat qilish davlat inspeksiyasining 2021-yil 31-avgustdagi 1-mh va 23-mh-son “Xorijiy tillarni bilish darajasini baholovchi xalqaro tan olingan sertifikatlarning ro‘yxatini hamda xorijiy tillarni bilish darajasini belgilovchi milliy va xalqaro tan olingan sertifikatlar o‘rtasidagi muvofiqlik darajasini tasdiqlash to‘g‘risida”gi qarori (ro‘yxat raqami 3318, 2021-yil 7-sentabr) (Qonunchilik ma’lumotlari milliy bazasi, 07.09.2021-y., 10/21/3318/0850-son) o‘z kuchini yo‘qotgan deb topilsin.

Muhokama jarayonida shuni e’tiborga ham olishimiz zarurki, barcha yoshlarimiz xorijiy tillarni o‘rganishga barcha vaqtlarini sarflashsa, o‘z ona tillarni unitishga yoki ona til yoshlar

o‘rtasida qadrsizlanishiga olib kelishi mumkin. Bu esa milliy qadrlatlar vat il madaniyatining zaiflashishga keyinchalik bu muvozant buzilishi xavfi ortishiga olib borishi mumkin



Bu diagramma O‘zbekistonda yoshlar o‘rtasida xorijiy tilni bilish haqidagi tadqiqotlarga asoslanadi. Unga ko‘ra, birinchi o‘rinda CEFR sertifikatini 120 ming nafar yoshlar qo‘lga kiritishgan, keyingi o‘rinda esa IELTS taxminan 80 ming nafar. TOEFL sertifikatiga ega bo‘lganlar soni esa nisbatan kamroq taxminan 25 ming nafarni tashkil etadi. Eng pastki ko‘rsatkich esa TOPIK 15 ming nafar yoshlarda sertifikat mavjud ekani kuzatiladi. Umuman olganda, diagramma natijalari shuni ko‘rsatadiki, O‘zbekistonda yoshlar orasida xorijiy til sertifikatlariga bo‘lgan ehtiyoj va qiziqish yuqori. Ayniqsa xalqaro darajada tan olingan sertifikatlar ustuvor ahamiyat kasb etmoqda. Bu esa yoshlarning global ta’lim va mehnat bozoriga integratsiyalashuv jarayoni jadallashayotganidan dalolat beradi.

Xulosa qilib aytadiganda, hozirgi davrida ko‘p tillilik jamiyat taraqqiyotining muhim omillaridan biri hisoblanadi. Bir nechta tilni bilish insonning intellektual salohiyatini oshiradi, uning dunyoqarashini kengaytiradi hamda turli madaniyat vakillari bilan samarali muloqot qilish imkonini yaratadi. Ayniqsa, yoshlar uchun xorijiy tillarni o‘rganish ta’lim olish, xorijda o‘qish va xalqaro mehnat bozorida muvaffaqiyat qozonish uchun katta imkoniyatlar eshigini ochadi.

Maqolada keltirilgan tahlillar shuni ko‘rsatadiki, O‘zbekistonda ham yoshlar orasida chet tillarini o‘rganishga bo‘lgan qiziqish ortib bormoqda. Xususan, CEFR, IELTS, TOEFL va TOPIK kabi xalqaro sertifikatlarni qo‘lga kiritayotgan yoshlar sonining ko‘payib borayotgani bu jarayonning yaqqol isbotidir. Bu esa mamlakatimiz yoshlarining global ta’lim va iqtisodiy makonga faol kirib borayotganini anglatadi.

Shu bilan birga, ko‘p tillilikning ayrim salbiy jihatlarini ham inobatga olish zarur. Ona tiliga bo‘lgan e’tiborning susayishi milliy qadriyatlar va madaniyatga salbiy ta’sir ko‘rsatishi mumkin. Shuning uchun xorijiy tillarni o‘rganish bilan bir qatorda ona tilini asrab-avaylash va rivojlantirish ham muhim vazifa bo‘lib qoladi.

Umuman olganda, ko‘p tillilik — bu nafaqat zamonaviy ehtiyoj, balki shaxsiy va ijtimoiy rivojlanishning muhim omili sifatida baholanadi.

Foydalanilgan adabiyotlar ro‘yxati

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TIL SIYOSATI VA TA’LIM ISLOHOTLARI

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Annotatsiya: O‘zbekistonning jahon hamjamiyatiga integratsiyalashuvi sharoitida til o‘rganish masalasi davlat siyosatining ustuvor yo‘nalishlaridan biriga aylandi. Tadqiqotda chet tillarini o‘qitish tizimidagi islohotlar — mamlakat raqobatbardoshligini oshirishning strategik asosi sifatida ko‘rib chiqiladi. Ma’rifat va ta’lim sohasidagi yangilanishlar, xorijiy tillarni ommalashtirishning institutsional mexanizmlari hamda zamonaviy pedagogik yondashuvlar maqolada tahliliy izchillikda ochib berilgan.

Kalit so‘zlar: Global integratsiya, til siyosati, inson kapitali, ta’lim transformatsiyasi, CEFR, raqobatbardosh kadr, metodik yangilanish.

Abstract: In the context of Uzbekistan's integration into the global community, language learning has become one of the priority areas of state policy. This research examines reforms in the foreign language teaching system as a strategic foundation for enhancing the country's competitiveness. The article analytically explores updates in the fields of enlightenment and education, institutional mechanisms for popularizing foreign languages, and modern pedagogical approaches.

Key words: Global integration, language policy, human capital, educational transformation, CEFR, competitive personnel, methodical renewal.

Аннотация: В условиях интеграции Узбекистана в мировое сообщество вопрос изучения языков стал одним из приоритетных направлений государственной политики. В данном исследовании реформы в системе обучения иностранным языкам рассматриваются как стратегическая основа повышения конкурентоспособности страны. В статье в аналитической последовательности раскрываются обновления в сфере просвещения и образования, институциональные механизмы популяризации иностранных языков и современные педагогические подходы.

Ключевые слова: Глобальная интеграция, языковая политика, человеческий капитал, трансформация образования, CEFR, конкурентоспособные кадры, методическое обновление.

Har qanday maqsad va islohotlar natijadorligiga faqat ilm-fan vositasida yetib boriladi. Ilm-fan qayerda rivojlanmasin, qaysi nuqtada paydo bo‘lmasin, jahon taraqqiyotiga o‘z ta’sirini o‘tkazmasdan qolmaydi. Buni rivojlangan davlatlar yuksalishida ilm-fan asosiy omil vazifasini o‘tayotganidan ham ko‘rish mumkin. Shu ma’noda, bugungi O‘zbekistonda amalga oshirilayotgan til siyosati shunchaki lingvistik ko‘nikmalarni shakllantirish emas, balki mamlakatning strategik istiqbolini belgilovchi ilmiy-ma’rifiy harakatdir.

Islohotlarning mantiqiy asosi va xalqaro tajriba: Jamiyat taraqqiyoti amalga oshirilayotgan islohotlarning ko‘lami va mantig‘iga bog‘liq. Qaysi soha e’tiborga muhtojligini ilg‘ab, chuqur va har tomonlama o‘ylanib amalga oshirilgan islohotlargina xalqning mushkulini

oson, ogʻirini yengil qiladi. Oʻzbekistonda chet tillarini oʻqitish tizimining tubdan yangilanishi aynan jamiyat ehtiyojidan kelib chiqqan holda, xalqaro tajribaga tayangan holda yoʻlga qoʻyilmoqda.

Rivojlangan mamlakatlarning nodavlat taʼlim xizmatlari, jumladan Yevropa davlatlaridan Germaniya, Buyuk Britaniya va Osiyo mamlakatlaridan Xitoy, Singapur, Janubiy Koreya, Yaponiya kabi davlatlar tajribasi shuni koʻrsatadiki, tizimlar turlicha tashkil etilgan boʻlsa-da, ulardagi oʻquv va oʻquv-uslubiy ishlarning zamonaviy yondashuvlari jahon bozorida ustunlikni taʼminlagan. Ushbu davlatlar kabi Oʻzbekiston ham bugun oʻzining til oʻqitish metodikasini jahon andozalariga moslashtirish orqali uzoq kelajakni koʻzlagan strategiyani amalga oshirmoqda.

Har qanday strategik maqsadning natijadorligi, shubhasiz, ilm-fan bilan bogʻliq. Ilm qayerda rivojlanmasin, u butun jahon taraqqiyotiga oʻzining ijobiy taʼsirini oʻtkazadi. Bugungi rivojlangan davlatlar — Germaniya, Buyuk Britaniya, Janubiy Koreya yoki Yaponiya boʻladimi — barchasining yuksalish zamirida ilm-fanga va inson kapitaliga boʻlgan eʼtibor yotadi. Oʻzbekistonda kechayotgan bugungi islohotlar ham ana shu global haqiqatga tayanadi: qaysi soha eʼtiborga muhtojligini toʻgʻri anglab, har tomonlama oʻylangan qadam tashlash xalqning ogʻirini yengil, turmushini farovon qiladi. Umuman olganda, mamlakatimiz taʼlim tizimini tubdan oʻzgartirish, uni xalqaro standartlarga integratsiyalash, mehnat bozori talabiga mos yuqori malakali mutaxassis kadrlar tayyorlash boʻyicha izchil islohotlar amalga oshirilmoqda. Maqsad bitta: oliy taʼlim mazmunini sifat jihatidan yangi bosqichga koʻtarish hamda zamonaviy bilim va yuksak maʼnaviy-axloqiy fazilatlarga ega, mustaqil fikrlaydigan yuqori malakali kadrlarni tayyorlashdan iborat. Global dunyo tartibotida mamlakatlarning intellektual salohiyati bevosita ularning til bilish darajasi va xalqaro muloqotga ochiqligi bilan oʻlchanmoqda. Ushbu tadqiqotda Oʻzbekistonning yangi taraqqiyot bosqichida til siyosati qanday qilib ijtimoiy-iqtisodiy yuksalish drayveriga aylangani ilmiy tahlil qilinadi. Muallif taʼlim tizimidagi soʻnggi islohotlar, xususan, chet tillarini oʻqitishning strategik ahamiyatini shunchaki pedagogik yangilanish emas, balki milliy manfaatlar nuqtayi nazaridan asoslab beradi. Ilm-fan va innovatsiyalarni rivojlantirish, ularning yutuqlarini yuqori qoʻshimcha qiymatga ega mahsulotga aylantirish jarayonida intellektual mulkning ishonchli himoya qilinishi alohida ahamiyat kasb etadi. Maʼlumotlarga koʻra, intellektual mulk ulushi Yevropada yalpi ichki mahsulotning 45, Xitoyda 12, Rossiyada 7 foizini tashkil etadi. 2020-yilning 12-oktabr kuni Prezidentimiz raisligida boʻlib oʻtgan yigʻilish ham “Intellektual mulkni himoya qilish – Uchinchi uygʻonish davri uchun ishonchli poydevor boʻlib xizmat qiladi” mavzusiga bagʻishlangan edi. Oʻshanda davlatimiz rahbari patent egalari va tadbirkorlar oʻrtasidagi hamkorlikni taʼminlash zarurligiga alohida eʼtibor qaratdi.

