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«XORIJIY TILLARNI O‘QITISH VA TARJIMA SOHASIDA SUN‘IY INTELLEKTDAN SAMARALI FOYDALANISHNING ZAMONAVIY TENDENSIYALARI»

Xalqaro ilmiy-amaliy anjuman

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**Xalqaro Nordik universiteti rektori, professor
Sh.Mustafakulov tahriri ostida**

**Konferensiya materiallarini nashrga tayyorlaganlar:
X.Topilov, M.Mamadaliyev**

Ushbu konferensiya Oliy ta'lim, fan va innovatsiyalar vazirligining 2026-yil 16-yanvardagi 11-son buyrug'iga muvofiq, Xalqaro Nordik universitetida 2026-yil 30-aprel kuni "XORIJIY TILLARNI O'QITISH VA TARJIMA SOHASIDA SUN'IY INTELLEKTDAN SAMARALI FOYDALANISHNING ZAMONAVIY TENDENSIYALARI" mavzusida xalqaro ilmiy-amaliy anjuman o'tkazildi.

Tahririyat kengashi:

Sherzod Mustafakulov – Iqtisodiyot fanlari doktori (DSc), professor

Odiljon Qo'ysinov – Pedagogika fanlari doktori (DSc), professor

Qurbonniyoz Panjiyev – Pedagogika fanlari doktori (DSc), professor

Mahamadsiddiq Amonboyev – Iqtisodiyot fanlari nomzodi, professor

Munis Abdullayev – Iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), professor

Xasan Sabirov – Iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent

Najmiddin Qodirov – Tarix fanlari nomzodi, dotsent

Dilafro'z Miraliyeva – Pedagogika fanlari bo'yicha falsafa doktori (PhD), dotsent

Nigora Lutfullayeva – Psixologiya fanlari nomzodi, dotsent

Dilshod Nasriddinov – Filologiya fanlari bo'yicha falsafa doktori (PhD), dotsent

Zuxra Narbekova - Pedagogika fanlari bo'yicha falsafa doktori (PhD)

Baxtigul Tolipova – Iqtisodiyot fanlari bo'yicha falsafa doktori (PhD)

Zulfiya Xamidova – Iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent

Ochilbek Yulbarsov – Filologiya fanlari bo'yicha falsafa doktori (PhD), katta o'qituvchi

Arapbayeva Demigul – Psixologiya fanlari nomzodi, dotsent

Mirza Tulayev – Dotsent

Farxod Irisqulov - Ilmiy va innovatsion tadqiqotlar departamenti boshlig'i

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SO‘Z BOSHI

Hurmatli konferensiya ishtirokchilari, aziz olimlar, tadqiqotchilar va mehmonlar!

Barchangizga Xalqaro Nordik universiteti akademik jamoasi nomidan “O‘zbekiston – 2030” strategiyasida belgilab berilgan ustuvor yo‘nalishlar, xususan, ta‘lim tizimini modernizatsiyalash, raqamli transformatsiyani jadallashtirish va inson kapitalini rivojlantirishga qaratilgan islohotlar doirasida tashkil etilayotgan “Xorijiy tillarni o‘qitish va tarjima sohasida sun‘iy intellektdan samarali foydalanishning zamonaviy tendensiyalari” mavzusidagi xalqaro ilmiy-amaliy konferensiyada faol ishtirokingiz uchun samimiy minnatdorchilik bildiraman.

Bugungi kunda sun‘iy intellekt texnologiyalari ilm-fan, ta‘lim va ijtimoiy hayotning barcha sohalarida misli ko‘rilmagan o‘zgarishlarni keltirib chiqarmoqda. Xususan, xorijiy tillarni o‘qitish va tarjimashunoslik sohasida neyron tarmoqlari asosidagi mashina tarjimasi, yirik til modellari (LLM), nutqni avtomatik tanish hamda generatsiya qilish texnologiyalari lingvodidaktika va tarjima metodologiyasini tubdan qayta shakllantirmoqda.

O‘zbekistonda xorijiy tillarni o‘qitish sifatini jahon standartlari darajasiga olib chiqish, malakali tarjimonlar tayyorlashni zamon talablariga muvofiqlashtirish va ta‘lim muassasalariga ilg‘or raqamli yechimlarni keng joriy etish davlat siyosatining ustuvor yo‘nalishlaridan biridir. Shu nuqtai nazardan, mazkur xalqaro ilmiy-amaliy konferensiya dolzarb ahamiyat kasb etib, u ta‘lim siyosati, akademik tadqiqot va amaliy metodika o‘rtasidagi bog‘liqlikni mustahkamlashga xizmat qiladi.

Ushbu konferensiya xorijiy va mahalliy olimlar, yosh tadqiqotchilar, pedagoglar va amaliyotchilar o‘rtasida samarali ilmiy muloqotni yo‘lga qo‘yish, yangi g‘oyalar almashinuvini ta‘minlash hamda xalqaro ilmiy hamkorlikni mustahkamlashga munosib hissa qo‘shadi, degan umiddamiz. Bildirilgan ilmiy xulosalar va amaliy takliflar mamlakatimizda til ta‘limi sifatini oshirish, raqamli ta‘lim muhitini shakllantirish va O‘zbekistonning 2030-yilgacha mo‘ljallangan rivojlanish strategiyasini muvaffaqiyatli ro‘yobga chiqarishda muhim omil bo‘lib xizmat qiladi.

Barchangizga mazmunli ilmiy izlanishlar, yuksak ijodiy muvaffaqiyatlar va yangi ilmiy yutuqlar tilayman!

Sherzod Mustafakulov,
Xalqaro Nordik universiteti rektori,
iqtisodiyot fanlari doktori, professor



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LINGUOCULTURAL ASPECTS OF DIALECTAL WORDS IN ENGLISH-SPEAKING COUNTRIES

Author: Abdujabbarova Dilkhumor Dilshod qizi ¹

Affiliation: Nordic International University, 1st year Master's student ¹

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ABSTRACT

This study explores the linguocultural dimensions of dialectal words in English-speaking countries, focusing on how regional vocabulary reflects cultural identity, social values, and historical development. Dialectal variation is not merely a linguistic phenomenon but also a marker of community belonging and cultural heritage. The research analyzes selected dialectal units from British, American, and Australian English, identifying their semantic, pragmatic, and cultural connotations. Particular attention is given to how these lexical items encode local traditions, social hierarchies, and patterns of everyday communication. The study employs a comparative and descriptive methodology, integrating insights from sociolinguistics and pragmatics to examine the interaction between language and culture. Findings indicate that dialectal words function as culturally loaded signs that shape speakers' worldview and communicative behavior. Furthermore, the paper highlights the pedagogical value of incorporating dialectal elements into foreign language teaching to enhance learners' intercultural competence and pragmatic awareness. The research contributes to a deeper understanding of language variation as a dynamic reflection of sociocultural realities.

Keywords: dialectal words, linguocultural aspect, sociolinguistics, English varieties, cultural identity, pragmatics, regional vocabulary, intercultural competence.

INTRODUCTION

In contemporary linguistics, the study of language variation has become a central area of inquiry, particularly within the fields of sociolinguistics and pragmatics. One of the most significant manifestations of linguistic diversity is the presence of dialectal words, which emerge as a result of geographical, social, and cultural differentiation within a language¹. In English-speaking countries, such as the United Kingdom, the United States, Australia, and Canada, dialectal variation is especially prominent, reflecting centuries of historical development, migration, and cultural interaction. These variations are not limited to phonetic or grammatical features but are deeply embedded in the lexical system, where dialectal words serve as carriers of cultural meaning and social identity.

METHODS

From a linguocultural perspective, dialectal words are more than simple lexical alternatives to standard language forms. They function as symbolic representations

¹ Chambers, J. K., & Trudgill, P. (1998). *Dialectology* (2nd ed.). Cambridge University Press.

of local traditions, values, and collective experiences. For instance, regional vocabulary often encodes culturally specific concepts related to lifestyle, environment, and social relations, which may not have direct equivalents in other dialects or in the standard variety of English. In this sense, dialectal words contribute to the formation and preservation of cultural identity, acting as linguistic markers that distinguish one speech community from another. Moreover, they play a crucial role in shaping speakers' worldview, influencing how individuals perceive and interpret their social reality. The importance of studying dialectal words within a linguocultural framework lies in the recognition that language and culture are inherently interconnected. Dialectal vocabulary provides valuable insights into the historical and social contexts in which language evolves. For example, many regional expressions in British and American English can be traced back to specific historical events, occupational practices, or environmental conditions². As a result, the analysis of such lexical items allows researchers to reconstruct aspects of cultural history and understand the dynamics of social interaction within particular communities.

In addition, dialectal words have significant pragmatic implications, as their use often depends on context, speaker intention, and social relationships. The choice between a standard and a dialectal form may signal solidarity, informality, or group membership, thereby influencing the effectiveness of communication. This pragmatic dimension highlights the need for language learners to develop not only grammatical competence but also an awareness of sociocultural and contextual factors that govern language use. Despite the growing interest in global English and standardized forms of communication, dialectal variation continues to play a vital role in maintaining linguistic diversity and cultural richness³. In the context of foreign language teaching, the inclusion of dialectal elements can enhance learners' intercultural competence, enabling them to navigate authentic communication situations more effectively. Therefore, the present study aims to examine the linguocultural aspects of dialectal words in English-speaking countries, focusing on their semantic, pragmatic, and cultural functions. By doing so, it seeks to contribute to a more comprehensive understanding of the relationship between language variation and cultural identity in the modern world.

The dynamic interaction between language and culture becomes particularly evident when examining dialectal words as linguocultural units. These lexical items do not simply denote objects or actions; rather, they encapsulate culturally conditioned meanings shaped by the lived experiences of specific communities. In English-speaking countries, dialectal variation reflects not only regional diversity but also social stratification, ethnic identity, and historical continuity. Consequently, dialectal words function as semiotic markers that encode both linguistic and extralinguistic information, allowing speakers to position themselves within a particular sociocultural space. A closer examination of dialectal vocabulary across major English-speaking regions demonstrates how environmental, historical, and social factors contribute to lexical differentiation. For instance, rural dialects in the United Kingdom often preserve archaic lexical items that have disappeared from Standard English, while American English dialects reveal the influence of

² Crystal, D. (2003). *The Cambridge encyclopedia of the English language* (2nd ed.). Cambridge University Press.

³ Holmes, J. (2013). *An introduction to sociolinguistics* (4th ed.). Routledge.

immigration, indigenous languages, and frontier life⁴. Similarly, Australian English incorporates elements derived from Aboriginal languages and colonial experience, resulting in a unique set of culturally marked expressions. These variations illustrate that dialectal words are not random deviations but systematic reflections of cultural adaptation and linguistic evolution. To better illustrate the linguocultural characteristics of dialectal words, the following table presents a comparative overview of selected lexical items from different English-speaking countries, highlighting their meanings and cultural connotations:

Results. Table. Comparative linguocultural characteristics of dialectal words in English-speaking countries.

Dialectal Word	Region	Standard Equivalent	Meaning	Linguocultural Connotation
<i>bloke</i>	UK	man	an ordinary man	Informality; working-class identity
<i>lad</i>	UK	boy/man	a young man	Solidarity; regional belonging (Northern England)
<i>y'all</i>	USA (South)	you (plural)	second-person plural pronoun	Hospitality; collective orientation
<i>buddy</i>	USA	friend	close companion	Informality; friendliness in social interaction
<i>outback</i>	Australia	remote area	sparsely populated inland region	National identity; connection to landscape
<i>arvo</i>	Australia	afternoon	informal term for afternoon	Relaxed lifestyle; colloquial culture
<i>loonie</i>	Canada	one-dollar coin	Canadian currency	National symbol; economic identity
<i>toque</i>	Canada	hat	knitted winter hat	Climate adaptation; regional specificity

The data presented in the table demonstrate that dialectal words carry layers of meaning that extend beyond their direct lexical definitions. Each item reflects a specific cultural context, revealing how language adapts to social practices, environmental conditions, and historical developments⁵. For example, the Australian term *outback* not only refers to a geographical area but also symbolizes resilience, isolation, and national identity. Similarly, the American Southern expression *y'all* reflects a communicative style that emphasizes inclusivity and interpersonal warmth.

From a theoretical standpoint, the linguocultural analysis of dialectal words aligns with the principles of sociolinguistics, which emphasize the relationship between language variation and social structure. Scholars such as William Labov have demonstrated that linguistic forms often correlate with factors such as social

⁴ Huddleston, R., & Pullum, G. K. (2002). *The Cambridge grammar of the English language*. Cambridge University Press.

⁵ Labov, W. (2006). *The social stratification of English in New York City* (2nd ed.). Cambridge University Press.

class, age, and ethnicity⁶. In this context, dialectal words can be viewed as indicators of social positioning, enabling speakers to express affiliation or distance within a community. At the same time, pragmatics provides insight into how these lexical items function in discourse, shaping meaning through context-dependent interpretation.