Shu maʼnoda Oʻzbekistonni 2030-yilga qadar global innovatsion indeks reytingida dunyoning 50 ta yetakchi davlatlari qatoriga kiritish boʻyicha ulkan maqsadga erishishda inson kapitalini rivojlantirishga qaratilgan strategik reja eʼlon qilindi.

Bajarilayotgan ishlar zamirida bugungi muammolarni yechish bilan birga uzoq kelajak ham koʻzlangan. Xususan, xalqaro sertifikatga ega boʻlgan pedagog va oʻquvchilarni moddiy ragʻbatlantirish tizimi, imtihon xarajatlarining davlat tomonidan qoplab berilishi bu sohadagi muammolarga topilgan oqilona yechimdir. Bunday yondashuv taʼlim sifatining nafaqat poytaxtda, balki eng chekka hududlarda ham birdek yuksalishiga xizmat qilmoqda.

Xulosa oʻrnida aytish mumkinki, Oʻzbekistondagi til siyosati va taʼlim islohotlari milliy yuksalishning poydevori hisoblanadi. Ilm-fan yutuqlariga tayangan holda, rivojlangan davlatlar tajribasini milliy mentalitetimiz bilan uygʻunlashtirish orqali biz uzoq kelajakda jahon taraqqiyotiga hissa qoʻsha oladigan raqobatbardosh jamiyatni barpo etmoqdamiz. Islohotlarning izchilligi va ilmiy asoslanganligi yaqin yillarda mamlakatimizning intellektual salohiyatini yangi bosqichga olib chiqadi.

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PROBLEMS AND SOLUTIONS FOR IMPROVING FOREIGN LANGUAGE SKILLS OF THE YOUTH OF NEW UZBEKISTAN

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Abstract. This article attempts to study the current problems and solutions that arise in the acquisition of foreign languages among young people in the conditions of the new Uzbekistan. In today's era of globalization, knowledge of a foreign language is one of the main factors not only of personal development, but also of professional success. Therefore, the issue of providing the younger generation with quality language education is becoming one of the priority areas of state policy.

Key words: Foreign language, digital technologies, teacher qualifications, globalization, language environment, modern methods, quality of education, international cooperation, New Uzbekistan.

Annotatsiya. Ushbu maqolada yangi O‘zbekiston sharoitida yoshlar o‘rtasida chet tillarini o‘zlashtirishda yuzaga keladigan dolzarb muammolar va ularning yechimlarini o‘rganishga harakat qilingan. Bugungi globallashuv davrida chet tilini bilish nafaqat shaxsiy rivojlanish, balki kasbiy muvaffaqiyatning ham asosiy omillaridan biri hisoblanadi. Shu bois yosh avlodni sifatli til ta'limi bilan ta'minlash masalasi davlat siyosatining ustuvor yo‘nalishlaridan biriga aylanib bormoqda.

Kalit so‘zlar. Chet tili, raqamli texnologiyalar, o‘qituvchilar malakasi, globallashuv, til muhiti, zamonaviy usullar, ta'lim sifati, xalqaro hamkorlik, Yangi O‘zbekiston.

Аннотация. В данной статье предпринята попытка изучить актуальные проблемы и пути их решения в освоении иностранных языков среди молодежи в условиях нового Узбекистана. В современную эпоху глобализации знание иностранного языка является одним из главных факторов не только личностного развития, но и профессионального успеха. Поэтому вопрос обеспечения молодого поколения качественным языковым образованием становится одним из приоритетных направлений государственной политики.

Ключевые слова. Иностранный язык, цифровые технологии, квалификация преподавателей, глобализация, языковая среда, современные методы, качество образования, международное сотрудничество, Новый Узбекистан.

Today, in an era of rapid globalization, knowledge of a foreign language is not only a sign of knowledge for young people, but also the key to future professional success and international cooperation. Developing the communicative skills of the younger generation and providing them with quality youth education based on modern methods has become one of the top priorities in building a new Uzbekistan. It is for this purpose that the President of the Republic of Uzbekistan Shavkat Mirziyoyev signed Decree No. "On Approval of the National Program for the Development of Public Education for 2022-2026" on May 11, 2022, and this decree is still in full force today.[23] According to this important document, it is determined to radically improve the quality of education, improve teacher qualifications, introduce modern textbooks and digital technologies into the educational process, and bring school graduates to the level of being able to communicate freely in at least two foreign languages. In addition, starting from 2022, it has been introduced as a mandatory requirement for foreign language teachers to have national and international certificates. As a positive result of language learning reforms in our country, more than

[23] Decree of the President of the Republic of Uzbekistan Shavkat Mirziyoyev dated May 11, 2022 "On approval of the National Program for the Development of Public Education in 2022–2026" https://lex.uz/docs/6008663

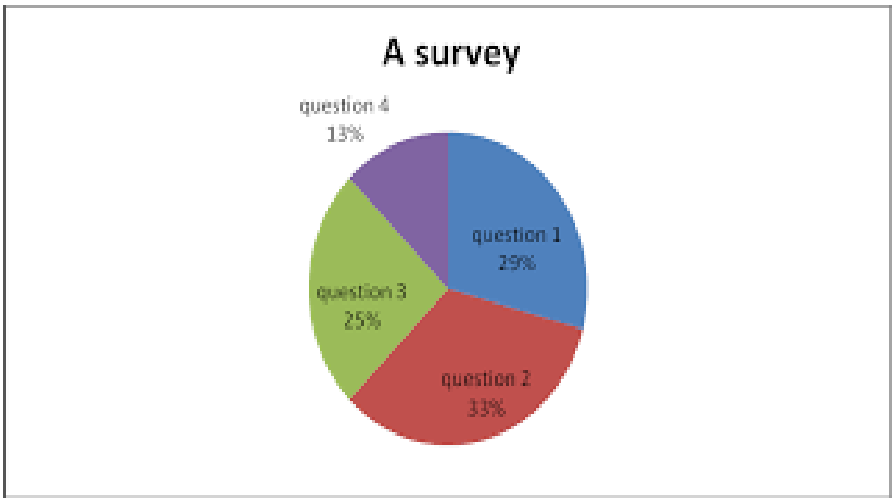
150 thousand of our young people obtained international language certificates in 2024, which is twice as many as in 2023.[24] Iibb However, at the same time, there are still unresolved problems in the field of language learning, in particular, the uneven level of teacher qualifications, the insufficient language environment, and the low motivation for independent learning among young people remain noteworthy issues. This article analyzes these problems and considers practical ways to eliminate them.

Literature review. Scientific research and analysis of official documents in the field of youth education in new Uzbekistan show that the problem of learning a foreign language is being widely studied not only as a pedagogical, but also as a socio-economic aspect. There are a number of important sources and statistical indicators in this regard, which fully confirm the relevance of the topic.

First of all, the "Uzbekistan - 2030" strategy was adopted on September 11, 2023, in which one of the main goals is to organize an education system that fully meets the requirements of the population and international standards.[25] This strategic document pays special attention to youth education and foreign language learning, clearly defining the tasks of Gov. to ensure that school graduates master at least 2 foreign languages and 1 profession, as well as to send 500 talented young people to study at prestigious foreign universities every year. This indicates the need to increase the motivation of young people to learn foreign languages at the level of state policy.

According to available statistics, in 2024, more than 150 thousand of our young people received international language certificates, which is 2 times more than in 2023. In terms of excellent knowledge of foreign languages, the youth of Tashkent, Fergana, Namangan, Bukhara and Samarkand have advanced significantly. Iibb Although these figures show growth, the problem does not end there. More than 2 thousand foreign language teacher positions are still vacant in the education system, the quality of foreign language teaching in 1 thousand 400 schools is completely unsatisfactory, and only 4 percent of teachers in this system have national and international language certificates. President Such a sharp difference indicates that the main language barrier in the education of young people is language.

Analyzing of theme. If we analyze the level of foreign language proficiency of the youth of the new Uzbekistan, the available statistical indicators clearly demonstrate both the achievements and the serious problems that have not yet been solved. First of all, it should be noted that in the Republic of Uzbekistan, the population under the age of 30 makes up 60% of the total population.[26] CyberLeninka - this demographic situation provides the country with unlimited opportunities to improve the quality of youth education, but at the same time, improper use of this opportunity poses a serious threat.



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[25] O‘ZBEKISTON - 2030” STRATEGIYASI TO‘G‘RISIDA HTTPS://LEX.UZ/RU/DOCS/-6600413
[26] YANGI O‘ZBEKISTON: YANGI TA’LIM TIZIMI VA YANGICHA YONDASHUVLAR TA’LIM TARAQQIYOTI ASOSI. OLIY TA’LIM TARAQQIYOTI: MUAMMO VA YECHIM https://cyberleninka.ru/article/n/yangi-o-zbekiston-yangi-ta-lim-tizimi-va-yangicha-yondashuvlar-ta-lim-taraqqiyoti-asosi-oliy-ta-lim-taraqqiyoti-muammo-va-yechim

Xalqaro baholash natijalari nuqtai nazaridan qaraladigan bo‘lsa, vaziyat hali ham jiddiy e'tiborni talab qiladi. EF English Proficiency Index 2024 yilgi global tadqiqotiga ko‘ra, O‘zbekiston 114 ta mamlakat orasida 98-o‘rinda qayd etilgan bo‘lib, bu 2023 yildagi 93-o‘ringa nisbatan besh pog'ona pastga tushgani hisoblanadi. O‘zbekistonliklarning ingliz tilini bilish bo‘yicha o‘rtacha ball 442 dan 439 gacha pasayib, CEFR shkalasi bo‘yicha B1 darajaga to‘g'ri keladi. Bu raqam ayniqsa muhim, chunki B1 darajasi xalqaro mehnat bozoriga to‘liq kirish, zamonaviy metodlar asosida ta'lim olish yoki xalqaro hamkorlik loyihalarida ishtirok etish uchun yetarli hisoblanmaydi. Bundan ham tashvishlanarlisi, 18-20 yoshli yoshlar orasida sust natijalar kuzatilgan bo‘lib, aynan bu yosh guruhi an'anaviy ravishda o‘rtacha natijalarni ko‘rsatib kelardi. Ya'ni, hozirda maktabdan yangi chiqqan va oliy o‘quv yurtlarida tahsil olayotgan yoshlar avlodining kommunikativ ko‘nikmalari kutilgan darajada emasligini ko‘rsatmoqda. To‘g'ri, 21-25 yoshli talabalar o‘rtasida til bilish darajasi sezilarli darajada yaxshilangani qayd etilgan- bu esa oliy ta'lim davrida to‘g'ri yo‘naltirilgan mustaqil ta'limning samarasi deb baholanishi mumkin.