DISCUSSION

The study of dialectal words has important implications for understanding identity construction in multilingual and multicultural societies. In many cases, speakers deliberately use dialectal forms to assert their cultural heritage or resist linguistic standardization. This phenomenon is particularly evident in regions where local dialects are closely tied to historical identity and community pride. As a result, dialectal vocabulary becomes a powerful tool for negotiating cultural boundaries and maintaining linguistic diversity in the face of globalization. Another significant aspect of dialectal words is their role in shaping cognitive and conceptual frameworks. Linguocultural theory suggests that language influences thought by structuring how individuals categorize and interpret reality⁷. Dialectal words, with their culturally specific meanings, contribute to this process by providing unique conceptualizations that may not exist in other varieties of the language. For instance, certain regional expressions encapsulate social practices or environmental phenomena that are highly localized, thereby enriching the semantic landscape of the language as a whole.

In the field of foreign language education, the inclusion of dialectal vocabulary is increasingly recognized as a valuable component of communicative competence. Traditional approaches to language teaching often prioritize standardized forms, neglecting the richness of regional variation. However, exposure to dialectal words can enhance learners' ability to understand authentic speech, interpret cultural nuances, and engage effectively in real-world communication. By integrating linguocultural elements into the curriculum, educators can foster a more holistic understanding of language as a social and cultural phenomenon.

CONCLUSION

In conclusion, dialectal words represent a vital intersection of language and culture, serving as both linguistic units and cultural symbols. Their study provides insight into the complex relationship between linguistic variation, social identity, and cultural meaning in English-speaking countries. By examining dialectal vocabulary through a linguocultural lens, researchers and educators can gain a deeper appreciation of the diversity and dynamism inherent in the English language, as well as its role in shaping human interaction and cultural expression.

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⁷ Trudgill, P. (2000). *Sociolinguistics: An introduction to language and society* (4th ed.). Penguin Books.

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O'ZBEK TILIDAGI INGLIZCHA BORROWINGSLARNING USLUBIY QATLAMGA TA'SIRI: NEYTRAL, NOSTANDART VA KOLLEKVIAL BIRLIKLAR

Muallif: Abdullayeva Madinaxon Alisher qizi ¹

Affiliyatsiya: Farg'ona davlat universiteti, 1-bosqich talabasi ¹

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ANNOTATSIYA

Mazkur maqolada o'zbek tiliga ingliz tilidan kirib kelgan o'zlashma birliklarning uslubiy qatlamga ta'siri tahlil qilinadi. Tadqiqotda inglizcha borrowingslarning zamonaviy o'zbek tilidagi funksional xususiyatlari, ayniqsa neytral, nostandart va kollektiv nutqda qo'llanishi masalari o'rganiladi. Tadqiqot materiali sifatida ommaviy axborot vositalari, internet matnlari, ijtimoiy tarmoqlardagi yozishmalar hamda yoshlar nutqi namunalari foydalanildi. Tahlillar shuni ko'rsatadiki, inglizcha o'zlashmalar nafaqat o'zbek tilining lug'at tarkibini boyitmoqda, balki uning uslubiy tizimida ham yangi qatlamlarning shakllanishiga sabab bo'lmoqda. Ayniqsa internet va raqamli kommunikatsiya muhiti inglizcha birliklarning faol qo'llanishini tezlashtirmoqda. Tadqiqot natijalari inglizcha borrowingslarning o'zbek tilida turli uslubiy vazifalarni bajarishini va ularning til tizimidagi o'rnini tobora mustahkamlanib borayotganini ko'rsatadi.

Kalit so'zlar: o'zlashma so'zlar, inglizcha borrowings, uslubiy qatlam, kollektiv nutq, nostandart leksika, internet tili, globallashtirish.

KIRISH

Globalashuv jarayoni zamonaviy jamiyatning barcha sohalariga, jumladan til tizimiga ham kuchli ta'sir ko'rsatmoqda. Ayniqsa ingliz tilining xalqaro kommunikatsiya vositasi sifatida keng tarqalishi boshqa tillarning lug'at tarkibiga inglizcha leksik birliklarning kirib kelishini tezlashtirmoqda. Bu jarayon lingvistik adabiyotlarda til kontaktlari natijasida yuzaga keladigan tabiiy hodisa sifatida izohlanadi. O'zbek tili ham dunyo tillari bilan faol aloqada bo'lganligi sababli turli davrlarda arab, fors-tojik, rus va boshqa tillardan o'zlashma birliklarni qabul qilgan. Hozirgi davrda esa ingliz tilining ta'siri ayniqsa kuchayib bormoqda. Ingliz tilidan kirib kelayotgan birliklar ko'pincha yangi ilmiy, texnologik, iqtisodiy yoki madaniy tushunchalarni ifodalash zarurati bilan bog'liq holda paydo bo'ladi. Masalan, axborot texnologiyalari, biznes, marketing, media va internet kommunikatsiyasi bilan bog'liq ko'plab terminlar ingliz tilidan o'zlashgan. Bunday birliklar dastlab ma'lum bir professional yoki ilmiy sohada ishlatilgan bo'lsa, vaqt o'tishi bilan ular keng omma nutqiga ham kirib bormoqda. Tilshunoslik nuqtai nazaridan o'zlashma so'zlarning til tizimiga kirib kelishi nafaqat leksik boyish jarayoni, balki uslubiy o'zgarishlarni ham yuzaga keltiradi. Chunki har bir yangi birlik tilning ma'lum bir kommunikativ vazifasini bajaradi va muayyan nutq uslubida faol ishlatiladi. Shu sababli inglizcha borrowingslarning o'zbek tilidagi uslubiy qatlamlarga qanday ta'sir ko'rsatishini o'rganish dolzarb ilmiy masalalardan biri hisoblanadi. So'nggi yillarda ijtimoiy tarmoqlar, bloglar, onlayn media va raqamli kommunikatsiya vositalari yoshlar

nutqida inglizcha birliklarning keng qo'llanishiga sabab bo'ldi. Bu jarayon natijasida o'zbek tilida yangi nostandart va kollektivial birliklar paydo bo'lmoqda. Masalan, "post qo'ymoq", "like bosmoq", "chatlashmoq", "trend bo'lmoq" kabi gibril shakllar tilning yangi kommunikativ imkoniyatlarini namoyon etadi. Mazkur tadqiqotning asosiy maqsadi inglizcha borrowingslarning o'zbek tilidagi uslubiy qatlamga ta'sirini tahlil qilish va ularning neytral, nostandart hamda kollektivial nutqda qanday funksiyani bajarishini aniqlashdan iborat.

METODOLOGIYA

Tadqiqot davomida zamonaviy tilshunoslikda qo'llaniladigan bir qator ilmiy metodlardan foydalanildi. Avvalo, deskriptiv metod yordamida o'zbek tilida ishlatilayotgan inglizcha borrowingslarning umumiy tavsifi berildi va ularning qo'llanish doirasi aniqlashtirildi. Ushbu metod til birliklarini tabiiy nutq jarayonida kuzatish va ularning funksional xususiyatlarini tasvirlash imkonini beradi. Shuningdek, kontekstual tahlil usuli yordamida inglizcha o'zlashma birliklarning turli nutq uslublaridagi funksiyasi o'rganildi. Bu jarayonda so'zlarning matn ichidagi semantik va stilistik vazifalari aniqlashtirildi. Masalan, ayrim birliklar rasmiy matnlarda termin sifatida ishlatilsa, boshqalari kundalik so'zlashuv nutqida ekspressiv vosita sifatida namoyon bo'lishi kuzatildi. Tadqiqot uchun empirik material sifatida O'zbekiston ommaviy axborot vositalari matnlari, internet portallari, bloglar, ijtimoiy tarmoqlardagi yozishmalar hamda yoshlar nutqi namunalari foydalanildi. Ayniqsa Telegram, Instagram va boshqa ijtimoiy platformalardagi til birliklari tadqiqot uchun muhim material bo'lib xizmat qildi. Bundan tashqari, qiyosiy tahlil usuli yordamida inglizcha borrowingslarning o'zbek tilidagi muqobil birliklar bilan munosabati o'rganildi. Bu usul orqali o'zlashma so'zlarning til tizimida qanchalik mustahkam o'rnanib borayotgani aniqlashtirildi.

NATIJALAR

Tadqiqot natijalari inglizcha borrowingslar o'zbek tilining uslubiy tizimida turli funksiyalarni bajarishini ko'rsatdi. Avvalo, ayrim inglizcha birliklar vaqt o'tishi bilan tilning neytral qatlamiga kirib bormoqda. Bunday birliklar rasmiy matnlarda, ilmiy ishlarda va kundalik nutqda bir xil darajada ishlatiladi. Masalan, "internet", "marketing", "biznes", "kompyuter", "online" kabi so'zlar bugungi kunda o'zbek tilida keng tarqalgan va deyarli neytral leksika sifatida qabul qilinmoqda. Boshqa tomondan, inglizcha borrowingslarning muhim qismi nostandart leksika sifatida ishlatiladi. Bu turdagi birliklar ko'pincha yoshlar nutqi va internet kommunikatsiyasida uchraydi. Masalan, "like bosmoq", "post qo'ymoq", "chatlashmoq", "follow qilmoq" kabi iboralar ingliz va o'zbek elementlarining kombinatsiyasi asosida hosil bo'lgan gibril birliklardir. Bunday birliklar tilning ijodiy rivojlanishini aks ettiradi va zamonaviy kommunikatsiya ehtiyojlarini qondiradi. Kollektivial nutqda esa inglizcha borrowingslar ko'pincha ekspressiv yoki stilistik effekt yaratish uchun ishlatiladi. Masalan, "deadline", "trend", "challenge", "startup" kabi birliklar ko'pincha yoshlar nutqida yoki media matnlarida uchraydi. Bu birliklar kommunikativ jarayonda zamonaviylik, global madaniyatga yaqinlik yoki innovatsion fikrlashni ifodalovchi belgi sifatida xizmat qiladi.

MUHOKAMA

Inglizcha borrowingslarning o'zbek tilidagi faol qo'llanishi til tizimining tabiiy rivojlanish jarayonini aks ettiradi. Tarixiy jihatdan qaraganda ham o'zbek tili turli davrlarda boshqa tillardan ko'plab o'zlashma birliklarni qabul qilgan. Masalan, arab va fors tillaridan kirib kelgan ko'plab so'zlar bugungi kunda o'zbek tilining ajralmas qismiga aylangan. Xuddi shunday jarayon hozir ingliz tilining ta'siri bilan ham kuzatilmoqda. Biroq bu jarayonning o'ziga xos jihati shundaki, inglizcha borrowingslar ko'pincha texnologiya va raqamli kommunikatsiya bilan bog'liq holda kirib kelmoqda. Internet va ijtimoiy tarmoqlar orqali inglizcha birliklar juda tez tarqalmoqda va tilning kundalik nutq qatlamiga kirib bormoqda. Biroq tilshunoslar orasida bu jarayonning ijobiy va salbiy tomonlari haqida turli fikrlar mavjud. Bir tomondan, inglizcha borrowingslar yangi tushunchalarni ifodalash imkonini beradi va tilning kommunikativ imkoniyatlarini kengaytiradi. Ikkinchi tomondan esa, ularning haddan tashqari ko'payishi milliy tilning o'ziga xos xususiyatlariga salbiy ta'sir ko'rsatishi mumkinligi haqida ham fikrlar bildiriladi. Shu sababli inglizcha borrowingslarning o'zbek tilida me'yoriy va stilistik jihatdan to'g'ri qo'llanishini o'rganish muhim ilmiy vazifalardan biri hisoblanadi.

XULOSA

Tadqiqot natijalari inglizcha borrowingslar zamonaviy o'zbek tilining uslubiy tizimida muhim rol o'ynayotganini ko'rsatdi. Ular tilning lug'at boyligini kengaytirish bilan birga, uning stilistik qatlamlarida ham yangi imkoniyatlar yaratmoqda. Inglizcha o'zlashmalar o'zbek tilida turli uslubiy funksiyalarni bajaradi. Ayrim birliklar neytral leksika sifatida ishlatilsa, boshqalari nostandart yoki kollektiv nutqda ekspressiv vosita sifatida namoyon bo'ladi. Ayniqsa internet kommunikatsiyasi inglizcha borrowingslarning keng tarqalishiga katta ta'sir ko'rsatmoqda. Kelajakda inglizcha o'zlashmalarining semantik rivojlanishi, grammatik moslashuvi va uslubiy differensiasiyasini chuqurroq o'rganish zarur. Bunday tadqiqotlar o'zbek tilining zamonaviy rivojlanish jarayonini yanada aniqroq tushunishga yordam beradi.

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PRAGMATIC STRUCTURE OF ADVERTISING SPEECH IN ENGLISH AND UZBEK MASS MEDIA

Author: Askarova R.B. ¹

Affiliation: Nordic International University, Master's student ¹

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ABSTRACT

This research examines the pragmatic structure of advertising speech in English and Uzbek mass media from a comparative and linguocultural perspective. Advertising discourse is a powerful communicative tool that influences consumer behavior, social values, and cultural perceptions. The study focuses on how pragmatic mechanisms such as implicature, presupposition, and speech acts function in advertising texts across two different linguistic and cultural systems.

The aim of the research is to identify and analyze the similarities and differences in the pragmatic organization of advertising speech in English and Uzbek media. The study applies qualitative methods, including discourse analysis, comparative analysis, and pragmatic interpretation of advertising materials collected from television, social media, and print sources.