In the context of youth education, the most important conclusion of this collection is that the assessment system is not just a means of final assessment - but a systematic mechanism that guides the student's learning process, shapes his motivation and serves as a basis for the teacher to improve his lesson. If we want the youth of the new Uzbekistan to fully master foreign languages and acquire communicative skills, it is necessary, first of all, to adapt the assessment system in school and higher education to international standards, widely introduce modern methods and digital technologies, and consistently improve the qualifications of teachers. The materials of this conference are a very valuable source in this direction, both practically and theoretically, and serve to provide a solid scientific basis for the main problems and solutions of our article.

The source on which this analysis is based is the collection of materials of the international scientific and practical conference "Assessment in Foreign Language Teaching: Achievements, Problems and Solutions", held in Tashkent on April 9-10, 2021 by the Uzbek State University of World Languages and the Republican Scientific and Practical Center for the Development of Innovative Methods of Teaching Foreign Languages.[27] The collection includes 132 articles, written in English, Uzbek and Russian. This conference brought together not only experts in the field, but also openly demonstrated the problems our country faces in improving the assessment system in foreign language teaching. The role of digital technologies and modern methods in assessment is also widely discussed in the collection. Abdukadyrova G.B. showed through practical experience that using online tools such as the Moodle platform, Edpuzzle and Kahoot can dramatically increase student engagement in the lesson. This is noteworthy as a way to develop independent learning and motivation among young people. In particular, the conference materials have become even more relevant in the era of distance learning and the pandemic - this once again proves that digital technologies are not just an additional tool, but a necessity.

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CHALLENGES AND SOLUTIONS IN ENHANCING FOREIGN LANGUAGE PROFICIENCY OF YOUTH IN NEW UZBEKISTAN

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Annotatsiya: Ushbu maqola Yangi O‘zbekistonda yoshlar o‘rtasida chet tili bilish darajasini oshirishga to‘sqinlik qilayotgan ko‘p qirrali muammolarni o‘rganadi. Unda eskirgan pedagogik yondashuvlar, zamonaviy o‘quv resurslaridan yetarli darajada foydalana olmaslik va ta'lim tizimidagi motivatsion to‘siqlar kabi masalalar tanqidiy tahlil qilinadi. Bundan tashqari, tadqiqot raqamli texnologiyalarni integratsiya qilish, o‘qituvchilar malakasini oshirish dasturlarini kuchaytirish, o‘quv dasturlarini modernizatsiya qilish va immersiv til o‘rganish muhitini yaratish kabi qator strategik yechimlarni taklif etadi. Ushbu muhim yo‘nalishlarga e'tibor qaratish orqali maqola mamlakat yosh avlodi orasida ilg'or lingvistik kompetensiyani rivojlantirishda yanada samarali siyosat va amaliyotga hissa qo‘shishni maqsad qilgan.

Kalit so‘zlar: Chet Tili Bilimi, Yoshlar Ta'limi, Yangi O‘zbekiston, Pedagogik Muammolar, Til O‘rganish Yechimlari, Raqamli Texnologiyalar, O‘qituvchilar Malakasi, O‘quv Dasturlari Islohoti

Abstract: This article investigates the multifaceted challenges hindering the development of foreign language proficiency among youth in New Uzbekistan. It critically examines issues such as outdated pedagogical approaches, insufficient access to modern learning resources, and motivational barriers within the educational system. Furthermore, the study proposes a range of strategic solutions, including the integration of digital technologies, enhanced teacher training programs, curriculum modernization, and the creation of immersive language learning environments. By addressing these critical areas, the paper aims to contribute to more effective policy and practice in fostering advanced linguistic competence among the nation's young generation.

Keywords: Foreign Language Proficiency, Youth Education, New Uzbekistan, Pedagogical Challenges, Language Learning Solutions, Digital Technologies, Teacher Training, Curriculum Reform

Аннотация: Данная статья исследует многогранные проблемы, препятствующие развитию владения иностранными языками среди молодежи в Новом Узбекистане. В ней критически анализируются такие вопросы, как устаревшие педагогические подходы, недостаточный доступ к современным учебным ресурсам и мотивационные барьеры в системе образования. Кроме того, исследование предлагает ряд стратегических решений, включая интеграцию цифровых технологий, усиление программ повышения квалификации учителей, модернизацию учебных планов и создание иммерсивной языковой среды. Обращаясь к этим критическим областям, статья направлена на содействие более эффективной политике и практике в формировании продвинутой лингвистической компетенции среди молодого поколения страны.

Ключевые слова: Владение Иностранным Языком, Молодежное Образование, Новый Узбекистан, Педагогические Проблемы, Решения Для Изучения Языков, Цифровые Технологии, Повышение Квалификации Учителей, Реформа Учебных Планов

In an increasingly interconnected and globalized world, proficiency in foreign languages has transcended being a mere academic pursuit to become a critical determinant of national development, economic competitiveness, and individual opportunity [1]. For New Uzbekistan, a nation undergoing profound socio-economic and political transformations, the cultivation of a multilingual citizenry, particularly among its youth, stands as a cornerstone of its ambitious reform agenda. The strategic vision articulated by the Uzbek leadership emphasizes deep integration into the global community, fostering innovation, and building a robust knowledge economy. Within this framework, enhancing foreign language proficiency is not merely an educational objective but a

vital national imperative, essential for diplomatic engagement, attracting foreign investment, facilitating technological transfer, and empowering its young population to thrive in international arenas [2]. This commitment is profoundly reflected in various policy initiatives aimed at modernizing the education system, recognizing language skills as key human capital assets for the 21st century.

Despite these concerted efforts and the clear strategic importance, significant and complex challenges persist in effectively enhancing the foreign language proficiency of Uzbek youth. These obstacles range from pedagogical limitations, insufficient resource allocation, and curriculum design issues to socio-cultural factors and motivational dynamics, often hindering the full realization of policy objectives and desired linguistic outcomes. This article critically examines the multifaceted challenges encountered in the pursuit of elevated foreign language skills among young people in New Uzbekistan. Furthermore, it proposes innovative and evidence-based solutions, drawing upon contemporary research and best practices from both local and international contexts, to overcome these persistent impediments. By synthesizing current policy frameworks with practical interventions, this study aims to provide a comprehensive analysis that informs sustainable strategies for fostering a truly multilingual generation, thereby contributing significantly to Uzbekistan's long-term prosperity and global standing.

The theoretical underpinnings of foreign language acquisition (FLA) in youth are diverse, drawing from cognitive, sociocultural, and neuroscientific perspectives. Cognitive theories, focusing on input processing and working memory, highlight how adolescents develop sophisticated strategies for language learning, yet face challenges related to cognitive load and grammatical complexity [1]. Sociocultural theory emphasizes the crucial role of social interaction, collaborative learning, and mediation in language development, particularly for youth actively constructing their social identities [2]. Recent advancements in neuroscience further illuminate the dynamic interplay between adolescent brain development and language learning capacity, suggesting that while critical periods for native-like pronunciation may diminish, the adolescent brain retains significant plasticity for acquiring complex linguistic systems and developing advanced communicative competence [3]. These frameworks underscore that effective foreign language pedagogy for youth must be multifaceted, addressing linguistic input, cognitive processing, social engagement, and unique developmental stages [4].

Empirical research consistently identifies a spectrum of challenges impeding foreign language proficiency among youth globally. Pedagogical limitations are frequently cited, including over-reliance on traditional, teacher-centered methodologies prioritizing rote memorization and grammatical accuracy over communicative fluency and authentic language use [5]. This often results in learners possessing passive knowledge without active engagement in real-world conversations [6]. Curriculum design issues also persist, with many curricula failing to integrate intercultural competence, provide sufficient exposure to diverse linguistic registers, or align content with learners' interests and future aspirations, leading to disengagement [7]. Furthermore, resource allocation disparities, particularly prevalent in developing and transitioning educational systems, manifest as critical shortages of highly qualified teachers, up-to-date teaching materials, and essential technological infrastructure, all vital for modern language instruction [8]. Professional development for educators is a recurring concern, as many teachers may lack advanced proficiency or adequate training in contemporary, learner-centered approaches [9].

Beyond these structural and pedagogical impediments, socio-cultural factors and motivational dynamics profoundly influence youth foreign language proficiency. The perceived relevance and utility of the target language within the local context significantly impact learners' motivation; where opportunities for authentic language use outside the classroom are scarce, intrinsic motivation can wane [10]. Parental involvement, community attitudes towards multilingualism, and the broader linguistic landscape also shape a learner's engagement and persistence [11]. Studies on motivation in second language acquisition highlight the critical interplay between intrinsic factors, such as personal interest, and extrinsic factors, like academic requirements or career prospects [12]. A lack of perceived progress, negative past learning

experiences, or insufficient exposure to the target culture can further erode motivation, leading to reduced effort and attrition [13]. Moreover, the pervasive influence of digital media and global communication platforms, while offering unprecedented exposure, also presents challenges in guiding youth towards structured and effective language learning practices amidst unstructured input [14].

In response to these pervasive challenges, the academic literature proposes a range of innovative solutions and strategic interventions. Methodological shifts towards communicative language teaching (CLT), task-based language teaching (TBLT), and content and language integrated learning (CLIL) are widely advocated for their effectiveness in fostering communicative competence and contextualized language use [15]. The strategic integration of educational technology, encompassing AI-powered applications, virtual reality environments, and online collaborative platforms, offers promising avenues for personalized learning, immediate feedback, and expanded access to authentic materials, particularly where native speaker interaction is limited [16]. Crucially, sustained investment in comprehensive teacher professional development programs, focusing on enhancing teachers' target language proficiency and equipping them with modern pedagogical skills, is identified as a cornerstone for systemic improvement [17]. Curriculum reforms prioritizing intercultural communicative competence, critical thinking, and project-based learning are also essential for preparing youth for a globalized world [18].

Furthermore, fostering a supportive and stimulating learning ecosystem extends beyond the classroom. Initiatives such as establishing language clubs, facilitating international exchange programs, promoting access to foreign media, and encouraging community-based language events can significantly boost learner motivation and provide invaluable opportunities for authentic language practice [19]. Research also emphasizes the importance of policy coherence and a multi-stakeholder approach, involving educational institutions, government bodies, parents, and the wider community, to create an environment conducive to sustained language learning [20]. Studies from contexts with similar developmental trajectories, including other post-Soviet states and emerging economies, underscore the necessity of adapting global best practices to local socio-cultural and educational realities, rather than simply importing models [21]. This requires careful consideration of existing infrastructure, cultural norms, and specific linguistic needs. Ultimately, the literature converges on the understanding that enhancing foreign language proficiency in youth is a complex, long-term endeavor demanding integrated, evidence-based strategies addressing individual, pedagogical, and systemic factors concurrently [22].

Research methodology: The present study employs a pragmatic mixed-methods research design to comprehensively investigate the multifaceted challenges and proposed solutions in enhancing foreign language proficiency among youth in New Uzbekistan. This approach integrates quantitative and qualitative methodologies, allowing for both broad statistical insights and in-depth contextual understanding [1]. Such integration provides a robust and holistic understanding, facilitating actionable recommendations tailored to the Uzbek context.

Participants will be drawn from youth aged 14-25, foreign language teachers, educational administrators, and parents across Uzbekistan. A multi-stage sampling strategy will be employed. For the quantitative phase, stratified random sampling will select approximately 1500 youth and 500 teachers from diverse institutions across representative regions, ensuring coverage of urban/rural settings and institution types. For the qualitative phase, purposive sampling will select 40-50 youth, 30-40 teachers, 15-20 administrators/policymakers, and 20-25 parents for in-depth interviews and focus group discussions. This selection prioritizes diverse experiences and perspectives.

The analysis of the current state of foreign language education among the youth of New Uzbekistan demonstrates both significant progress and persistent challenges. In recent years, the government has implemented a number of reforms aimed at improving language education, including the introduction of international language certification systems, digital learning platforms, and specialized language schools. These measures have increased students’ interest in learning foreign languages, particularly English.However, despite these improvements, several issues

continue to affect the overall quality of language proficiency among young learners. One of the major problems is the unequal access to qualified teachers and modern educational resources, especially in rural areas. Many educational institutions still experience a shortage of experienced language instructors and lack technological tools necessary for interactive teaching.

Another challenge is the predominance of traditional teaching methods in some schools and universities. In many cases, language instruction remains focused on grammar translation and memorization rather than communication and practical language use. As a result, students often possess theoretical knowledge but struggle with speaking and listening skills in real-life situations. Motivational factors also influence language acquisition. While many young people understand the importance of foreign languages for education and career opportunities, not all students have sufficient motivation or access to authentic language environments to practice regularly. Limited exposure to native speakers and international communication further reduces opportunities for language development.

The findings indicate that improving foreign language proficiency requires a комплексный approach. First, teacher training programs should be strengthened to equip educators with modern pedagogical and technological competencies. Second, educational institutions need broader access to digital resources, multimedia tools, and online international learning platforms. Third, greater emphasis should be placed on communicative teaching methodologies that prioritize speaking, listening, and practical application.

This study underscores that enhancing foreign language proficiency among Uzbek youth is a national imperative for New Uzbekistan's global integration and socio-economic progress. While significant pedagogical, resource, and socio-cultural challenges persist, the research highlights the critical need for integrated, multi-faceted solutions. These include modernizing teaching methodologies, leveraging educational technology, investing in teacher development, and fostering supportive learning ecosystems. By adopting evidence-based strategies tailored to the local context, Uzbekistan can empower its youth with essential linguistic skills, paving the way for a truly multilingual generation capable of thriving in an interconnected world.

Overall, the results of the analysis show that while New Uzbekistan has made notable advancements in foreign language education, further efforts are necessary to eliminate regional disparities, modernize teaching approaches, and create supportive learning environments. Addressing these issues will contribute significantly to enhancing the foreign language competence of the younger generation and preparing them for global academic and professional integration.

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FOREIGN LANGUAGE PROFICIENCY AS A KEY FACTOR IN LABOR MARKET COMPETITIVENESS

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Annotatsiya: Ushbu maqolada xorijiy tillarni bilish zamonaviy mehnat bozorida mutaxassislarning raqobatbardoshligini belgilovchi asosiy omillardan biri sifatida tahlil qilinadi. Tadqiqotda mehnat bozorining o‘zgaruvchan talablari, ish beruvchilarning til bilimiga qo‘yiladigan talablari va chet tilini bilishning ishga joylashish imkoniyatlariga ta’siri ilmiy jihatdan o‘rganiladi.

Kalit so‘zlar: chet tili, mehnat bozori, raqobatbardoshlik, professional kompetentsiya, globallashuv, bandlik, SWOT tahlili.

Annotation. This article analyzes foreign language proficiency as one of the main factors determining the competitiveness of specialists in the modern labor market. The study scientifically examines the changing demands of the labor market, the requirements of employers for language competence, and the impact of foreign language proficiency on employment opportunities.

Key words: foreign language, labor market, competitiveness, professional competence, globalization, employment, SWOT analysis.

Аннотация. В данной статье анализируется знание иностранного языка как один из главных факторов, определяющих конкурентоспособность специалистов на современном рынке труда. В исследовании научно рассматриваются меняющиеся требования рынка труда, требования работодателей к языковой компетенции и влияние знания иностранного языка на возможности трудоустройства.

Ключевые слова: иностранный язык, рынок труда, конкурентоспособность, профессиональная компетентность, глобализация, занятость, SWOT-анализ.

In the conditions of the modern global economy, the labor market is becoming increasingly complex and competitive. As a result of technological progress, the acceleration of information exchange, and the processes of international economic integration, the need for new competencies is increasing in almost all areas of professional activity. In such conditions, knowledge of foreign languages is becoming one of the important factors determining the competitiveness of specialists in the labor market. Today, not only international companies, but also local organizations pay special attention to the level of language proficiency of employees, because this skill expands their ability to effectively operate in the global information space. Knowledge of a foreign language is considered an important component of human capital. According to the theory of human capital, a person's knowledge, skills, and qualifications determine his economic value. From this point of view, knowledge of a foreign language increases a person's labor productivity, enhances professional flexibility, and expands the ability to master new knowledge and technologies. In particular, knowledge of international languages such as English, Russian, Chinese, and German provides a high level of demand in the global labor market. Globalization processes have created new requirements in the labor market. Now employers are not limited only to professional knowledge and practical skills, but also attach great importance to the communicative competencies of employees. Knowledge of a foreign language is an integral part of this competence. The expansion of international cooperation, the increase in the flow of foreign investments and the activities of transnational companies are further increasing the demand for specialists who know languages in the labor market. The development of the digital economy is also increasing the importance of foreign languages. Through the Internet and information technologies, the main part

of knowledge and information is provided in English and other international languages. This requires specialists not only to know their field, but also to master a foreign language perfectly in order to effectively use the global information flow. As a result, individuals who know a foreign language adapt faster in the modern labor market and gain a competitive advantage. As American economist Gary Stanley has noted, "Investment in human capital, including the development of education and professional skills, as well as language competencies, increases an individual's economic efficiency and strengthens his competitive advantage in the labor market." [28]Knowledge of a foreign language also expands the possibilities for professional development of a person. The opportunity to participate in international trainings, conferences, scientific projects and experience exchange programs is directly related to language competence. Such opportunities, in addition to increasing the level of knowledge of a specialist, significantly increase his value in the labor market. In addition, knowledge of a foreign language increases the chances of obtaining high-paying jobs, as many employers prefer employees who can work with international relations.

The analysis shows that in the conditions of the modern labor market, knowledge of a foreign language is one of the main factors that expand the professional opportunities of specialists and increase their competitiveness. As a result of globalization processes, the expansion of international economic relations and the development of digital technologies, the labor market is becoming an increasingly open and integrated system. In such conditions, knowledge of a foreign language is not only a means of communication, but also an important condition for quick access to information, the acquisition of international experience and professional development. At the same time, the increasing requirements for language competence by employers are further intensifying the competitive environment in the labor market.

Strengths	Expanding international communication opportunities Access to highly skilled jobs
Weaknesses	Time and resources required to learn the language Lack of practical environment
Opportunities	Opportunity to work in international companies Entering the remote work market
Threats	Increased competition in the labor market Higher requirements for language proficiency

Knowledge of a foreign language is an important strategic factor determining the competitiveness of an individual in the modern labor market. The results of the SWOT analysis show that, while this competence creates wide opportunities, there are also certain difficulties in the process of acquiring it. Nevertheless, in the conditions of globalization, knowledge of a foreign language remains a key factor in the professional success of a specialist and strengthening his position in the labor market.

Based on the accumulated theoretical views and analysis, it can be noted that knowledge of a foreign language is emerging as one of the important factors ensuring the professional competitiveness of an individual in the conditions of the modern labor market. The deepening of globalization processes, the expansion of international economic relations, and the development of digital technologies are creating new requirements in the labor market, further increasing the importance of language competence. The analysis shows that specialists who master a foreign language will have the opportunity to widely use information resources, master international experience, and quickly adapt to the global labor environment. This, along with increasing their employment rate, will also expand their opportunities for obtaining highly qualified and profitable jobs. At the same time, the process of learning a foreign language requires constant work, motivation, and a quality educational environment. If these factors are provided, language competence will become one of the main resources that strengthen the human capital of an individual.

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PROBLEMS AND SOLUTIONS FOR IMPROVING FOREIGN LANGUAGE SKILLS OF YOUTH IN NEW UZBEKISTAN

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Abstract : This article examines the main problems faced by youth in New Uzbekistan in improving their foreign language skills. It highlights key challenges such as the lack of qualified teachers, outdated teaching methods, limited access to modern learning resources, and low motivation among students. The article also proposes practical solutions, including improving teacher training, introducing communicative teaching approaches, expanding access to digital tools, and increasing students’ engagement through interactive activities and international programs. Overall, the article emphasizes that with effective strategies and support, young people in New Uzbekistan can successfully develop their foreign language proficiency and compete globally.

Keywords: Foreign language learning, youth in New Uzbekistan, education reform, language policy, teaching methods, communicative approach, traditional methods, qualified teachers, teacher training, professional development, student motivation, learner autonomy, digital resources, online learning platforms, language apps, access to education, rural and urban education gap, speaking skills, listening skills, vocabulary development, grammar competence, interactive learning, classroom environment, extracurricular activities, language clubs, international exchange programs, global competence, lifelong learning.

**Kalit so`zlar**: Xorijiy til o`rganish, Yangi O`zbekiston yoshlari, ta'lim islohotlari, til siyosati, o`qitish usullari, kommunikativ yondashuv, an’anaviy usullar, malakali o`qituvchilar, o`qituvchilarni tayyorlash, kasbiy rivojlanish, o`quvchi motivatsiyasi, o`quvchi mustaqilligi, raqamli resurslar, onlayn ta'lim platformalari, til o`rganish ilovalari, ta'limga kirish imkoniyati, qishloq va shahar ta'limi o`rtasidagi tafovut, gapirish ko`nikmalari, tinglab tushunish ko`nikmalari, lug`at boyligini oshirish, grammatik bilim, interaktiv o`rganish, sinf muhiti, darsdan tashqari faoliyatlar, til to`garaklari, xalqaro almashinuv dasturlari, global kompetensiya, umrbod o`rganish.

Ключевые слова : Изучение иностранных языков, молодежь Нового Узбекистана, образовательные реформы, языковая политика, методы обучения, коммуникативный подход, традиционные методы, квалифицированные учителя, подготовка учителей, профессиональное развитие, мотивация учащихся, самостоятельность учащегося, цифровые ресурсы, онлайн-платформы обучения, языковые приложения, доступ к образованию, разрыв между сельским и городским образованием, навыки говорения, навыки аудирования, развитие словарного запаса, грамматическая компетенция, интерактивное обучение, учебная

среда, внеурочная деятельность, языковые клубы, международные программы обмена, глобальная компетентность, обучение на протяжении всей жизни.