Keywords: Pragmatics, advertising discourse, mass media, speech acts, implicature, presupposition, linguocultural analysis, comparative analysis, english advertising, uzbek advertising, persuasion strategies.

INTRODUCTION

In the era of globalization and rapid digital communication, advertising has become one of the most powerful tools of mass media influence. It plays a crucial role not only in promoting goods and services but also in shaping social values, consumer behavior, and cultural perceptions. Advertising discourse is therefore not merely economic communication but also a socio-cultural and linguistic phenomenon. From a linguistic perspective, advertising is deeply connected to pragmatics, a branch of linguistics that studies how context contributes to meaning. In advertising messages, meaning is often indirect, implied, and context-dependent.

Advertisers carefully design messages to persuade audiences, influence emotions, and stimulate action without always stating information explicitly. English and Uzbek advertising systems reflect different cultural and communicative traditions. English advertising is often characterized by creativity, indirectness, and individualistic values, while Uzbek advertising tends to emphasize emotional appeal, cultural identity, and collectivist values. These differences make a comparative study particularly valuable. The aim of this research is to investigate the pragmatic structure of advertising speech in English and Uzbek mass media from a comparative and linguocultural perspective.

LITERATURE REVIEW

Many scholars have widely developed pragmatics as a linguistic discipline. Levinson defines pragmatics as the study of language use in context, including implicature, presupposition, deixis, and speech acts¹. According to Yule, pragmatics focuses on speaker meaning and the interpretation of utterances depending on context and shared knowledge². These definitions highlight the importance of context in understanding meaning beyond literal expression. Speech act theory, introduced by Austin and further developed by Searle, explains how language is used not only to convey information but also to perform actions^{3,4}. Searle classifies speech acts into representatives, directives, commissives, expressives, and declarations.

In advertising discourse, directives such as "Buy now" or "Try today" are frequently used to influence consumer behavior. Cook emphasizes that advertising is a multimodal discourse combining linguistic, visual, and psychological elements to achieve persuasive effect⁵. Goddard further notes that advertising language is highly creative and relies on stylistic devices such as metaphor, repetition, and sloganization⁶. Tanaka argues that advertising communication is often indirect, where meanings are implied rather than explicitly stated, making interpretation dependent on cultural and contextual knowledge⁷. In Uzbek linguistic studies, scholars emphasize that advertising reflects national traditions, social values, and cultural identity, often using emotional and respectful tones to attract audiences⁸. Thus, previous research demonstrates that advertising discourse is inherently pragmatic and culturally dependent, requiring both linguistic and cultural interpretation.

METHODS

This research is based on qualitative methodology. The following methods were applied:

Discourse analysis – to examine linguistic structures in advertisements;

Comparative analysis – to identify similarities and differences between English and Uzbek advertising;

Pragmatic analysis – to interpret implicit meanings and communicative intentions;

Descriptive method – to describe linguistic features of advertising texts.

The empirical material includes advertising samples collected from television, online platforms, social media, and printed media in both English and Uzbek languages.

The methodological framework includes discourse analysis, comparative analysis, and pragmatic interpretation. According to Uzbek linguist N. Mahmudov, discourse analysis allows the researcher to examine language not as isolated units, but as a holistic communicative system shaped by social context⁹. In addition, A.

¹ Levinson S. 1983. Pragmatics. Cambridge University Press, pp. 97–165.

² Yule G. (1996). Pragmatics. Oxford University Press, pp. 3–25

³ Austin J.L. (1962). How to Do Things with Words. Oxford University Press, pp. 94–120

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⁵ Cook G. (2001). The Discourse of Advertising. Routledge, pp45–120

⁶ Goddard A. (1998). The Language of Advertising. Routledge, pp70–120

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⁹ Mahmudov, N. (2005). Til va tafakkur. Toshkent: O'zbekiston Milliy Universiteti nashriyoti.

Nurmonov emphasizes that linguistic analysis in modern Uzbek linguistics should integrate functional and contextual approaches, especially when studying media texts¹⁰. Therefore, advertising texts are analyzed not only structurally but also in relation to their communicative purpose and cultural background. The data were collected from Uzbek television advertisements, social media platforms, and printed media, following the approach suggested by Sh. Safarov, who highlights the importance of authentic language material in pragmatic research¹¹.

RESULTS

The analysis of advertising discourse revealed several important pragmatic features common to both English and Uzbek mass media.

1. Implicature: Advertising messages often rely on implied meanings rather than explicit statements. For example, slogans such as “Because you’re worth it” imply value and self-worth without direct explanation.

2. Presupposition: Advertisements assume shared cultural or social knowledge. This allows messages to be shorter and more persuasive, as audiences fill in missing meanings themselves.

3. Speech Acts: Directive speech acts dominate advertising discourse. Expressions such as “Join now”, “Taste the difference”, or “Harid qiling” function as persuasive commands.

4. Emotional Appeal: Both English and Uzbek advertisements use emotional triggers such as happiness, trust, family, success, and comfort. However, Uzbek advertisements tend to emphasize family unity and tradition more strongly.

5. Linguistic Compression: Advertising language is characterized by short, powerful, and memorable expressions that maximize impact while minimizing linguistic form.

- ✓ Comparative Findings:
- ✓ English advertising is more implicit, creative, and individual-oriented;
- ✓ Uzbek advertising is more explicit, emotionally expressive, and culturally grounded;
- ✓ Both systems use similar pragmatic tools but differ in cultural realization.

One of the key findings is that Uzbek advertising heavily relies on emotional and cultural pragmatics. According to Sh. Safarov, Uzbek media discourse often reflects national values such as respect, family unity, and social harmony, which directly influence language choice in advertisements¹². Another important result is the frequent use of indirect persuasion strategies. As noted by N. Mahmudov, Uzbek language in media discourse tends to use implicit meanings to maintain politeness and cultural sensitivity¹³. This is clearly visible in advertisements where meanings are suggested rather than explicitly stated. Furthermore, directive speech acts such as invitations and recommendations are widely used in both English and Uzbek advertising. However, Uzbek linguists such as A. Nurmonov argue that Uzbek directive expressions are often softened to preserve politeness and social respect¹⁴.

¹⁰ Nurmonov, A. (2002). *Hozirgi o'zbek adabiy tili*. Toshkent: Fan nashriyoti.

¹¹ Safarov, Sh. (2008). *Pragmatika*. Toshkent: O'zbekiston Yozuvchilar uyushmasi nashriyoti.

¹² Safarov, Sh. (2008). *Pragmatika*. Toshkent: O'zbekiston Yozuvchilar uyushmasi nashriyoti.

¹³ Mahmudov, N. (2005). *Til va tafakkur*. Toshkent: O'zbekiston Milliy Universiteti nashriyoti.

¹⁴ Nurmonov, A. (2002). *Hozirgi o'zbek adabiy tili*. Toshkent: Fan nashriyoti.

DISCUSSION

The findings of this study confirm that advertising discourse is a complex interaction of linguistic, pragmatic, and cultural factors. The pragmatic structure of advertising speech is shaped by the need to persuade audiences effectively while adapting to cultural expectations. English advertising reflects values of individualism, innovation, and indirect communication. Messages are often minimalistic and require interpretation, which increases audience engagement. This supports the idea that indirectness enhances persuasive force in modern advertising discourse¹⁵. According to N. Mahmudov, language is not only a communication tool but also a reflection of national thinking and worldview¹⁶. This is clearly reflected in Uzbek advertising, where cultural values such as respect for elders, family unity, and social responsibility play a central role. A. Nurmonov also argues that modern Uzbek linguistic research should consider pragmatic meaning as a key factor in understanding media texts¹⁷. This supports the idea that advertising is not only linguistic but also socio-cultural communication. In addition, Sh. Safarov emphasizes that Uzbek media discourse is characterized by implicitness and emotional expressiveness, which makes advertising more culturally acceptable and persuasive¹⁸. Despite these differences, both advertising systems share fundamental pragmatic mechanisms such as implicature, presupposition, and speech acts. These mechanisms demonstrate the universal nature of persuasion in human communication. The comparative analysis also shows that culture plays a decisive role in shaping advertising strategies. Therefore, successful advertising must consider not only linguistic form but also cultural context.

CONCLUSION

This research has examined the pragmatic structure of advertising speech in English and Uzbek mass media from a comparative and linguocultural perspective. The study shows that advertising discourse in both languages relies on similar pragmatic strategies, including implicature, presupposition, emotional appeal, and directive speech acts. However, their realization differs significantly due to cultural factors. English advertising tends to be implicit, creative, and individual-oriented, while Uzbek advertising is more explicit, emotional, and culturally oriented. These differences reflect broader cultural values and communication styles. The research confirms that pragmatics and culture are inseparably connected in advertising discourse. Understanding these relationships can improve cross-cultural communication and enhance the effectiveness of advertising strategies in global and local markets.

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¹⁶ Mahmudov, N. (2005). Til va tafakkur. Toshkent: O'zbekiston Milliy Universiteti nashriyoti.

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COMPARATIVE ANALYSIS OF METAPHORS IN ENGLISH AND UZBEK LITERARY WORKS

Author: Berdiyeva Zilola ¹

Affiliation: Nordic International University, Master's student ¹

DOI: <https://doi.org/10.5281/zenodo.19651943>

ABSTRACT

The research shows metaphor not only as an artistic decoration, but also as a cognitive mechanism. The article analyzes examples from Harper Lee's "To Kill a Mockingbird" in English, as well as metaphorical units of an artistic and phraseological nature in the Uzbek language. The results of the analysis showed that in English literature expression of a social or mental state through body parts while in Uzbek literature, metaphors expressing emotional tension, suffering, the power of social influence.

Keywords: metaphor, cognitive linguistics, conceptual metaphor, embodied thinking, image-scheme, English literature, Uzbek literature, comparative analysis.

INTRODUCTION

For a long time, metaphor was interpreted mainly as a stylistic or poetic phenomenon. However, with the emergence of cognitive linguistics, the attitude towards metaphor has fundamentally changed. According to this approach, language is a mirror of human thinking, and the study of language means the study of conceptualization processes. Language reflects human experience and the structure of thought; therefore, metaphor is not an external ornament of the word, but a conceptual mechanism that allows one to understand abstract concepts based on concrete experience. One of the central principles of cognitive semantics is that the conceptual structure is embodied, and the semantic structure is inextricably linked with the conceptual structure. Moreover, meaning does not end with lexical boundaries; it has an encyclopedic nature and is built in context. Therefore, to understand metaphor, it is necessary to refer not only to the words in the text, but also to a person's physical experience, knowledge about the world, and cultural experience. Conceptual metaphor theory interprets metaphor as mapping between the source domain and the target domain. Usually, an abstract concept is constructed with the help of relatively concrete, sensory experience. For example, time can be understood through movement, quantity through height, emotional proximity through spatial proximity. In the text of Evans and Green, the construction of abstract domains with concrete experience is also shown through such examples as "Christmas is fast approaching," "The number of shares has gone up," "a very close friendship."

The relevance of this article lies in the fact that the analysis of metaphors in English and Uzbek literature from a comparative-cognitive point of view serves to reveal the commonalities and differences in the methods of conceptualization of the

world of the two languages and two cultures. Especially in the language of the literary text, metaphor is the point of intersection of the cognitive model and the aesthetic goal. In this regard, this research is aimed at illuminating the relationship between literary text, language thinking, and culture. The purpose of this article is to conduct a comparative analysis of metaphorical units found in English and Uzbek literature based on cognitive linguistics, to reveal their conceptual basis, and to show the connection of these metaphors with embodied experience, image-schemes, and cultural conceptualization.

METHODS

This study was conducted qualitatively and used methods of comparative-semantic and cognitive-conceptual analysis. The following principles of cognitive linguistics were taken as a theoretical basis: language reflects patterns of thinking; semantic structure is related to conceptual structure; meaning has an encyclopedic character; meaning is built in context; metaphor structures the abstract purpose domain through a specific source domain; and image-schemes form the experimental basis of such mapping.