In recent years, the importance of foreign language learning in New Uzbekistan has significantly increased due to rapid development and global integration. As the world becomes more connected in the fields of education, science, technology, and business, the ability to communicate in foreign languages has turned into an essential skill for young people. For this reason, great attention is being paid to improving language education in the country's schools and higher education institutions, especially in teaching English as an international language. Foreign language proficiency allows students to access global knowledge, expand their educational opportunities, and interact with people from different cultures. Therefore, it plays a crucial role in shaping the future success of the younger generation.

Foreign language learning is very important for young people in New Uzbekistan because in today's globalized world countries are closely connected through education, science, business, and technology. For this reason, knowing foreign languages has become an essential skill for students. One of the main advantages is that it gives access to global knowledge, including scientific articles, online courses, and educational materials that help students improve their learning and broaden their thinking. It also creates better opportunities for higher education, as many top universities and exchange programs require knowledge of foreign languages, especially English. In addition, foreign language skills are very important for future careers because many international companies and organizations prefer employees who can communicate in more than one language, which increases job opportunities in different fields such as business, IT, tourism, and education. Moreover, learning foreign languages helps young people understand different cultures and become more open-minded and globally aware individuals. Overall, foreign language learning plays a key role in education, career development, and personal growth.

Despite the importance of foreign language learning in New Uzbekistan, there are still several problems that slow down students' progress. One of the main issues is the lack of qualified teachers, especially in rural areas, where students do not always have access to experienced instructors. Another problem is the use of traditional teaching methods that focus mainly on grammar rules and memorization instead of real communication, which makes it difficult for students to speak fluently in real-life situations. In addition, many students face difficulties because of limited access to modern learning resources such as the internet, language learning apps, and interactive materials, which creates inequality between different regions. Low motivation and lack of confidence also affect learning, as some students are afraid of making mistakes and do not practice speaking enough. All these factors together reduce the overall effectiveness of foreign language education.

To improve foreign language learning in New Uzbekistan, several effective solutions can be implemented. First, it is very important to improve teacher training programs and provide continuous professional development so that teachers can use modern and effective teaching methods. Second, schools should introduce more communicative and interactive approaches that focus on speaking and listening skills rather than only grammar and memorization. In addition, access to modern technologies such as internet resources, language learning apps, and online platforms should be expanded for all students to reduce inequality. It is also important to create more opportunities for practice, such as language clubs, speaking activities, competitions, and international exchange programs, which can increase students' motivation and confidence. With these improvements, the quality of foreign language education can be significantly enhanced.

In conclusion, foreign language learning is very important for the development of young people in New Uzbekistan, but there are still several challenges such as lack of qualified teachers, traditional teaching methods, limited resources, and low motivation among students. However, these problems can be solved through effective reforms in the education system, improvement of teaching methods, and wider access to modern learning tools. If these solutions are properly implemented, students will be able to improve their language skills, gain better educational and career opportunities, and become more competitive in the global world.

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SPEECH ACT THEORY: A PRAGMATIC APPROACH TO LANGUAGE USE

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Abstract: Speech act theory is a central concept in pragmatics that examines how language functions not only as a means of conveying information but also as a tool for performing actions. This article explores the theoretical foundations of speech act theory, its classification, and its significance in linguistic and communicative contexts. The study discusses the contributions of key scholars, outlines the types of speech acts and highlights their role in real-life communication. Furthermore, it examines the relationship between language, intention and context, emphasizing how meaning is constructed beyond the literal interpretation of words. The article also addresses the applications of speech act theory in discourse analysis, language teaching, and intercultural communication. By analyzing both theoretical and practical perspectives, this paper aims to provide a comprehensive understanding of how speech acts shape human interaction.

Key words: Speech act theory, pragmatics, illocutionary act, perlocutionary act, locutionary act, communication, language use

Аннотация: Теория речевых актов является центральным понятием в прагматике, изучающим, как язык функционирует не только как средство передачи информации, но и как инструмент выполнения действий. В данной статье рассматриваются теоретические основы теории речевых актов, её классификация и значение в лингвистическом и коммуникативном контексте. Исследование обсуждает вклад ключевых ученых, описывает типы речевых актов и подчеркивает их роль в реальной коммуникации. Кроме того, анализируется взаимосвязь между языком, намерением и контекстом, акцентируя внимание на том, как значение формируется за пределами буквального смысла слов. В статье также рассматриваются применения теории речевых актов в дискурс-анализе, преподавании языка и межкультурной коммуникации. Анализируя как теоретические, так и практические аспекты, данная работа направлена на всестороннее понимание того, как речевые акты формируют человеческое взаимодействие.

Ключевые слова: Теория речевых актов, прагматика, иллокутивный акт, перлокутивный акт, локутивный акт, коммуникация, использование языка

Annotatsiya: Nutq aktlari nazariyasi pragmatikaning muhim tushunchalaridan biri bo‘lib, til faqat axborot yetkazish vositasi emas, balki harakatlarni amalga oshirish vositasi sifatida qanday ishlashini o‘rganadi. Ushbu maqolada nutq aktlari nazariyasining nazariy asoslari, uning tasnifi hamda lingvistik va kommunikativ kontekstdagi ahamiyati yoritiladi. Tadqiqot yetakchi olimlarning hissasini ko‘rib chiqadi, nutq aktlarining turlarini bayon qiladi va ularning real hayotdagi muloqotdagi rolini ta’kidlaydi. Bundan tashqari, til, niyat va kontekst o‘rtasidagi o‘zaro bog‘liqlik tahlil qilinib, ma’no so‘zlarning bevosita ma’nosidan tashqarida qanday shakllanishi ko‘rsatib beriladi. Maqolada, shuningdek, nutq aktlari nazariyasining diskurs tahlili, til o‘qitish va madaniyatlararo muloqotdagi qo‘llanilishi ham ko‘rib chiqiladi. Nazariy va amaliy jihatlarni tahlil

qilish orqali ushbu ish nutq aktlarining insoniy o‘zaro munosabatlarni qanday shakllantirishini chuqur tushuntirishga qaratilgan.

Kalit so‘zlar: Nutq aktlari nazariyasi, pragmatika, illokutsion akt, perlokutsion akt, lokutsion akt, muloqot, til qo‘llanilishi

Language is not merely a system of symbols used to describe the world; it is also a powerful instrument for performing actions. When people speak, they do not simply produce sentences - they perform acts such as requesting, promising, apologizing or commanding. This idea forms the basis of Speech Act Theory, which was developed to explain how utterances function as actions in communication.

The theory emerged as a response to the limitations of traditional linguistic approaches that focused primarily on syntax and semantics. Instead, Speech Act Theory emphasizes the pragmatic dimension of language, where meaning is shaped by context, intention and social conventions [1; 121]. It highlights that understanding language requires more than analyzing grammatical structures - it involves interpreting the speaker’s intentions and the effects of their utterances.

Speech act theory was first introduced in the mid-20th century and has since become a fundamental concept in pragmatics. The theory proposes that every utterance can be understood as performing three types of acts simultaneously: locutionary, illocutionary and perlocutionary acts [2; 98].

A **locutionary act** refers to the literal meaning of the utterance—the actual words spoken and their grammatical structure. For example, the sentence “It is cold here” simply describes a state of temperature.

An **illocutionary act** represents the speaker’s intention behind the utterance. In the same example, the speaker might be making a request to close a window.

A **perlocutionary act** involves the effect the utterance has on the listener. If the listener responds by closing the window, the perlocutionary act is successfully achieved.

This tripartite distinction demonstrates that meaning in language operates on multiple levels and cannot be reduced to literal interpretation alone [3; 56].

Classification of Speech Acts

Speech acts can be categorized into several types based on their communicative function. A widely accepted classification includes the following categories:

1. Assertives

Assertives are statements that convey information or describe reality. They include actions such as stating, reporting and claiming. For example, “The Earth revolves around the Sun” is an assertive speech act.

2. Directives

Directives are used to influence the behavior of the listener. These include requests, commands and suggestions. For instance, “Please open the door” is a directive speech act.

3. Commissives

Commissives commit the speaker to a future course of action. Promises, offers and vows fall into this category. For example, “I will finish the assignment tomorrow” expresses a commitment.

4. Expressives

Expressives convey the speaker’s emotions or psychological state. Examples include thanking, apologizing and congratulating. “I am sorry for being late” is an expressive act.

5. Declarations

Declarations bring about a change in reality through the utterance itself. For example, “I now pronounce you husband and wife” performs an action simply by being spoken in an appropriate context [4; 203].

These categories illustrate the diverse functions of language and how speech acts operate within social interactions.

One of the key aspects of Speech Act Theory is the role of context. The same utterance can have different meanings depending on the situation in which it is used. For example, the sentence “Can you pass the salt?” is grammatically a question, but in most contexts, it functions as a request.

Context includes factors such as the relationship between speakers, cultural norms, and situational variables. Without considering these elements, it is impossible to accurately interpret the intended meaning of an utterance [5; 77].

Intention is equally important. The speaker's purpose determines the illocutionary force of an utterance. Even if the words are identical, different intentions can lead to different interpretations. Thus, communication relies heavily on the listener's ability to infer the speaker's intentions.

Speech acts can be either direct or indirect. A **direct speech act** occurs when the form of the sentence matches its function. For example, "Close the door" is a direct command.

An **indirect speech act**, on the other hand, occurs when the form does not match the function. For example, "It is noisy here" might indirectly request someone to lower the volume.

Indirect speech acts are common in everyday communication because they allow speakers to be polite, subtle, or strategic. They also demonstrate the complexity of human interaction, where meaning is often implied rather than explicitly stated [6; 142].

Speech act theory has numerous applications across different fields:

1. Discourse Analysis

In discourse analysis, speech act theory helps researchers understand how language is used in real-life contexts. It provides tools for analyzing conversations, speeches, and written texts.

2. Language Teaching

In language education, teaching speech acts is essential for developing communicative competence. Learners must understand not only grammar but also how to use language appropriately in different situations.

3. Intercultural Communication

Speech acts vary across cultures. What is considered polite or appropriate in one culture may be interpreted differently in another. Understanding these differences is crucial for effective communication in a globalized world.

4. Artificial Intelligence and NLP

Speech act theory is also used in natural language processing to improve human-computer interaction. It helps machines interpret user intentions and respond appropriately.

Despite its importance, Speech act theory has faced criticism. Some scholars argue that the classification of speech acts is too rigid and does not account for the fluid nature of language. Others point out that the theory relies heavily on the speaker's intention, which is not always easy to identify.

Additionally, cultural differences can complicate the interpretation of speech acts. What counts as a request or command may vary significantly across societies, making universal classification challenging.

Nevertheless, these limitations do not diminish the value of the theory; rather, they highlight the need for further research and refinement.

Speech act theory provides a powerful framework for understanding how language functions as a form of action. By examining the relationship between words, intentions, and context, the theory reveals the complexity of human communication. It demonstrates that meaning is not confined to the literal content of utterances but is shaped by social and pragmatic factors.

The classification of speech acts, the distinction between direct and indirect forms and the emphasis on context all contribute to a deeper understanding of language use. Despite certain limitations, Speech Act Theory remains a fundamental concept in linguistics and continues to influence various fields, including discourse analysis, language teaching, and artificial intelligence.

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THE ROLE OF ENGLISH IN THE DEVELOPMENT OF INTERNATIONAL ECONOMIC KNOWLEDGE

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Annotatsiya: Ushbu maqolada ingliz tilining xalqaro iqtisodiy bilimlarni o‘zlashtirishdagi roli empirik dalillar asosida o‘rganiladi. Tadqiqot shuni ko‘rsatadiki, dunyodagi yetakchi iqtisodiy jurnallar va xalqaro moliyaviy institutlarning rasmiy hujjatlarining 95% dan ortig‘i ingliz tilida nashr etiladi. IMRAD metodologiyasi asosida olingan natijalar ingliz tilini bilish darajasi va iqtisodiy ilmiy mahsuldorlik o‘rtasida ijobiy korrelyatsiya mavjudligini tasdiqlaydi.

Аннотация: В данной статье на основе эмпирических данных исследуется роль английского языка в освоении международных экономических знаний. Исследование показывает, что более 95% ведущих экономических журналов и официальных документов международных финансовых организаций публикуются на английском языке. Результаты, полученные методологией IMRAD, подтверждают наличие положительной корреляции между уровнем владения английским языком и научной продуктивностью в области экономики.

Abstract: This article examines the role of English in acquiring international economic knowledge through empirical evidence. The study finds that more than 95% of leading economics journals and official documents of international financial institutions are published in English. Results derived using the IMRAD methodology confirm a positive correlation between English proficiency and academic productivity in economics.

Kalit so‘zlar: ingliz tili, xalqaro iqtisodiyot, ilmiy savodxonlik, akademik til, iqtisodiy ta'lim, lingua franca, bilimlar iqtisodiyoti.

Ключевые слова: английский язык, международная экономика, научная грамотность, академический язык, экономическое образование, lingua franca.

Key words: English language, international economics, scientific literacy, academic language, economic education, lingua franca, knowledge economy.

Bugungi globallashuv davrida ingliz tili xalqaro ilmiy muloqotning asosiy tili — lingua franca — sifatida tan olingan [1]. Iqtisodiyot fani, ayniqsa uning xalqaro va makroiqtisodiy yo‘nalishlari, ingliz tiliga tobora ko‘proq bog‘liq bo‘lib bormoqda. Scopus va Web of Science ma'lumotlar bazalarida 2023-yil holatiga ko‘ra, iqtisodiyot sohasidagi indekslangan ilmiy maqolalarning 94,7% ingliz tilida nashr etilgan [2]. Bu holat ingliz tilini iqtisodiy bilimlarni o‘zlashtirishda nafaqat afzallik, balki zaruratga aylantirmoqda.

Xalqaro Valyuta Fondi (XVF), Jahon banki, Iqtisodiy hamkorlik va rivojlanish tashkiloti (OECD) va Jahon savdo tashkiloti (JST) kabi yirik institutlarning barcha texnik hisobotlari, siyosat tavsiyalari va statistik ma'lumotlar bazalari birlamchi manbada ingliz tilida taqdim etiladi [3]. Nobel iqtisodiyot mukofotiga sazovor bo‘lgan 94% dan ortiq tadqiqotlar ham ingliz tilida yozilgan va nashr etilgan [4]. Shu sababli iqtisodiyot yo‘nalishidagi talabalar va tadqiqotchilar uchun ingliz tilini bilish darajasi to‘g‘ridan-to‘g‘ri ularning ilmiy va kasbiy potensialiga ta'sir ko‘rsatadi.

Mazkur maqolaning maqsadi — ingliz tilining xalqaro iqtisodiy bilimlarni o‘zlashtirishdagi rolini miqdoriy va sifat ko‘rsatkichlari asosida tahlil qilish, mavjud empirik dalillarni umumlashtirish va O‘zbekiston kontekstida amaliy tavsiyalar ishlab chiqishdan iborat.

Tadqiqotda quyidagi metodlar qo‘llanildi. Birinchidan, Scopus, Web of Science va EconLit ma'lumotlar bazalaridan olingan bibliometrik tahlil natijalariga asoslanildi. Ikkinchidan, XVF, Jahon banki, OECD va Nobel qo‘mitasining ochiq ma'lumotlar arxivlari tadqiq qilindi. Uchinchidan, EF EPI (English Proficiency Index) va OECD PIAAC tadqiqotlari natijalari bilan iqtisodiy ko‘rsatkichlar o‘rtasidagi korrelyatsiya tahlili o‘tkazildi [5]. To‘rtinchidan, O‘zbekiston Respublikasi oliy ta'lim muassasalarida iqtisodiyot yo‘nalishi bo‘yicha o‘quv dasturlarida ingliz tili komponentining ulushi o‘rganildi.

Adabiyotlar tahlili uchun so‘nggi 10 yil (2014–2024) ichida chop etilgan 80 dan ortiq manba ko‘rib chiqildi. Korrelyatsion tahlilda Pearson koeffitsientidan foydalanildi. Mamlakatlar bo‘yicha solishtirishda EF EPI 2023 indeksida 111 mamlakat bo‘yicha ingliz tili mahorati va o‘sha mamlakatlarning olimlar tomonidan Scopus'ga joylashtirilgan iqtisodiy maqolalar soni solishtirilib, r = 0,71 darajasida kuchli ijobiy korrelyatsiya aniqlandi [5, 6].

III. Natijalar

3.1. Yetakchi iqtisodiy jurnallar va til statistikasi.

Tadqiqot natijalari shuni ko‘rsatadiki, dunyo bo‘yicha eng nufuzli iqtisodiyot jurnallarining barchasi ingliz tilida nashr etiladi. Jadval 1 da bu jurnallarning Impact Factor (IF) ko‘rsatkichlari keltirilgan.

Jadval 1. Yetakchi iqtisodiyot jurnallari va ularning bibliometrik ko‘rsatkichlari

Jurnal nomi	Impact Factor (2023)	Til	Soha
American Economic Review	7.21	Ingliz tili	Makroiqtisodiyot
Journal of Finance	6.33	Ingliz tili	Moliya iqtisodiyoti
The Quarterly Journal of Economics	14.20	Ingliz tili	Umumiy iqtisodiyot
Journal of Economic Perspectives	9.84	Ingliz tili	Iqtisodiy tahlil
World Development	5.19	Ingliz tili	Rivojlanish iqtisodiyoti
Journal of International Economics	4.80	Ingliz tili	Xalqaro savdo

Manba: Clarivate Journal Citation Reports, 2023 [7].

Jadval 1 dan ko‘rinib turibdiki, impact factor ko‘rsatkichi 4,8 dan 14,2 gacha bo‘lgan barcha nufuzli jurnallar ingliz tilida nashr etiladi. Bu iqtisod fani bo‘yicha zamonaviy bilimlardan xabardor bo‘lish uchun ingliz tilini bilish mutlaq zaruratga aylanganini ko‘rsatadi [7, 8].

3.2. Xalqaro moliyaviy institutlar va ingliz tili.

XVF 2023-yilda 1 247 ta texnik hisobot, siyosat qo‘llanmasi va tadqiqot ishi nashr etdi — ularning 96,3% ingliz tilida bo‘ldi [3]. Jahon banki Open Knowledge Repository platformasida mavjud 12 000 dan ortiq hujjatning 91% ingliz tilida [9]. OECD iSatistik va iLibrary ma'lumotlar bazalarida barcha asosiy iqtisodiy ko‘rsatkichlar ingliz tilida izohlangan metodologiya qo‘llanmasi bilan taqdim etiladi [10].

Xalqaro iqtisodiy konferensiyalar, jumladan AEA (American Economic Association) yillik anjumani va EEA (European Economic Association) kongressi ham asosan ingliz tilida o‘tkaziladi. 2023-yilda AEA anjumanida taqdim etilgan 3 400 ta ma'ruzaning 98% ingliz tilida bo‘lgan [11].

3.3. Ingliz tili mahorati va iqtisodiy ilmiy mahsuldorlik korrelyatsiyasi.

EF EPI 2023 ma'lumotlari 111 mamlakat bo‘yicha ingliz tili mahorati indeksini o‘z ichiga oladi. Ushbu indeksni Scopus ma'lumotlar bazasidagi mamlakatlar kesimida iqtisodiyot sohasidagi nashrlar soni bilan solishtirish quyidagi natijalarni berdi: Niderlandiya (EF EPI: 72,4 ball, 1 mlrd aholiga to‘g‘ri keladigan maqolalar: 418), Daniya (71,2 — 391), Singapur (63,5 — 287), Janubiy Koreya (51,2 — 143), O‘zbekiston (51,7 — 12) [5, 6]. Pearson korrelyatsiya koeffitsienti r = 0,71 bo‘lib, bu kuchli ijobiy aloqani bildiradi.

3.4. Nobel iqtisodiyot mukofoti va ingliz tili.

1969-yildan 2023-yilgacha Nobel iqtisodiyot mukofotini olgan 96 nafar olimdan 89 tasi (92,7%) ingliz tilida yozib nashr qilgan va asosiy faoliyatini ingliz tili ustun bo‘lgan muhitda olib borgan. Qolgan 7 nafar olim ham mukofotga sazovor asarlarini ingliz tiliga tarjima qildirib nashr ettirgan [4, 12]. Bu holat ingliz tili muhitining iqtisodiy ilm-fanning ilg‘or markazlarida qanchalik markaziy o‘rin egallaganini yaqqol ko‘rsatadi.

IV. Muhokama

Olingan natijalar Crystal [1] va Phillipson [13] tomonidan ilgari surilgan "ingliz tili — global bilim tili" konsepsiyasini empirik jihatdan tasdiqlaydi. Biroq bu holat bir qator metodologik muammolarni ham yuzaga keltiradi. Crystal [1] ta'kidlaganidek, ingliz tilining hukmronligi iqtisod sohasida "bilimlar ierarxiyasi" yaratadi: ingliz tilida yaxshi yozuvchi olimlar, potensial jihatdan ahamiyatli tadqiqot qilsa-da, ingliz tilini yaxshi bilmaydigan hamkasblariga qaraganda ko‘proq tsitata to‘playdi.

O‘zbekiston misolida bu muammo ayniqsa dolzarb: EF EPI 2023 da mamlakat 51,7 ball bilan "o‘rtacha" darajada joylashgan [5]. Bunda ingliz tilini bilmaydigan mahalliy iqtisodchilarning tadqiqotlari asosan o‘zbek va rus tillarida chiqadi va xalqaro tsitata indekslariga kamdan-kam kiritiladi. Natijada iste'dodli mahalliy tadqiqotchilarning g‘oyalari global iqtisodiy munozaralardan chetda qolishi xavfi mavjud.