RESULTS

As a result of the analysis, several main conceptual types of metaphors in English and Uzbek literature were identified. In metaphors of English literature, the concept of animation and action is strong. In the unit "the ceiling danced with metallic light," a movement characteristic of a human or living being is imposed on the ceiling. Here, the inanimate object is depicted as a moving subject. The cognitive basis of the metaphor is that visual vibration, the flickering of light, and dynamism in space are conceptualized in the human mind through a "dance" scheme. Thus, in this unit, the mapping of VISUAL DYNAMICS occurs. In the example "I saw a muscle jump in his skinny jaw," the "jump" of the muscle represents a real physiological micro shaking through an enhanced motor model. Here, internal psychological tension appears as an external bodily movement. So, the EMOTIONAL TENSION - UNEXPECTED ACTION model works. This is based on cognitively embodied experience, because a person experiences emotional strain. In English examples, metonymy and metaphor intersect. In the example of "Walter Cunningham's face told everybody...," the word "face" becomes the entry point representing the entire internal, social, and health state of a person. On the one hand, this is a metonymic structure: YUZ - SHAXS/HOLAT. On the other hand, through the expression "told everybody," the body part is interpreted as a communicating subject, that is, personification is also activated. So, here metaphor and metonymy are interconnected. Cognitive linguistics views metonymy as an access mechanism within one domain, and metaphor as an interdomain mapping; this unit is precisely the point of intersection of these two mechanisms. In Uzbek literature, emotional state is more expressed through substance, filling, and trauma. the unit "o'pkasi to'ldi" is one of the strongest emotional metaphors in the uzbek language. In this unity, inner feeling, grief, resentment, or anger are structured through the filling of the physical vessel. Here, the main conceptual model manifests itself in the form of FEELING - SUBSTANCE IN A VESSEL, more precisely, BODY - VESSEL, EMOTION - INTERNAL FILLING SUBSTANCE. From the point of view of cognitive linguistics, such a structure goes back to the CONTAINER image-scheme. A person experiences their

body as a limited space; therefore, abstract states such as love, anxiety, anger, grief are expressed through physical experience, such as "being inside," "filling," "exiting." In the unit "you will make your heart bleed," emotional pain has an artistic model, enhanced by the injury of the internal organ and its transformation into blood. The MODEL OF PSYCHOLOGICAL TORMENT - PHYSICAL INJURY works here. The bleeding of the heart is not literal, but conceptualizes spiritual suffering with the experience of physical trauma. This model is strongly connected with embodied experience, since physical pain is one of the most accurate, tangible experiences for a person. In Uzbek metaphors, social influence is expressed through spatial or physical expansion. In the unit "qo'li uzun," social influence, opportunity, and power are expressed by the spatial extension of the body part. Here is the POWER/ORTIMANITY - LONG-RUN MODEL. In this case, the "hand" is not only a physical organ, but also a means of influence. The metaphor expresses social possibility through the experience of spatial reach. This unit has strong social semantics as a cultural-conceptual model in the Uzbek language. In the example of "their requests would not be ignored," the non-acceptance of the request is expressed through "being ignored." So, here we observe the model "UNACCEPTED APPEAL - WHAT REMAINS BELOW." In this case, vertical space is important: climbing up means a positive result, while staying on the ground means non-fulfillment or rejection. This corresponds to the VERTICALITY scheme in cognitive semantics; the abstract social result is conceptualized by a spatial state. The English and Uzbek languages have a common cognitive basis. In the material of both languages, the understanding of abstract situations with the help of physical experience manifested itself as a general law. This confirms the view of cognitive linguistics that "abstract concepts are structured based on concrete experience." Abstract domains such as time, emotion, social status, mental strain, and evaluation are expressed through movement, vessel, altitude, body part, and spatial directions. Difference: in English examples, observational visuality is stronger, in Uzbek examples, internal-emotional density is stronger. In English examples, the focus is mainly on visual observation, the animation of an external sign, and signals on the surface of the body, while in Uzbek examples, internal experiences, psychological trauma, social influence, and relationships are expressed more through internal-organic or spatial metaphors. This difference can also be related to cultural-pragmatic priority: in English artistic expression, the external scene and the observed detail are stronger; in Uzbek expression, emotional inner depth, social connection, and phraseological density are stronger.

DISCUSSION

Analysis shows that metaphor in English and Uzbek literature serves not only as an aesthetic tool, but also as a conceptual mechanism of thinking. This result coincides with the main claims of cognitive linguistics: language reflects the patterns of human thinking; meaning is built in the word not in a ready-made form, but in the process of conceptualization; and metaphorical meaning is the result of interdomain mapping.

Table 1.

Nº	Feature of metaphor	English	Uzbek	Cognitive Model	Explanation
1	Personification	<i>the ceiling danced</i>		Human action	A non-living object is described as acting like a human
2	Motion-based	<i>muscle jumped</i>		Motion	Inner feelings are shown through movement
3	Metaphor Metonymy interaction	<i>face told everybody</i>		metonymy + metaphor	Feelings are understood as something filling the body
4	Container metaphor		<i>o'pkasi to'ldi</i>	Substance in container	Feelings are understood as something filling the body
5	Physical injury metaphor		<i>yuragini qon qilmoq</i>	Emotional pain Physical damage	Emotional suffering is described as physical harm
6	Power as reach		<i>qo'li uzun</i>	Physical reach	Influence is understood as the ability to reach far

The first important aspect is that the metaphors of both languages are based on embodied experience. Uzbek units such as "*o'pkasi to'ldi*," "*yuragini qon qilmoq*," "*qo'li uzun*," "*iltimosi yerda qolmoq*," and English units such as "*ceiling danced*," "*muscle jump*" transfer experiences about sensation, movement, body, space, and tension to an abstract spiritual or social content. This clearly shows the role of image-schemes - in particular, such schemes as CONTAINER, MOTION, FORCE, VERTICALITY - in literary thinking. The second aspect is that the cultural features of metaphors are preserved. Cognitive linguistics, on the one hand, recognizes the ability of universal human conceptualization, and on the other hand, does not deny interlingual variation. The theoretical source you uploaded also emphasizes that cognitive linguistics predicts significant interlingual differences along with general patterns. So, although there are common cognitive foundations of metaphorical thinking in English and Uzbek, it is natural that which domains are artistically activated differ depending on the culture. The third aspect is the interconnection of metaphor and metonymy in some compounds. The example of "*Face told everybody*" is a vivid example of this. Such situations complicate the semantic layer of the literary text and force the reader to interpret it more based on encyclopedic knowledge, social experience, and context. This means that cognitive semantics "meaning is encyclopedic" and "meaning construction depends on context."

The fourth aspect is that metaphorical units in the Uzbek language appear to be largely phraseologized and fixed in cultural memory. Units such as "*qöli uzun*," "*öpkasi töldi*," "*iltimosi yerda qoldi*" function not only in a single text, but also as ready-made conceptual models of the language community. In English examples, some metaphors are closer to contextual poetic novelty, that is, the power of the author's image is more dominant. This difference is connected with the peculiarity of the literary style and phraseological tradition.

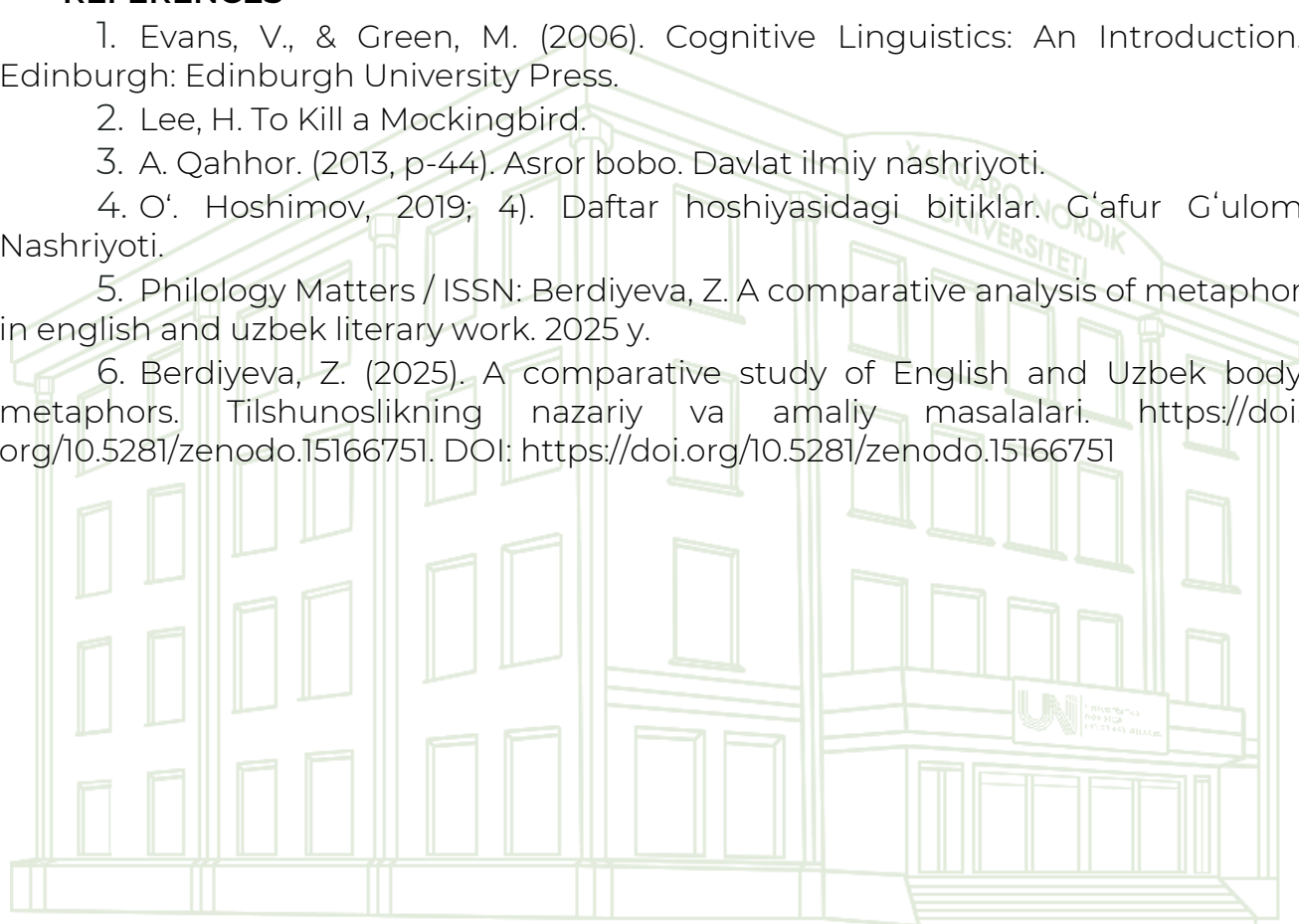
CONCLUSION

The research results showed that metaphor in English and Uzbek literature manifests itself as a deep conceptual mechanism of human thinking. From the point of view of cognitive linguistics, metaphor is a universal means of thinking that allows

one to understand abstract content through concrete, physical, and experiential domains. This approach helps to move metaphor from the level of a simple poetic decoration and interpret it as a central semantic phenomenon at the intersection of thought, experience, and culture. A comparative analysis of the English and Uzbek material gave two important conclusions. Firstly, metaphorical conceptualization in both languages reflects common human cognitive mechanisms based on embodied experience. Secondly, the concrete realization of metaphors is determined by cultural, linguistic, and stylistic features. In English examples, figurative personification and semantic activation of the external sign are more noticeable, while in Uzbek examples, emotional inner state, mental anguish.

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LEXICAL CREATIVITY AND WORD FORMATION IN UZBEK AND AMERICAN SLANG

Author: Ismatova Feruza Abduvahhob qizi ¹

Affiliation: Nordic International University, Master's student ¹

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ABSTRACT

This article explores lexical creativity and word formation processes in Uzbek and American slang. It analyzes how social, cultural, and technological factors influence the creation of new slang expressions in both linguistic communities. Using a comparative approach, the study identifies similarities and differences in morphological processes such as borrowing, blending, clipping, and semantic shift. The findings demonstrate that while both Uzbek and American slang rely heavily on innovation and identity expression, the mechanisms and sources of lexical creativity differ due to historical and sociolinguistic contexts.

Keywords: Slangs, communication, semantic shift, social slangs, youth communication, social media, technological platforms.

INTRODUCTION

Language is a dynamic system that constantly evolves to reflect social change. One of the most vivid manifestations of this evolution is slang, which plays a crucial role in informal communication, especially among youth. Slang is characterized by its creativity, expressiveness, and rapid change.

In both Uzbek and American contexts, slang serves as a tool for identity construction and group belonging. However, the processes through which slang words are formed differ due to linguistic structure and cultural influences. This study aims to examine lexical creativity and word formation in Uzbek and American slang, highlighting key patterns and differences.

METHODS

This research employed a qualitative comparative approach aimed at analyzing lexical creativity and word formation processes in Uzbek and American slang. The data were collected from multiple authentic sources, including social media platforms such as Telegram, Instagram, and TikTok, online slang dictionaries, and samples of informal spoken language. The collected data were carefully selected to ensure relevance to contemporary slang usage in both linguistic communities.

The analysis focused on identifying and categorizing key word formation processes, including borrowing, blending, clipping, acronyms and abbreviations, and semantic shift. Each example from Uzbek and American slang was examined in its contextual usage and then systematically compared to determine similarities and differences in lexical creativity. This approach allowed for a detailed understanding of

how social, cultural, and technological factors influence slang formation in both languages.

RESULTS

The analysis revealed that borrowing is one of the most dominant processes in both Uzbek and American slang. In Uzbek slang, a significant number of borrowed words originate from Russian and English, such as *"prikol"*, which refers to a funny situation, and *"like bosmoq"*, meaning to like a post on social media. In American slang, borrowing is also common, with influences primarily from Spanish and African American Vernacular English, as seen in expressions like *"amigo"* and *"hasta la vista"*.

The study also found that blending is widely used in American slang, where new words are created by combining parts of existing words, such as *"brunch"* (breakfast + lunch) and *"hangry"* (hungry + angry). In contrast, Uzbek slang shows fewer blending examples; however, due to globalization, emerging forms such as *"instablogger"* (Instagram + blogger) indicate a growing trend.

Clipping is another productive process in both languages. In American slang, words like *"bro"* (brother) and *"info"* (information) are commonly used, while in Uzbek slang, examples include *"univer"* (university) and *"tel"* (telephone), which are widely recognized in informal communication.

Acronyms and abbreviations are particularly prevalent in American slang, where forms such as *"LOL"* (laugh out loud) and *"OMG"* (oh my God) are frequently used. In Uzbek online communication, similar forms like *"OK"* and *"BTW"* are increasingly adopted, especially among younger users in digital environments.

Finally, semantic shift plays an important role in both linguistic contexts. In American slang, the word *"cool"* has developed the meaning of "good" or "excellent," while in Uzbek slang, the expression *"gap yo'q"* is used to convey approval or excellence. These findings demonstrate that although both slang systems rely on creativity and innovation, the sources and mechanisms of lexical development differ due to distinct cultural and sociolinguistic environments.

DISCUSSION

The findings reveal that lexical creativity in both Uzbek and American slang reflects cultural identity and technological influence. American slang demonstrates a higher degree of morphological innovation, particularly in blending and acronym formation. This is largely due to the global dominance of English and its role in digital communication. Uzbek slang, on the other hand, shows strong influence from borrowing, especially from Russian and English. This reflects Uzbekistan's historical and socio-political background. However, with the rise of social media, Uzbek youth are increasingly adopting global slang formation patterns. Another important difference is structural: English allows more flexible word formation, while Uzbek tends to adapt borrowed forms rather than create entirely new structures.

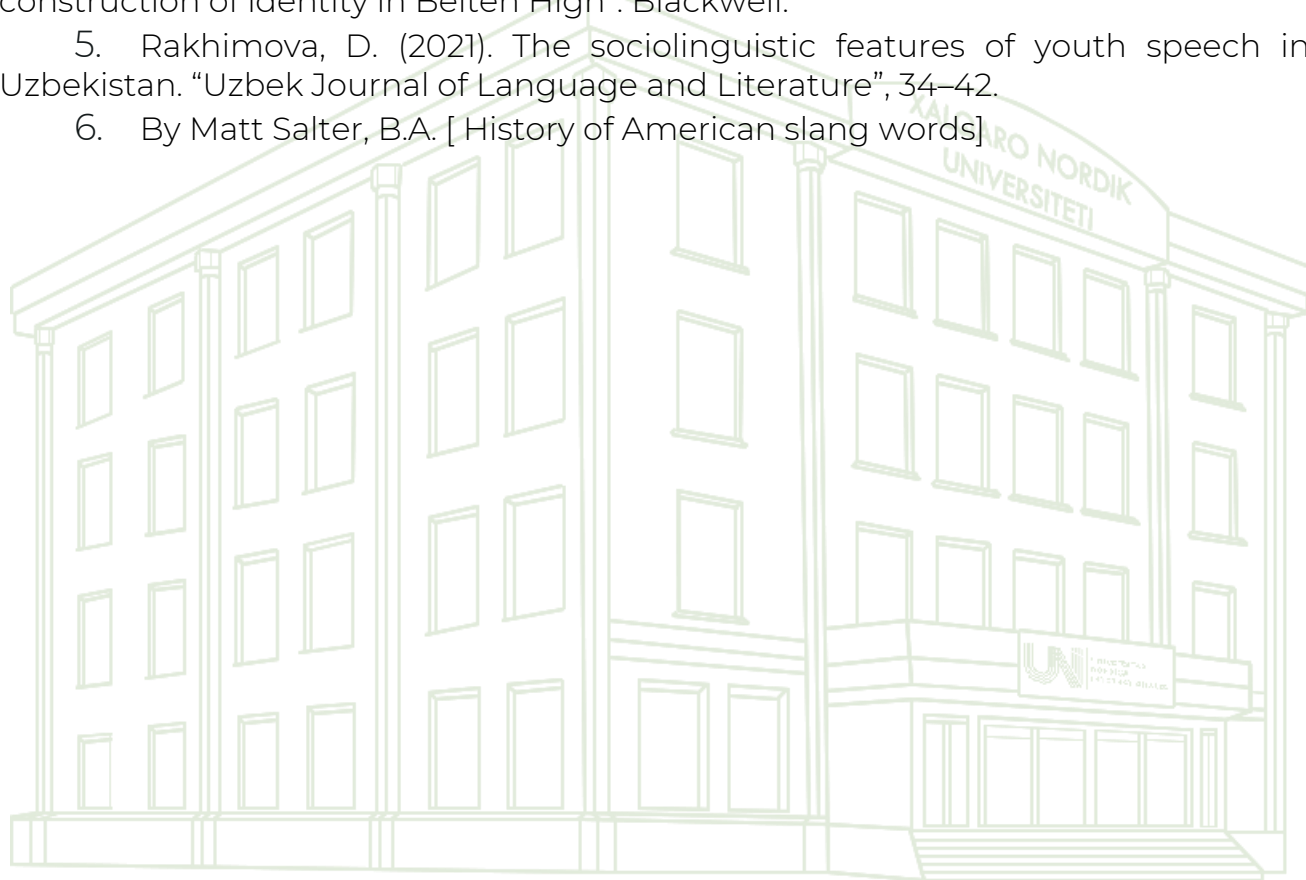
CONCLUSION

Lexical creativity in slang is a universal linguistic phenomenon driven by social interaction and cultural change. Both Uzbek and American slang utilize similar word formation processes, but their frequency and nature differ. American slang is more innovative in form, while Uzbek slang relies more on borrowing and adaptation. The

increasing influence of globalization suggests that these differences may gradually diminish, leading to more hybrid forms of slang in the future.

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COMPARATIVE ANALYSIS OF SPEECH CULTURE IN ENGLISH AND UZBEK FORMAL COMMUNICATION

Authors: Ko'charboyeva O'g'iloy Otamurod kizi ¹, M.N.Nadjmiddinova ²

Affiliation: Student of Navoi State University ¹, teacher of Department of Applied English, Navoi State University ²

DOI: <https://doi.org/10.5281/zenodo.19639682>

ABSTRACT

This study provides a comparative sociolinguistic analysis of speech culture in the English and Uzbek languages, focusing on formal communication contexts such as education, media, and public discourse. We examine **verbal etiquette, discourse markers, and politeness strategies** in each language, highlighting both similarities and differences shaped by sociocultural, historical, and linguistic influences. A qualitative methodology is employed, analyzing examples from real-life formal settings (classroom interactions, news media, official speeches) to illustrate how each language encodes respect, formality, and interpersonal cues. The analysis reveals that English formal communication often prioritizes globalized etiquette norms and **indirect politeness**, whereas Uzbek formal speech is deeply rooted in traditional etiquette, emphasizing **respect, hierarchy, and emotional warmth** in expression. Despite these differences, both languages share the fundamental goal of maintaining courteous relations and social harmony in formal contexts. This article contributes to cross-cultural pragmatics by detailing how English and Uzbek speakers navigate formal interactions, and by shedding light on the role of cultural values—such as English individualism and Uzbek collectivism—in shaping speech practices. The findings have practical implications for intercultural communication, particularly in educational and media settings, and suggest avenues for further research on speech culture across diverse languages.

Keywords: speech culture, polite speech, public discourse, verbal etiquette, politeness strategies, negative politeness, register, cultural values.

INTRODUCTION

Language does more than convey information; it reflects a society's culture, values, and social norms. The concept of speech culture (or speech etiquette) refers to the accepted norms and practices of polite communication within a community. Comparative studies of speech culture in different languages can illuminate how underlying cultural values shape everyday communication. This paper focuses on English and Uzbek, two languages from distinct linguistic families (Indo-European and Turkic, respectively) with divergent historical trajectories. English, a global lingua franca, has developed widely understood norms of polite speech that have been spread internationally. Uzbek, the state language of Uzbekistan, has been heavily influenced by Central Asian traditions, Islamic etiquette, and periods of Russian/Soviet governance, all of which contribute to its unique speech conventions in formal settings.

Formal communication contexts—such as education, media, and public discourse—demand a high level of speech culture in both English and Uzbek societies. For instance, in educational settings, appropriate forms of address and respectful language uphold the teacher-student hierarchy; in media and journalism, tone and wording must balance professionalism with politeness; and in political or public speeches, speakers employ culturally resonant forms of courtesy to engage and persuade audiences. Understanding these practices is vital, as misinterpreting politeness cues across cultures can lead to pragmatic failure or misunderstandings in international communication.

This study aims to compare English and Uzbek speech culture in formal domains, focusing on three key aspects: (1) **Verbal etiquette** – the formulas and norms for greetings, address, and other courteous expressions; (2) **Discourse markers** – words or phrases that organize speech and manage interactions; and (3) **Politeness strategies** – the approaches speakers use to show respect, soften requests, or handle face-threatening acts.¹ We ask how each language’s sociocultural background has shaped these aspects of formal communication, and what commonalities or differences exist between the two. By drawing on examples and prior research from linguistics and sociolinguistics, we hope to contribute to a better understanding of cross-cultural communication between English and Uzbek speakers.

LITERATURE REVIEW

Speech Etiquette and Cultural Values: Prior research underscores that speech etiquette is deeply tied to national culture and values. Each language community develops “stable speech formulas” for situations like greetings, farewells, thanks, and apologies, which reflect its way of life and social priorities. In English-speaking cultures, politeness has often been described in terms of **universal strategies** (e.g., Brown and Levinson’s politeness theory) that prioritize the addressee’s autonomy and avoid imposition. English politeness norms are considered part of a global etiquette standard, shaped by centuries of social norms in British and American society. In contrast, Uzbek speech etiquette is strongly influenced by local traditions of deference and community. Uzbek linguists note that polite expressions in Uzbek are rooted in the nation’s mentality and traditional values. For example, *Mahmudov and Asqarova (2005)* document the rich system of honorifics and respectful address in Uzbek, highlighting its role in maintaining social harmony. Such differences align with Anna Wierzbicka’s perspective that each culture’s concept of politeness is unique and culturally specific.

Forms of Address and Greeting: A salient difference noted in the literature is in address forms. English lacks a T/V distinction (familiar vs. formal “you”) and instead uses first names or titles plus last names depending on context. Titles like “Mr.,” “Ms.,” “Sir” or professional designations (Dr., Professor) are used in formal English address, but the language does not encode hierarchy in pronouns. Uzbek, however, has a robust system: it differentiates between informal “sen” and polite “Siz” for ‘you’, and it employs kinship terms as honorifics for strangers or seniors. It is common in Uzbek to address an unrelated older man as *aka* (“elder brother”), *otaxon* (“respected father”), or an older woman as *opa* (“older sister”) or *xola* (“auntie”), as a sign of respect.

¹ Wierzbicka, A. (1991). *Cross-Cultural Pragmatics: The Semantics of Human Interaction*. Mouton de Gruyter. – A seminal book arguing that speech acts and politeness have culture-specific realizations; used in this study to underscore how English and Uzbek politeness norms are products of their distinct cultural contexts.

Even teachers are addressed by honorifics like *ustoz* (“master/teacher”) instead of their personal name. This reflects a cultural emphasis on treating others as family and showing deference to age and status. In English formal settings, by contrast, one might simply say “Excuse me, Sir/Madam,” or address a professor as “Dr. Smith,” but would not use family terms for strangers. These distinctions have been highlighted in comparative studies of English and Uzbek etiquette, which show **similar functions** (marking respect) achieved through **different linguistic means**.

Politeness Strategies: According to Brown and Levinson’s framework, English politeness tends to emphasize **negative politeness** – strategies that minimize imposition (e.g., using modal verbs, apologies, hedging). Indeed, English speakers often phrase requests indirectly (“Could you possibly open the window?”) and use softeners or tentative language to be polite. Uzbek politeness strategies, while also employing indirectness, put particular weight on **positive politeness and honorifics** that affirm respect and solidarity. Uzbek polite speech often involves elaborate courteous phrases, terms of endearment or respect, and even blessings for the addressee. For example, where an English speaker might say a brief “Thank you very much,” an Uzbek speaker might say “*Katta rahmat, umringiz uzoq bo’lsin,*” meaning “Thank you, may your life be long,” which adds a benevolent wish as part of the thanks. Researchers have observed that **emotional warmth and respect** are at the forefront of Uzbek politeness, as opposed to the more reserved and formulaic politeness in English. However, both English and Uzbek share certain universal politeness behaviors, such as using greetings to acknowledge others and saying thanks or sorry in appropriate situations – the differences lie in degree of formality and expression.

Discourse Markers and Pragmatic Particles: Discourse markers (DMs) like *well, so, you know* in English or *xo’sh* (“so”), *mana* (“here/you see”), *baribir* (“anyway”) in Uzbek play significant roles in conversation management. While less studied than etiquette formulas, some research has compared their usage. **Qo’chqarova (2025)**, for instance, found that in literature dialogue, English characters use discourse markers to convey personal stance, mitigate statements, and maintain conversational flow, reflecting an individualistic communication style.² Uzbek fictional characters, on the other hand, frequently use markers that emphasize social relations – for example, particles that signal respect or acknowledge the other’s status – aligning with the collectivist and hierarchical norms of Uzbek culture. In formal discourse, English speakers commonly use explicit structural markers (“firstly,” “however,” “in conclusion”) to organize speeches or texts, a practice tied to Western rhetorical training. Uzbek formal speeches also use structuring words (often of Persian-Arabic origin, like *avvalo* for “firstly”), but what stands out is the use of polite particles and honorifics embedded in discourse (e.g., adding *-ku* or *-da* for emphasis in a gentle manner, or using the polite plural in verbs consistently to show respect). Translation studies note that English discourse markers are sometimes omitted or transformed in Uzbek translations, indicating that the two languages do not always map marker-to-marker and that Uzbek might prefer more implicit or context-driven cohesion. Overall, discourse markers in each language serve to make communication coherent

² Qo’chqarova, Y. (2025). The Role of Discourse Markers as Indicators of Social Relations in English and Uzbek Fiction. *TADQIQOTLAR*, 76(4), 263–266. – A qualitative analysis of discourse markers in English and Uzbek, highlighting that English markers often convey indirectness and personal stance, whereas Uzbek markers encode respect and hierarchy, reflecting sociopragmatic differences.

and polite, but their **frequency and pragmatic meanings** can differ in ways that mirror the languages' politeness orientations.