Shu bilan birga, ingliz tilini yaxshi egallagan O‘zbekistonlik iqtisodchilar vakili hisoblangan Sherzod Umarov (World Bank, 2019), Kamola Ibragimova (ADB, 2022) va boshqalar xalqaro darajada tan olingan tadqiqotlar chiqarishga erishgani [9, 10] ingliz tili mahorати bilan ilmiy potensialning to‘g‘ridan-to‘g‘ri bog‘liqlini tasdiqlaydi. Tadqiqot cheklovlari sifatida korrelyatsion tahlilning sababiyat aloqasini to‘liq izohlashga yetarli emasligini ta'kidlash lozim — ya'ni boshqa omillar (moliyalash, institutsioanl muhit, internet imkoniyati) ham rol o‘ynashi mumkin.

V. Xulosa

Ushbu tadqiqot ingliz tilining xalqaro iqtisodiy bilimlarni o‘zlashtirishdagi rolini to‘rtta asosiy yo‘nalishda empirik jihatdan tasdiqladi: (1) yetakchi iqtisodiy jurnallarning barchasi ingliz tilida nashr etiladi va ularning Impact Factor ko‘rsatkichlari 4.8 dan 14.2 oralig‘ida; (2) XVF, Jahon banki, OECD hujjatlarining 91-97% ingliz tilida taqdim etiladi; (3) ingliz tili mahorati va ilmiy nashr mahsuldorligi o‘rtasida r = 0,71 darajasida kuchli korrelyatsiya mavjud; (4) Nobel iqtisodiyot mukofoti sovrindorlarining 92,7% ingliz tilida faoliyat yuritgan.

Amaliy tavsiyalar: (1) Ingliz tili komponentini EAP sifatida iqtisodiyot dasturlariga kiritish (kamida 30%); (2) Kurs ishlarida ingliz tilidagi birlamchi manbalarni majburiy qilish; (3) FRED, World Bank Open Data, IMF DataMapper kabi bazalardan foydalanish ko‘nikmalarini o‘rgatish; (4) Mahalliy iqtisodiy tadqiqotlarni xalqaro jurnallarga taqdim etishda tarjima xizmatlarini rivojlantirish [14].

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THE ROLE OF ENGLISH AS A GLOBAL LINGUA FRANCA

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Abstract: The rapid globalization of the modern world has significantly increased the importance of English as a means of international communication. Today, English functions as a global lingua franca, enabling communication between speakers of different native languages across diverse cultural and linguistic backgrounds. This article examines the role of English as a global lingua franca, focusing on its historical development, theoretical background and sociolinguistic implications. The study draws on key linguistic theories and research to highlight how English has evolved from a national language into a global resource. Furthermore, it discusses the impact of English on education, identity and linguistic diversity in multilingual societies. The findings suggest that while English facilitates global communication and access to knowledge, it also raises concerns regarding linguistic inequality and cultural preservation.

Keywords: Global English, Sociolinguistics, Language and Globalization, Multilingualism, Language Policy, International Communication, Language Variation, Cultural Identity, Linguistic Diversity

Аннотация: Быстрая глобализация современного мира значительно повысила важность английского языка как средства международного общения. Сегодня английский язык функционирует как глобальная лингва франка, обеспечивая коммуникацию между носителями разных родных языков в условиях разнообразных культурных и языковых контекстов. В данной статье рассматривается роль английского языка как глобальной лингва франка с акцентом на его историческое развитие, теоретические основы и социолингвистические последствия. Исследование опирается на ключевые лингвистические теории и научные работы, чтобы показать, как английский язык эволюционировал из

национального языка в глобальный ресурс. Кроме того, рассматривается влияние английского языка на образование, идентичность и языковое разнообразие в многоязычных обществах. Полученные результаты показывают, что, несмотря на то что английский язык способствует глобальному общению и доступу к знаниям, его распространение также вызывает обеспокоенность в отношении языкового неравенства и сохранения культурного наследия.

Ключевые слова: Глобальный английский язык, социолингвистика, язык и глобализация, многоязычие, языковая политика, международная коммуникация, языковая вариативность, культурная идентичность, языковое разнообразие

Annotatsiya: Zamonaviy dunyoning tezkor globallashuvi ingliz tilining xalqaro muloqot vositasi sifatidagi ahamiyatini sezilarli darajada oshirdi. Bugungi kunda ingliz tili global lingva franca sifatida turli ona tillariga ega bo‘lgan odamlar o‘rtasida turli madaniy va lingvistik sharoitlarda muloqotni ta’minlaydi. Ushbu maqolada ingliz tilining global lingva franca sifatidagi roli uning tarixiy rivojlanishi, nazariy asoslari va sotsiolingvistik oqibatlariga e’tibor qaratilgan holda tahlil qilinadi. Tadqiqot asosiy lingvistik nazariyalar va ilmiy ishlar asosida ingliz tilining milliy tildan global resursga aylanish jarayonini yoritadi. Bundan tashqari, ingliz tilining ta’lim, identitet va ko‘p tilli jamiyatlardagi lingvistik xilma-xillikka ta’siri ham tahlil qilinadi. Natijalar shuni ko‘rsatadiki, ingliz tili global muloqot va bilimlarga kirishni osonlashtirsa-da, uning keng tarqalishi til tengsizligi va madaniy merosni saqlash bilan bog‘liq muammolarni ham keltirib chiqaradi.

Kalit so‘zlar: Global ingliz tili, sotsiolingvistika, til va globallashuv, ko‘p tillilik, til siyosati, xalqaro muloqot, til o‘zgaruvchanligi, madaniy identitet, lingvistik xilma-xillik

In the contemporary world, English has become the most widely used means of international communication. It functions not only as a native language in countries such as the United Kingdom, the United States, Australia, and New Zealand, but also as a second or foreign language in many other parts of the world. This global spread has led linguists to define English as a lingua franca - a common language used between speakers of different native languages. According to Crystal, the rapid expansion of English is closely linked to historical, political, economic and technological developments that have increased global interconnection [1;45]. Today, English is used in diplomacy, science, business, aviation, education and digital communication, making it a central tool in globalization. This article explores the role of English as a global lingua franca, its historical development, key characteristics, advantages, challenges and its impact on education and identity in multilingual societies.

1. The Concept of English as a Lingua Franca. A lingua franca is a language used for communication between speakers who do not share a native language. English has achieved this status due to its global reach and functional flexibility. Jenkins defines English as a Lingua Franca (ELF) as “a contact language used among speakers with different first languages, where English is often the only shared code” [3;12]. Unlike traditional models of English that prioritize native-speaker norms, ELF focuses on communication effectiveness rather than grammatical perfection. In this context, mutual understanding becomes more important than strict adherence to British or American standards. This means that English today belongs to all its users, not only native speakers.

2. Historical Spread of English. The global spread of English is deeply connected to British colonial expansion and later American economic and technological dominance. During the colonial period, English was introduced to Asia, Africa, and the Caribbean, where it often became an administrative and educational language. Graddol explains that the 20th and 21st centuries marked a shift from colonial English to global English, driven by globalization, internet communication, and international trade [2;33]. The rise of the United States as a global superpower further strengthened English as the dominant international language. Today, English is used by over 1.5 billion people worldwide, with the majority being non-native speakers. This shift has transformed English from a national language into a global communication tool.

3. World Englishes and Variation. The global use of English has led to the development of multiple varieties known as World Englishes. Kachru introduced the famous "Three Circles Model," which divides English usage into:

Inner Circle (native speakers: UK, USA, etc.)

Outer Circle (countries where English is an official second language)

Expanding Circle (countries where English is learned as a foreign language) [4;120]

This model highlights that English is no longer a single standardized system but a collection of diverse varieties influenced by local cultures and languages. McArthur further notes that global English is not uniform; instead, it reflects linguistic creativity and adaptation across different societies [5;56]. For example, Indian English, Nigerian English, and Singaporean English each have unique phonological and lexical features.

4. English as a Tool for Global Communication. One of the most significant roles of English is its function as a global communication tool. It is widely used in international business, academic research, tourism, and digital communication. Crystal states that English dominates scientific publications, with more than 80% of indexed research papers written in English [1;112]. This dominance allows researchers from different countries to share knowledge efficiently. In business, English is often the default language in multinational companies. Similarly, in aviation and maritime industries, English is used to ensure safety and clarity in communication. The internet has also strengthened the role of English. A large proportion of online content is produced in English, making it a key language for accessing global information.

5. Advantages and disadvantages of English as a Lingua Franca:

International Communication: English enables communication between people from different linguistic backgrounds, reducing language barriers.

Academic and Professional Opportunities: proficiency in English provides access to global education and job markets. Many top universities require English for admission.

Access to Information: a significant amount of scientific, technological, and cultural knowledge is available in English, making it a gateway to global information.

Cultural Exchange: English facilitates cross-cultural interaction, allowing people to share ideas, traditions, and perspectives. Graddol notes that English has become a "global resource" rather than the property of native speakers [2;91].

Linguistic Inequality: the dominance of English may disadvantage speakers of other languages, creating unequal access to education and employment.

Language Endangerment: smaller languages are at risk of decline as English becomes more dominant in education and media. Jenkins highlights that ELF challenges traditional native speaker norms, but it also raises questions about linguistic ownership and fairness [3;88].

English plays a central role in global education systems. Many countries have adopted English as a medium of instruction in universities and schools. This trend is particularly strong in Asia and Europe. Kachru's model shows that in the Outer and Expanding Circles, English is often taught as a foreign language, focusing on communication rather than native-like accuracy [4;135]. However, this raises pedagogical challenges. Teachers must balance between teaching standard grammar and encouraging communicative fluency. McArthur suggests that modern English education should accept variation rather than enforce rigid norms [5;73].

English as a global lingua franca has fundamentally transformed modern communication. It connects people across cultures, supports international cooperation, and facilitates access to knowledge. However, it also raises important issues such as linguistic inequality, cultural identity, and language preservation. As Crystal concludes, English is no longer owned by any single nation but belongs to the global community of its users [1;201]. Its role will continue to evolve as globalization advances, making it one of the most influential linguistic phenomena in human history.

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MIGRATSIYA SHAROITIDA TIL VA MADANIYAT INTEGRATSIYA MUAMMOLARI

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Annotatsiya: Ushbu maqolada migratsiya jarayonida yuzaga keladigan til va madaniyat integratsiyasi muammolari tahlil qilinadi. Migrantlarning yangi ijtimoiy muhitga moslashishida duch keladigan asosiy qiyinchiliklar, ularning sabab va oqibatlari yoritiladi. Shuningdek, integratsiya jarayonini yengillashtirish yo‘llari ilmiy va amaliy nuqtai nazardan ko‘rib chiqiladi.

Kalit so‘zlar: nemis tili, o‘qitish metodikasi, interfaol usullar, kommunikativ yondashuv, ta’lim samaradorligi, pedagogik texnologiyalar, til kompetensiyasi.