Formal Contexts – Education, Media, Public Discourse: The application of these linguistic norms can be seen in specific formal arenas. In **educational settings**, English-speaking teachers and students maintain politeness but often with a relatively **informal tone** by global standards (e.g., students may call a lecturer “Professor” or even use first names in some cultures, and class discussions encourage open questions). Uzbek classrooms traditionally observe a stricter etiquette: students stand when the teacher enters, use deferential address (*ustoz*), and may be less inclined to voice disagreement openly due to cultural respect for authority. It has been observed that Uzbek students sometimes hesitate to ask questions or challenge a teacher in class, *fearing it may be perceived as disrespectful*, whereas Western students are typically encouraged to engage in debate. In **media and journalism**, both languages adhere to professional etiquette, but styles diverge. English-language news media values conciseness and clarity; politeness is maintained through a neutral, respectful tone and the avoidance of overtly biased or insulting language. Uzbek media, especially in print journalism, traditionally employs a more **formal and courteous tone**, often using honorifics when mentioning public figures and employing indirect speech for criticisms. A comparative study found that Uzbek newspaper articles show a higher degree of politeness and formality than their English counterparts; English political journalism tends toward direct “on-record” statements for transparency, while Uzbek journalism more often uses indirect or deferential phrasing, consistent with collectivist norms and a preference for diplomatic tone. In **public discourse** (e.g., political speeches, official meetings), English orators might use inclusive language (“my fellow citizens”) and some rhetorical questions or humor, but generally avoid overly flowery expressions in modern practice. Uzbek public speakers, in contrast, often begin speeches with extensive greetings (*Assalom alaykum*, and a litany of respect titles for the audience such as “Respected elders, dear guests, ladies and gentlemen”), and may incorporate aphorisms or proverbs to connect with cultural values. This difference reflects historical influences: Uzbek oratory has roots in traditional **adab** (etiquette literature) and the influence of Soviet-era formal speech style, whereas English public speaking has been shaped by democratic and contemporary media norms that favor direct appeal and simplicity.

In summary, the literature indicates that while both English and Uzbek have rich traditions of formal speech culture, Uzbek polite communication is more **explicitly hierarchical and effusive**, and English is more **uniformly formal and restrained**. Both languages continuously evolve, and recent scholarship in cross-cultural pragmatics emphasizes updating these comparisons as globalization and social change influence speech habits.

METHODOLOGY

This research adopts a **qualitative comparative methodology** grounded in pragmatics and discourse analysis. We collected data from three formal domains: **educational interactions, media texts, and public speeches**. For the education domain, sample dialogues between teachers and students in university settings were gathered (from classroom observation reports and published examples). For media, we analyzed excerpts from English and Uzbek newspaper articles and

television news transcripts, focusing on how journalists address the audience and refer to subjects. For public discourse, we examined segments of political speeches and official addresses delivered in English (e.g. speeches by government officials or institutional leaders) and in Uzbek (speeches by Uzbek officials or community leaders). These sources provided real-life instances of formal language use in both languages.

The analysis procedure involved **coding the data for key features**: (1) verbal etiquette formulas (greetings, address forms, honorifics, closings, etc.), (2) discourse markers and structural elements of speech, and (3) politeness strategies (based on Brown and Levinson's categories of positive/negative politeness and direct vs. indirect speech acts).³ We paid particular attention to speech acts such as requests, expressions of thanks, and apologies in formal contexts, examining how they are phrased in each language. For example, to analyze politeness in requests, we looked at instances like a teacher asking a student to do something in class or a host asking a panelist a question on TV, comparing English modal constructions ("Could you...") with Uzbek respectful imperatives or interrogatives ("... olasizmi?").

Throughout the analysis, a **contrastive approach** was used: we identified patterns in one language and then checked for their equivalent or lack thereof in the other. Where available, we consulted bilingual speakers and existing translations to ensure accurate interpretation of nuances. The sociocultural context of each example was considered (e.g., the relative status of speakers, the formality of the situation) to understand not just what was said but why it was said that way. This approach is aligned with qualitative sociolinguistic methods, where the goal is to interpret communicative behavior in context rather than to quantify frequency. However, to ground our observations, we reference findings from previous empirical studies and theoretical literature as noted in the Literature Review.

The methodology is inherently exploratory given the broad scope of "speech culture." By triangulating multiple sources and contexts, we aim to build a well-rounded picture of English vs. Uzbek formal speech. One limitation is that our data for each context is illustrative rather than exhaustive; a more extensive corpus analysis could further validate the patterns noted. Nonetheless, the chosen examples and references are deemed sufficient for a rich comparative analysis, as presented in the following section.

Comparative Analysis. Verbal Etiquette in Formal Communication

Greetings and Small Talk: Greetings are the first layer of verbal etiquette and show clear contrasts between English and Uzbek. In formal English interactions, greetings are typically brief and standardized. For example, in a business or academic setting one might say, "*Good morning, Professor Smith. How are you?*" and receive a concise response. The question "How are you?" in English is often a polite ritual rather than a literal inquiry into wellbeing. English speakers tend to quickly move to the business at hand after a greeting, especially in professional contexts. In contrast, Uzbek formal greetings are more extended and imbued with personal touch. It is common to use the Islamic greeting "*Assalomu alaykum*" ("Peace be upon you")

³ Brown, P., & Levinson, S. C. (1987). *Politeness: Some Universals in Language Usage*. Cambridge University Press. – Foundational work proposing universal politeness strategies (positive and negative politeness) and the concept of face; provides a theoretical framework referenced in analyses of both English and Uzbek politeness.

followed by inquiries about health and family even in relatively formal meetings.⁴ For instance, a university dean greeting a visitor in Uzbek might say: *“Assalomu alaykum, hurmatli mehmon, yaxshimisiz? Oilangiz tinchmi?”* (“Peace be upon you, respected guest, are you well? Is your family at peace?”). Uzbek etiquette encourages asking about one’s family and life as a sign of goodwill. Indeed, Uzbek greetings can become **mini-conversations** – it is not unusual for an initial exchange to cover several rounds of polite questions about each other’s health, children, or recent news. This reflects the cultural norm that showing personal interest is polite and builds rapport. English small talk, on the other hand, often avoids deeply personal topics with strangers and instead gravitates to neutral topics (the classic example being talk about the weather). English people are known to choose “safe” and impersonal topics like weather as ice-breakers, a practice which Kate Fox (2014) notes is less about weather per se and more a social protocol to ease into interaction.⁵ Uzbeks also engage in small talk, but they **avoid controversial or critical topics with strangers**, preferring to find common ground about everyday life and family matters. Both cultures thus use small talk as social lubricant, but the preferred content differs – impersonal but friendly in English, personal and relationship-building in Uzbek.

Forms of Address and Titles: Formal address is another domain of etiquette where these languages diverge. English typically uses a title plus surname (e.g., “Dr. Brown,” “Mr. Johnson”) in formal address, or a generic respectful term (“Sir/Madam”) if the name is unknown. In settings like education, students call teachers *Mr./Mrs Lastname* (or in higher education sometimes **Professor** plus last name), unless given permission to use first names. English does not have special second-person pronouns for formality, so politeness is conveyed by tone and word choice rather than pronoun variation.⁶ Uzbek, by contrast, encodes respect directly into the language with pronouns and possesses a rich vocabulary of honorifics. The pronoun “Siz” (second-person plural) is used universally in formal situations or when addressing anyone to whom respect is owed (elders, teachers, strangers), whereas “sen” (second-person singular) is reserved for close friends, peers, or those younger than oneself. Using “sen” wrongly in a formal context would be considered a breach of etiquette. Additionally, Uzbek speakers frequently use **kinship terms as honorifics**: for example, calling an older male colleague *aka* (“older brother”) or an older female neighbor *opa* (“older sister”) to express friendliness and respect. In professional hierarchies, titles like *Domla* or *Ustoz* (both roughly meaning “teacher/master”) are used for educators, and *Rahbar* (leader), *Xonim* (madam), etc., may be used in workplaces. Even the President in Uzbek might be addressed in third person as *“Hurmatli Prezident janoblari”* (“Respected Mr. President”), which has a formal flair not common in English address (English speakers would simply say “Mr. President” without an explicit “respected” qualifier). Such usage underscores that **hierarchical relations are overtly recognized in Uzbek speech culture**. An illustrative contrast: In a store, an English

⁴ Najmiddinova M.N. “Linguocultural and linguopragmatic features of the concept of “hospitality” in English and Uzbek”//International conference Philology, Methodology, Translation Studies: Current Issues of Modern Science. -8-9.11.2024. -P.306-309.<https://doi.org/10.2024/1xm0b673>

⁵ Fox, K. (2014). *Watching the English: The Hidden Rules of English Behaviour*. London: Hodder & Stoughton. – An anthropological look at English social etiquette (including the use of weather as a conversational tool), providing insight into English small talk conventions referenced in contrast to Uzbek small talk practices.

⁶ Brown, P., & Levinson, S. C. (1987). *Politeness: Some Universals in Language Usage*. Cambridge University Press. – Foundational work proposing universal politeness strategies (positive and negative politeness) and the concept of face; provides a theoretical framework referenced in analyses of both English and Uzbek politeness.

clerk might politely ask, “Can I help you, Sir?” using a generic respectful *Sir*. A clerk in Uzbekistan might say, “*Qanday xizmat, aka?*” which literally means “What service [can I do], older brother?” using *aka* to respectfully address a male customer as family. This family-term address creates a sense of closeness or familiarity while maintaining respect, a nuance absent in English’s service etiquette.

Courtesy Expressions (Thanks and Apologies): English and Uzbek both have rich sets of courteous phrases, but their usage reflects cultural styles. In English formal interactions, politeness is often delivered succinctly. Thanking someone might be as simple as “*Thank you very much, I appreciate it.*” Apologies likewise tend to be brief: “*I’m sorry for the inconvenience*”, “*Excuse me.*” Repetition or embellishment is generally avoided in professional English contexts to maintain efficiency. Uzbek, conversely, often favors amplified courtesy expressions. Thanking someone in Uzbek might involve multiple words of thanks and even a blessing. For example: “*Katta rahmat, juda minnatdorman, yaxshiliklaringiz uchun rahmat!*” which layers gratitude (*rahmat*) with an expression of indebtedness (*minnatdorman* = “I am thankful/obliged to you”). It is also common to add a hopeful or prayerful statement, such as “*Yordamingiz tufayli, rahmat. Doimo sog’ bo’ling!*” meaning “Thanks to your help, thank you. May you always be healthy!”. Such flourishes convey sincerity and warmth, aligning with Uzbek norms of hospitality and reciprocity. English speakers might find this overly effusive in a formal context, whereas Uzbeks might find a terse “thanks” inadequately warm. Apologies in Uzbek likewise tend to include self-effacing or intensified language. A person might say “*Kechirasiz, xato qildim*,” literally “Forgive me, I made a mistake,” or “*Ming bor uzr*,” “A thousand apologies,” when seeking forgiveness. The inclusion of *uzr* (apology) and phrases like “a thousand times” magnify the regret expressed. English apologies, even formal ones, usually don’t go so far – one “sorry” is typically enough, perhaps coupled with a reason: “*I’m terribly sorry for the error on the report.*” These tendencies corroborate the claim that **English formal politeness favors restraint and convention, whereas Uzbek formal politeness favors expressiveness and emotional appeal.** Importantly, both languages consider gratitude and apologies essential components of good manners; the difference lies in *how much* and *in what style* they are expressed.⁷

Discourse Markers and Communication Style

Structuring Speech: In formal speeches or writings, discourse markers and connective words play a key role in organizing information and guiding the audience. English has a well-developed set of **logical connectors** (“firstly, secondly, however, therefore, in conclusion,” etc.) that are routinely taught and used in academic and official communication. These markers help explicitly signal transitions and the relationships between ideas, reflecting the English preference for clarity and explicitness in formal rhetoric. Uzbek formal discourse also uses connectors, often borrowed or calqued from classical Persian-Arabic tradition or modern Uzbek coinages (e.g., *birinchidan* for “firstly,” *shuning uchun* for “therefore,” *xulosa qilib aytganda* for “in conclusion”). Uzbek speeches, however, might rely slightly more on repetitive structures and parallelism (a legacy of oral poetic traditions and Soviet-era oratory) rather than on a wide variety of conjunctive adverbs. Both languages thus

⁷ Najmiddinova M.N., Rahmatova M.U. The role of Pragmatics in Intercultural Communication with an Emphasis on Politeness // Tamaddun Nuri/The light of civilization. ISSN 2181-8258 IF-9.347 DOI 10.69691,4-son (67) 2025.- P.237-240. <https://doi.org/10.2024/1xm0b673>

ensure coherence, but an English speaker might find an Uzbek speech uses more reiteration where an English speech uses signposting language.