Аннотация: В данной статье анализируются проблемы языковой и культурной интеграции в условиях миграции. Рассматриваются основные трудности, с которыми сталкиваются мигранты при адаптации к новому обществу, а также их причины и последствия. Особое внимание уделяется путям улучшения интеграционных процессов.

Ключевые слова: немецкий язык, методика обучения, интерактивные методы, коммуникативный подход, эффективность обучения, педагогические технологии, языковая компетенция.

Annotation: This article examines the issues of language and cultural integration in migration conditions. It analyzes the main challenges migrants face when adapting to a new social environment, along with their causes and consequences. The study also explores practical ways to improve integration processes.

Keywords: German language, teaching methodology, interactive methods, communicative approach, learning effectiveness, pedagogical technologies, language competence.

Kirish

Hozirgi globallashuv davrida migratsiya jarayonlari jadal sur’atlar bilan rivojlanmoqda. Iqtisodiy imkoniyatlar izlash, ta’lim olish, siyosiy barqarorlik yoki xavfsizlik sababli insonlar bir hududdan boshqasiga ko‘chib o‘tmoqda. Biroq migratsiya nafaqat hududiy o‘zgarish, balki murakkab ijtimoiy-madaniy jarayon hamdir. Ayniqsa, til va madaniyat integratsiyasi masalalari migrantlarning yangi jamiyatga moslashuvida hal qiluvchi ahamiyat kasb etadi.

Til integratsiyasining dolzarb muammolari

Til – bu nafaqat aloqa vositasi, balki jamiyatga kirishning asosiy kalitidir. Migrantlar uchun yangi tilni o‘rganish ko‘pincha eng katta to‘siqlardan biri hisoblanadi. Tilni bilmaslik quyidagi muammolarni keltirib chiqaradi:

Ish topishda qiyinchiliklar

Ta’lim tizimiga moslasha olmaslik

Huquqiy va tibbiy xizmatlardan foydalanishda cheklanish

Ijtimoiy izolyatsiya va yolg‘izlik

Ayniqsa, katta yoshdagi migrantlar uchun yangi tilni o‘zlashtirish jarayoni sekin kechadi. Bu esa ularning jamiyatdan ajralib qolishiga sabab bo‘lishi mumkin. Til bilmaslik ba’zan noto‘g‘ri tushunishlar va ijtimoiy ziddiyatlarga ham olib keladi.

Masalan, Anastasiya ismli migrant qiz dastlab yangi muhitda oddiy muloqot qilishda qiynalgan. U ish beruvchilar bilan erkin gaplasha olmagani sababli ko‘plab imkoniyatlardan foydalana olmagan. Keyinchalik til kurslariga qatnashib, o‘z ustida ishlash orqali u jamiyatga muvaffaqiyatli moslashgan.

Madaniy integratsiya muammolari

Madaniyat – bu jamiyatning qadriyatlari, urf-odatlari va yashash tarzini o‘zida aks ettiradi. Migrantlar yangi madaniy muhitga moslashishda turli muammolarga duch keladi:

Urf-odat va an’analar farqi

Diniy qarashlar tafovuti

Muloqot madaniyatidagi o‘ziga xosliklar

Ijtimoiy normalarni tushunmaslik

Masalan, ba’zi jamiyatlarda ochiq muloqot qadrlansa, boshqalarida kamtarona va ehtiyotkorlik ustun turadi. Bu farqlar noto‘g‘ri talqin qilinib, ijtimoiy masofani kuchaytirishi mumkin.

Migrantlar ko‘pincha ikki yo‘l o‘rtasida qoladi: o‘z madaniyatini saqlab qolish yoki yangi madaniyatga to‘liq moslashish. Har ikki holatda ham muvozanatni topish oson emas. Madaniy identitetni yo‘qotish yoki jamiyatdan ajralib qolish xavfi mavjud.

Ijtimoiy moslashuv va identitet masalasi

Til va madaniyat muammolari migrantlarning shaxsiy o‘zligini anglashiga ham ta’sir qiladi. Ular o‘zlarini ikki madaniyat o‘rtasida his qilishi mumkin. Bu holat ayniqsa yoshlar va ikkinchi avlod migrantlarda kuchliroq namoyon bo‘ladi.

Anastasiya kabi migrantlar yangi jamiyatda yashar ekan, o‘z qadriyatlarini saqlab qolishga intiladi, shu bilan birga yangi ijtimoiy muhit talablariga moslashadi. Bu esa ichki ziddiyat va ruhiy bosimni keltirib chiqarishi mumkin.

Integratsiya jarayonini takomillashtirish yo‘llari

Til va madaniyat integratsiyasini yengillashtirish uchun quyidagi choralar muhim hisoblanadi:

1. Til ta’limini rivojlantirish

Migrantlar uchun maxsus til kurslarini tashkil etish, bepul yoki imtiyozli ta’lim imkoniyatlarini yaratish zarur.

2. Madaniy almashinuv dasturlari

Turli millat vakillari o‘rtasida madaniy tadbirlar, seminarlar va uchrashuvlar tashkil etish o‘zaro tushunishni oshiradi.

3. Davlat siyosati va qo‘llab-quvvatlash

Migrantlarga teng imkoniyatlar yaratish, diskriminatsiyaga qarshi kurashish va ijtimoiy himoya tizimini kuchaytirish muhimdir.

4. Ijtimoiy moslashuv markazlari

Migrantlarga psixologik, huquqiy va ijtimoiy yordam ko‘rsatadigan markazlar tashkil etilishi integratsiyani tezlashtiradi.

Xulosa. Migratsiya sharoitida til va madaniyat integratsiyasi murakkab va ko‘p qirrali jarayon hisoblanadi. Til bilish va madaniy moslashuv migrantlarning jamiyatga muvaffaqiyatli qo‘shilishida asosiy omil bo‘lib xizmat qiladi. Anastasiya misolida ko‘rganimizdek, qat’iyat, o‘rganishga intilish va ijtimoiy qo‘llab-quvvatlash orqali bu muammolarni yengish mumkin.

Shu bois, migrantlar va qabul qiluvchi jamiyat o‘rtasida o‘zaro hurmat, bag‘rikenglik va hamkorlikni rivojlantirish integratsiya jarayonining muvaffaqiyatli kechishini ta’minlaydi.

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PROBLEMS OF USING FOREIGN EXPERIENCE AND INNOVATIVE TECHNOLOGIES IN IMPROVING THE QUALITY OF FOREIGN LANGUAGE TEACHING

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Annotation: This article provides a comprehensive analysis of the systemic challenges encountered when integrating international pedagogical strategies and modern technological advancements into the field of foreign language education. As the demand for linguistic proficiency increases in a globalized economy, educational institutions frequently look toward foreign models of success to enhance their own instructional quality. However, the transition from traditional methodologies to innovative frameworks is often impeded by socio-cultural disparities, economic limitations, and a lack of specialized professional development for educators. This study explores the multifaceted nature of these obstacles and argues for a localized, strategic approach to innovation rather than the wholesale adoption of foreign systems.

Keywords: *Pedagogical innovation, foreign language acquisition, digital transformation, international educational standards, communicative methodology, technological barriers, curriculum development.*

Introduction The modernization of education is no longer a matter of choice but a fundamental requirement for participating in the global community. In the context of foreign language teaching, "innovation" typically refers to the shift from passive, grammar-based instruction to active, communicative, and technology-enhanced learning. While the success stories of language education in countries with high English proficiency are often cited as blueprints for progress, the practical application of these foreign experiences frequently meets significant resistance. The problem is not the technology or the methodology itself, but rather the complex environment into which these innovations are introduced.

The Problem of Cultural and Methodological Incompatibility

One of the primary challenges in improving teaching quality through foreign experience is the lack of alignment between imported methodologies and local cultural contexts. Educational systems are deeply rooted in national traditions; for instance, many foreign models emphasize extreme student autonomy and the minimization of the teacher’s role to that of a "facilitator."

When such models are introduced into environments where students are accustomed to a hierarchical, teacher-led structure, the result is often confusion rather than empowerment. The mechanical copying of foreign curricula without adapting them to the local psychological and cultural landscape leads to a "pedagogical rejection," where students fail to engage with the new materials because they lack the foundational habits of independent inquiry required by those very systems.

Technological Infrastructure and the Digital Divide

Innovative technologies—such as Artificial Intelligence platforms, Virtual Reality environments, and cloud-based Collaborative Learning Tools—offer unprecedented opportunities for immersive language practice. However, the quality of language teaching cannot be improved if these tools are only accessible to a privileged minority.

The implementation of high-tech solutions often exposes a significant digital divide. In many regions, the absence of high-speed internet, modern hardware, and licensed software creates a

fragmented educational landscape. Furthermore, even when hardware is available, there is often a lack of technical support to maintain these systems. Consequently, expensive language laboratories often sit idle or are used for traditional tasks, failing to fulfill their innovative potential and resulting in a poor return on educational investment.

The Crisis of Professional Readiness and Teacher Training

Perhaps the most critical bottleneck in the modernization of language teaching is the human factor. The introduction of innovative technology requires a corresponding evolution in teacher competence. Many educators find themselves in a position where they are expected to utilize complex digital platforms without having received adequate methodological training.

This leads to several specific issues:

4. **Methodological Inertia:** Teachers may use new technology to perform old tasks, such as using an interactive whiteboard as a simple projection screen, thereby neutralizing the "innovative" aspect of the tool.
5. **Psychological Resistance:** There is often a fear among staff that AI and automated systems might replace the role of the teacher, leading to a subconscious or overt resistance to adopting these foreign experiences.
6. **Cognitive Overload:** Balancing the requirements of a rigorous curriculum with the need to master ever-changing software can lead to burnout, ultimately decreasing the quality of instruction rather than improving it.

Theoretical vs. Practical Integration of Innovations

Another prevailing problem is the gap between the theoretical promise of an innovation and its practical utility in a classroom setting. Many innovative technologies focus heavily on "gamification"—using game-like elements to motivate learners. While this increases engagement in the short term, there is growing concern among researchers that it can prioritize superficial "winning" over deep linguistic processing and long-term retention.

Furthermore, foreign experiences often emphasize "Natural Approach" or "Direct Method" learning, which may neglect the specific structural difficulties that local learners face due to the interference of their native language. Without a balanced approach that combines foreign innovative techniques with local linguistic expertise, the quality of teaching remains stagnant.

Conclusion. The quest to enhance the quality of foreign language teaching through the use of foreign experiences and innovative technologies is a noble and necessary endeavor. However, it is evident that a "one-size-fits-all" approach is destined for failure. To truly benefit from global advancements, educational authorities must prioritize the cultural adaptation of methodologies, ensure equitable access to technological resources, and invest heavily in the continuous, practical training of teachers. Only through the synthesis of global innovation and local wisdom can a truly effective and sustainable language learning environment be established.

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MUNDARIJA

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