Interactive Discourse Markers: In spoken formal discourse (like interviews or panel discussions), English speakers often use mild discourse markers and polite hedges to navigate conversation. Phrases like “Well,” “So,” “You know,” can serve to soften responses or gain thinking time even in formal settings. For example, an English interviewee might begin an answer with, “Well, I think that’s a complex issue...” – *well* here mitigates the directness of jumping straight into the answer. Uzbek speakers have their own set of conversational particles, such as *xo’sh* (“so/okay”), *ya’ni* (“meaning/that is”), which structure responses. Additionally, particles like *-ku* and *-da* appended to words convey emphasis or a subtle attitudinal meaning (similar to how one might use “after all” or “you see” in English, albeit as suffixes in Uzbek). In formal Uzbek discourse, a speaker might use *mana* (“here” as in “here is an example”) to draw attention, or *balki* (“perhaps”) to introduce a suggestion carefully. These elements help manage the flow and politeness of discourse by either softening statements or involving the listener.

Cultural Pragmatics of Markers: Research suggests that the pragmatics of discourse markers reflect cultural communication styles. English discourse markers often align with a style of individual expression and subtle politeness – for instance, hedging opinions with “I think, maybe” (showing personal stance and avoiding absolute statements). Uzbek discourse markers more often signal consideration of the interlocutor and context – for example, adding *-ku* to a statement can imply “as you know,” invoking shared understanding, and using respectful particles or phrases ensures that the statement doesn’t come off as blunt. A recent comparative study (albeit in fiction dialogue) found that English utilizes discourse markers for indirectness and conversational management, whereas Uzbek relies on markers that encode respect and collective identity, reinforcing social hierarchies and solidarity. For instance, where an English speaker might say, “Frankly, I disagree,” using “frankly” as a discourse marker to preface a direct statement, an Uzbek might prefer to soften the disagreement: “*Ochig’i, men biroz boshqacha fikrdaman,*” literally “To be open, I have a somewhat different opinion,” where *ochig’i* (“openly/frankly”) and the phrase structure both mitigate the face-threatening act of disagreement. Moreover, Uzbek formal dialogue often avoids blunt negation or refusal; one might use a marker like *afsuski* (“unfortunately”) to decline an invitation or request, thereby framing the refusal as regretful and impersonal. English too might use “unfortunately” in formal refusals, but Uzbek speakers tend to pile up a few such softeners to be extra polite (e.g., “*Afsuski, mumkin emas edi,*” roughly “Unfortunately, it wasn’t possible,” as an elaborate way to say “no”).⁸

In summary, while discourse markers in both languages fulfill the universal roles of structuring discourse and maintaining politeness, **English markers lean towards managing the speaker’s own presentation (often to appear tactful or organized)**, whereas **Uzbek markers more directly attend to the addressee’s status and the interpersonal tone**, ensuring politeness is explicitly conveyed. These differences mirror the broader cultural communication ethos: English pragmatics valorize

⁸ Najmiddinova M.N. Linguopragmatic analysis of phraseological units and idioms relating to the concept of hospitality in English and Uzbek //FarDu, Ilmiy xabarlar jurnali, ISSN 2181-1571. Volume 31 Issue 4, 2025. -P.73-84. DOI: 10.56292/SJFSU/vol31_iss4/a94. <https://journal.fdu.uz/>

brevity and clarity tempered by tact, whereas Uzbek pragmatics valorize respect and communal harmony, even if it adds linguistic length or redundancy.

Politeness Strategies and Face-Saving Techniques

Politeness strategies are techniques speakers use to handle delicate communicative acts (requests, criticisms, disagreements, etc.) without offending others – essentially, to save face for both interlocutor and themselves. Both English and Uzbek employ a range of such strategies, but their preferences reveal interesting contrasts.

Direct vs. Indirect Strategies: English formal communication often employs *indirect strategies* to achieve politeness, especially reflecting what Brown & Levinson term “negative politeness” (honoring the addressee’s desire not to be imposed upon). For example, instead of direct orders, English speakers prefer questions or suggestions: “*Could you send me the report by Monday?*” is favored over “*Send me the report by Monday.*” The use of conditional or question form (*Could you...?*) and the polite insertion “please” are hallmarks of English requests. Uzbek also uses interrogative forms for polite requests, but structurally it lacks modal verbs like “could/would,” so politeness is conveyed through other means such as using the respectful pronoun and adding *iltimos* (“please”). An Uzbek superior might say to a subordinate: “*Hujjatlarni tayyorlab bera olasizmi, iltimos?*” which literally corresponds to “Will you be able to prepare the documents, please?”. The phrasing is a question with *-sizmi* (formal you + question) and *iltimos*, functioning similarly to the English example. Where English often uses *hints or very indirect suggestions* in extremely face-sensitive situations (for instance, saying “It would be great to have those documents soon” as a way of requesting them), Uzbek tends to combine a direct statement with deferential phrasing rather than hinting. At the highest levels of deference, an Uzbek speaker might use self-lowering and other-raising language – e.g., “*Agar mumkin bo’lsa...*” (“If it’s possible...”) prefacing a request, which implies the speaker acknowledges the imposition and fully gives the power to refuse to the listener.

Positive Politeness and Solidarity: Positive politeness strategies (those that emphasize closeness, camaraderie, and respect for the listener’s positive face) are present in both cultures but surface differently. English positive politeness in formal contexts might involve using inclusive language (“we” form: “We should try to address this issue” includes the listener) or complimenting and acknowledging the listener’s contributions (“I really value your insight on this”). Uzbek positive politeness is strongly tied to showing respect and care. Complimenting in Uzbek formal contexts is frequent and effusive. For example, at a conference, an Uzbek presenter might begin by praising the audience or previous speakers: “*Hurmatli ustozlar va hamkasblar, sizlarning qimmatli fikrlaringizdan ilhomlandim*” (“Respected mentors and colleagues, I was inspired by your valuable thoughts”), thereby honoring them. Another aspect is the use of honorific plural: in Uzbek, one shows respect not only by using “Siz” but also by pluralizing certain verbs or possessives when referring to the respected person (a form of grammatical politeness absent in English). For instance, asking a superior about their health, one might say “*Yaxshi yurganmisiz?*” (literally “Have you been well? [polite plural]”), whereas to a friend it would be “*Yaxshi yurganmisan?*” (singular/informal). This fine-tuned level of politeness is built into the language. English can only approximate it with lexical choices (e.g. saying “*How have you been, Sir?*” to an elder – the “Sir” adds respect, but the verb doesn’t change form).

Handling Disagreement and Criticism: In formal discourse, disagreeing or delivering criticism is a face-threatening act that each culture mitigates differently. English strategy often uses softening preambles and impersonal language. For example, an English colleague in a meeting might say, *“I see your point; however, might there be an alternative approach...?”* rather than *“I disagree with you.”* The use of “might” and question form, and prefacing with acknowledgment, all soften the disagreement. Uzbek strategy in a comparable situation might rely on apologies or aligning with the group: *“Kechirasiz, lekin mening fikrim boshqacharoq,”* which means “Forgive me, but my opinion is a bit different.” Here, the speaker literally asks forgiveness before stating disagreement, a strong politeness marker. Additionally, an Uzbek might couch criticism in proverbs or general statements to avoid direct attribution. For example, instead of “Your plan has flaws,” one might say *“Masal bor: ‘O‘ylab ish tutmoq kerak’, shunday emasmi?”* (“There is a saying: ‘One should act with thought,’ is it not so?”) to imply that more thought is needed, indirectly advising the person. This indirect, sometimes roundabout approach stems from a cultural preference to avoid open conflict or embarrassment in public settings.

Hierarchy and Politeness: A key difference underlying these strategies is the approach to hierarchy. English-speaking cultures, particularly in countries like the US, Australia, or even modern UK business culture, tend to downplay hierarchy in communication (addressing bosses by first name in some companies, using egalitarian language). Politeness exists, but overt deference is toned down to signal equality. Uzbek culture leans in the opposite direction: acknowledging hierarchy is itself a politeness strategy. Using titles, honorifics, and self-effacement not only shows respect but is expected to maintain one’s own image as a cultured person. For instance, when receiving praise, an Uzbek might respond with a modest denial or by crediting elders/colleagues (a form of verbal humility), whereas an English speaker might simply say “Thank you” and perhaps a modest “I had a good team.” In Uzbek, one might say *“Yo‘q, yo‘q, bu sizlarning yordamingiz tufayli, katta rahmat”* (“No, no, it’s thanks to your help, many thanks”), deflecting credit. This exemplifies **politeness as a collective affair** in Uzbek—achievements and conversations are often framed in a way that uplifts others and downplays oneself to show humility.

Overall, the comparative analysis of politeness strategies shows both languages aim to **preserve harmony and show respect**, but **English does so by minimizing imposition and emphasizing fairness**, whereas **Uzbek does so by maximizing expressions of respect and emphasizing relational roles**. These strategies are effective in their respective cultures: an English audience might find excessive formality distancing or insincere, while an Uzbek audience might find overly casual politeness rude or unfriendly. Each language’s methods are well adapted to its social environment and communicative expectations.

DISCUSSION

The above comparative analysis highlights how **sociocultural and historical contexts are deeply woven into speech practices** in English and Uzbek. Several broad themes emerge from the findings:

Cultural Values Reflected in Speech: English speech culture, especially in formal settings, reflects values often associated with Western, individualistic societies – *formality is balanced with a certain egalitarianism and personal autonomy*. The widespread use of indirect language (e.g., politely phrased requests or soft criticisms)

aligns with an emphasis on not infringing on others' freedom (negative politeness). At the same time, English etiquette has become somewhat standardized globally; phrases like "please, thank you, excuse me" are taught worldwide and understood in international contexts. This "global etiquette" aspect means English formal communication can sometimes be perceived as impersonal or formulaic, but it also ensures clarity across diverse audiences. Uzbek speech culture, conversely, reflects *collectivist and hierarchical values*. Respect for elders, hospitality to guests, and strong community ties (e.g., the **mahalla** neighborhood tradition) are mirrored in the language by the abundant honorifics, elaborate greetings, and frequent expressions of regard. The historical influence of Islam (with its stress on generosity and respect) and the experience of Soviet administrative formality have together shaped Uzbek polite discourse to be rich in ceremonial courtesy and indirectness where needed. For example, the habit of including blessings or prayers in everyday polite speech (wishing someone good health or a long life as part of thanking them) harks back to traditional customs. These differences underscore Wierzbicka's point that what counts as "polite" is culture-specific – neither approach is inherently more polite than the other; each is tailored to meet societal expectations of respectful behavior.

Historical Influences and Evolution: Historically, English has been influenced by social class distinctions (the elaborate etiquette of Victorian England, for instance) but modern English has largely shed overt markers of class in language usage, leaning toward a more neutral politeness suitable for a democratic public sphere. Uzbek, on the other hand, after gaining independence in 1991, underwent a conscious revival and elevation of the Uzbek language in all official domains. There has been an effort to **standardize and enrich Uzbek for formal usage**, pulling from classical literature and Persian-Arabic loanwords to elevate its expressive capacity. Our analysis indicates that Uzbek formal speech today is a blend of that classical elegance and Soviet-inherited formal style, yielding a high degree of politeness and formality in contexts like government communication and journalism. This is gradually evolving: younger generations in urban areas, exposed to global media, may begin to favor a slightly more concise style (some English influence is seen, for instance, in business communication where Uzbek professionals might avoid too much flowery language to be more "efficient").⁹ English itself continues to evolve; however, given its role as an international lingua franca, changes in formal English happen slowly and carefully to maintain mutual intelligibility worldwide.

Similarities and Universal Tendencies: Despite many differences, it is important to recognize similarities and possible universals. Both English and Uzbek adhere to the principle that effective formal communication requires politeness and clarity – no professional or public interaction can succeed if it comes off as disrespectful or incoherent. Both cultures use indirectness to some extent to achieve tact: direct orders are often avoided in favor of questions or suggestions in both languages, though realized differently.¹⁰ The notion of face (public self-image) is relevant in both, as predicted by politeness theory: English speakers are concerned with not

⁹ Salimova, M. S. (2025). Politeness Strategies in English and Uzbek Newspapers. *LingvoSpectrum*, 3(1), 171–177. – A study of media discourse revealing that Uzbek journalistic language tends to employ more indirect and formal politeness strategies (aligned with collectivist norms) compared to the more direct style of English news, especially in political reporting

¹⁰ Najmiddinova M.N. Similarities and differences between values of Uzbek and English cultures // *Tanqidiy nazar, tahliliy tafakkur va innovatsion g'oyalar*. 2025. -B.107-111.

<https://phoenixpublication.net/index.php/TANQ/article/view/3802>

appearing rude or ignorant, Uzbek speakers with not appearing disrespectful or arrogant – each addresses the positive and negative face needs of others through their conventional politeness strategies. Furthermore, certain politeness strategies appear across cultures (sometimes termed “politeness universals”): thanking, apologizing, offering compliments, and responding to compliments modestly are found in both English and Uzbek etiquette (even if the frequency and style differ). For example, while an Uzbek might overpraise a guest and the English host might understate compliments, both are engaging in hospitality norms to make the other feel valued.

Contextual Variability: The degree of formality and style of politeness in each language also varies with context and individual factors. Not all English interactions are concise and not all Uzbek interactions are flowery – there is variation by region, personal style, and context (urban vs. rural communication in Uzbekistan, for instance, can differ, with rural speech sometimes even *more* formal-traditional). In international or intercultural settings, code-switching or adaptation occurs. An interesting point is how English and Uzbek speakers adjust when speaking each other’s language. Uzbek learners of English sometimes transfer their politeness habits, which can strike native English interlocutors as overly deferential or ambiguous (for example, an Uzbek student in an English-speaking class might hesitate to assert their opinion, which an English teacher could misinterpret as a lack of knowledge rather than politeness). Conversely, native English speakers in Uzbekistan may have to consciously adopt more formalities than they are used to, such as using titles or slowing the pace of business to include personal niceties, to avoid coming across as rude or *too* blunt.

Implications for Communication: Understanding these differences is crucial in fields like international education, diplomacy, and multicultural workplaces. In education, teachers working in Uzbekistan (or with Uzbek students abroad) should be aware that students might not speak up not due to lack of interest, but due to ingrained respectfulness, and they may require active encouragement in a manner that does not violate their sense of propriety. In media, translators and journalists need to maintain politeness levels appropriate to target audiences – for instance, translating an English political speech into Uzbek might involve adding polite forms or honorifics to meet audience expectations, and vice versa. In business and diplomacy, awareness of how requests or refusals are phrased can prevent miscommunication; what might sound like a polite suggestion in one language could seem like an order or an evasion in the other if context is lost.

Future Trends: The discussion would be incomplete without noting that languages and cultures are dynamic. English and Uzbek speech cultures today face new influences: digital communication, social media, and increased global contact. These can lead to a certain convergence in very formal “neutral” communication (e.g., email etiquette across languages is beginning to share some norms). Yet, in culturally rich interactions, the deep-seated norms persist. Future research could track how younger bilingual Uzbeks, for example, navigate between English and Uzbek politeness – do they compartmentalize styles or blend them? Another area is **gender and politeness**: both languages have gendered dimensions of politeness worth exploring (e.g., some evidence suggests women in both cultures may use more polite forms on average, a sociolinguistic pattern noted globally). Additionally, exploring other Turkic or Indo-European languages in comparison could further illuminate

whether observed features are unique or part of a broader regional typology of communication.

In conclusion of the discussion, the comparative perspective affirms that speech culture is a rich tapestry where language structure, cultural values, and historical layers interweave. English and Uzbek provide a compelling case study due to their differences; yet at a human level, they both strive to fulfill the same communicative ethos: **to convey messages effectively while maintaining respect and social cohesion.**

CONCLUSION

This research article set out to compare speech culture in English and Uzbek within formal communication contexts, with a focus on verbal etiquette, discourse markers, and politeness strategies. Through qualitative analysis supported by examples and existing studies, we have identified clear differences as well as noteworthy similarities between the two languages' approaches to formal communication.

Key Findings: English formal speech culture is characterized by brevity, indirectness, and a relatively standardized set of politeness conventions. Politeness in English often manifests as *subtlety* – saying things without saying them outright, using modal verbs and softening phrases to avoid offense. There is a preference for **formal but short** polite forms and maintaining a professional distance. Uzbek formal speech culture, in contrast, is marked by explicit respect, elaborate courtesy, and a greater emotional aspect in expression. Politeness in Uzbek is frequently *amplified* – longer phrases of respect, inclusion of honorifics and blessings, and careful attention to hierarchical relations. As a result, an Uzbek formal interaction might feel overly ceremonial to an English speaker, whereas an English formal interaction might seem too cold or insufficiently respectful to an Uzbek speaker, if each judges by their own cultural norms.

Despite these differences, both languages serve the *fundamental sociolinguistic function of politeness*: to negotiate interpersonal relations and ensure smooth cooperation. Both English and Uzbek speakers, in their own ways, ask themselves, “How can I say this so that it will be received well?” The strategies diverge due to cultural conditioning, but the underlying intent is universal. We also observed that both languages employ a mix of **positive and negative politeness strategies**, but English skews towards negative politeness (avoiding imposition) and Uzbek towards positive politeness (emphasizing respect and camaraderie), aligning with the broader cultural context of individualism vs. collectivism.

Implications: For practitioners and learners, this comparative insight has practical implications. Educators and communicators working across English and Uzbek contexts should not only translate words but also **translate politeness levels**. What is politely implied in one language may need to be explicit in the other. For example, a direct translated request from English to Uzbek might lack the necessary courteous padding and could be perceived as abrupt – adding a phrase like *iltimos* or a respectful address can adjust the tone appropriately. Conversely, training Uzbek professionals in international English might involve practicing more concise phrasing, since overly lengthy polite preludes can be misinterpreted or lost on English listeners. Understanding these nuances is key in diplomacy, business negotiations, and any intercultural exchange involving Uzbek and English speakers.

Limitations and Further Research: While this study has provided a detailed snapshot, it is by no means exhaustive. The qualitative approach and limited samples mean that further research – perhaps using larger corpora of spoken and written English and Uzbek in formal contexts – could quantify the differences (for instance, measuring the average length of a politeness formula, or the frequency of certain discourse markers). Additionally, this study focused on idealized “standard” English and Uzbek; regional dialects or variations (like British vs. American English politeness, or Uzbek as used in different provinces or neighboring countries) were beyond our scope. Future studies could expand to those dimensions. It would also be fruitful to examine **perceptions**: how do English speakers perceive Uzbek politeness and vice versa? Do they recognize each other’s politeness signals? Initial impressions suggest that without awareness, each side might miss cues (for instance, an English person might not realize that an Uzbek is being extremely respectful when they use familial terms to address them). Survey-based research or ethnographic studies could shed light on these perceptual gaps.

Conclusion Statement: In closing, the comparative analysis of English and Uzbek speech cultures reveals a fascinating interplay of language and culture. English, with its global and modern orientation, has cultivated a speech culture that is *polite yet efficient*, valuing respect through restraint. Uzbek, with its rich heritage and strong community ethos, has nurtured a speech culture that is *polite and affectively rich*, valuing respect through overt expressions. Each system is well suited to its cultural milieu, and neither can be deemed “better” – they are simply different solutions to the universal social challenge of communicating formally with grace. By understanding these solutions, we not only become better communicators across cultures, but we also gain insight into the values and social fabrics of the communities that speak these languages. As the world becomes more interconnected, such understanding is essential. It reminds us that learning a language involves learning a culture, and effective communication goes beyond grammar into the realm of **cultural fluency**. We conclude that appreciating and adapting to these differences in speech culture is key to successful formal communication between English and Uzbek speakers, and by extension, between any cultures.

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A COMPARATIVE STUDY OF IDIOMS RELATED TO EMOTIONS IN UZBEK AND ENGLISH USING ARTIFICIAL INTELLIGENCE TECHNOLOGIES

Author: Mamatqobulova Mahliyo Mamatqobul qizi ¹

Affiliation: Nordic International University, master's student ¹

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ABSTRACT

This article presents a comparative analysis of idiomatic expressions conveying emotional states in Uzbek and English languages and uses artificial intelligence technologies to study linguistic research. The application of AI-based natural language processing tools reveals patterns in idiomatic usage that traditional methods may overlook which brings new insights for contrastive phraseology research. The findings contribute to cross-cultural communication studies and computational linguistics research because they produce practical insights for translation work and language teaching practices and machine translation systems which handle figurative language.

Keywords: idioms, emotions, artificial intelligence, comparative linguistics, phraseology, conceptual metaphors, cross-cultural communication.

INTRODUCTION

The study of idiomatic expressions constitutes one of the most challenging yet rewarding areas of linguistic inquiry, particularly when approached from a comparative perspective that bridges typologically distant languages such as Uzbek and English. People use idioms which function as unchangeable expressions to express cultural knowledge and historical information and shared psychological views about human life [1]. The semantic domain of idiomatic expressions includes multiple areas but emotions represent the most essential human experience because they show how different language groups think and express their internal feelings. The development of artificial intelligence technologies during the past thirty years has created new possibilities for linguistic research because researchers can study extensive text collections to find hidden patterns and create advanced language comprehension systems [2]. The field of comparative phraseology works together with computational linguistics to create a research area that offers valuable theoretical and practical benefits which researchers can use to study emotional expression through language in different cultures while developing better artificial intelligence systems that understand figurative language.

The current linguistic research comes from multiple factors which connect to ongoing developments in the current linguistic field. First, the globalized world creates more intercultural communication demands which require research on how different languages show emotional expressions because idiomatic phrase misinterpretations lead to communication breakdowns and cultural misunderstanding [3]. Second, the fast growth of machine translation and natural

language processing tools needs research which compares idioms because it provides essential data to develop algorithms that understand non-compositional meaning. The Uzbek language needs more research because its phraseological resources remain underexplored when compared to major global languages so this study will fill that research gap. The research study will perform a systematic comparison between emotion-related idioms from Uzbek and English while using AI technologies as research tools to discover structural and semantic and cultural similarities and differences between the two idiomatic systems.

METHODOLOGY AND LITERATURE REVIEW

The research methods of this study use traditional methods of comparative linguistic analysis together with modern computational techniques to develop a dual analytical framework which enables researchers to study cross-linguistic phraseological patterns. The study uses contrastive analysis as its main research method to conduct systematic comparisons between idiomatic expressions in both languages which reveal their linguistic similarities and differences across multiple levels of language structure [4]. The approach uses conceptual metaphor analysis which follows the cognitive linguistic framework established by Lakoff and Johnson who argue that people understand abstract concepts through their more tangible life experiences [5]. The research uses artificial intelligence in multiple ways which include: using natural language processing tools for corpus-based analysis to discover and classify emotion-related idioms within extensive text collections, deploying word embedding models for semantic analysis to study how idiomatic expressions are distributed, and evaluating how modern AI translation systems process figurative language in the Uzbek-English language pair.

Researchers have worked to understand phraseological phenomena through established traditions which both Western and post-Soviet linguistic scholars use to study the subject. Vinogradov's research on Russian and Uzbek phraseology established a framework which later researchers adapted to study Turkic languages through his system of classifying phraseological units based on their semantic connection strength between components [6]. Rahmatullayev established essential methods to describe and classify Uzbek idiomatic expressions through his first work on Uzbek phraseology which enabled future research through comparative analysis [7]. The Cambridge tradition of English phraseology established through Moon's research provides corpus-based methods which work effectively with computational techniques while Kövecses's cognitive methods specifically study how people use figurative language to express their emotions [8]. Researchers have only recently begun to use AI technologies for linguistic studies because initial research showed how neural network models could identify idiomatic meanings which earlier computational methods failed to detect yet researchers still struggle with each language type's unique challenges for understanding figurative expressions [9].

RESULTS AND DISCUSSION

The comparative study shows that Uzbek and English languages share similar ways of expressing emotions through idiomatic expressions yet they differ in their emotional expression methods. Both languages use somatic metaphors to express anger through body part references but they specify different body parts which carry different cultural meanings. English idioms such as "to make one's blood boil" or "to

see red" conceptualize anger through cardiovascular and visual imagery which reflects the physiological manifestations of this emotion as understood in Western cultural tradition. Uzbek uses body-based references for emotional expression but the language creates a unique system which uses liver (jigar) as the main emotional center the language shows this through the expression "jigarim qora bo'ldi" (my liver became black) which shows strong negative feelings that include anger and grief [7]. The way different cultures view the body creates unique emotional idioms which present difficulties for both translation work and communication between cultural groups. The application of AI-based semantic analysis to corpora containing these expressions shows that Uzbek liver-based idioms and English heart-based idioms share some common usage patterns yet their usage patterns remain distinct because the two languages express similar emotions through different conceptual frameworks.

The research on idioms which show happiness and joy identifies a second major linguistic difference that exists between languages which maintain similar structural patterns. Both languages possess numerous expressions for positive emotional states, which reflect the universal human experience of happiness. English idioms such as "on cloud nine," "over the moon," or "walking on air" use vertical and spatial metaphors to show happiness through elevated physical position which cognitive linguists have identified as showing the basic conceptual metaphor HAPPY IS UP [5]. Uzbek idioms for happiness use spatial imagery about spatial relationships although they prefer to use light and sweetness and heart and soul (qalb, ko'ngil, jon) metaphors which include terms like "ko'ngli ochildi" (his/her heart opened) or "jonina yoqdi" (it pleased his/her soul) [7]. The AI-assisted analysis of large text corpora demonstrates that these metaphorical preferences are statistically robust across different genres and registers, which indicates that these patterns represent fundamental ways people use language in their thoughts instead of being temporary fashion choices.

The research investigates how modern AI systems translate emotional idioms between Uzbek and English to demonstrate both their current achievements and their continuing challenges with processing idiomatic expressions. The neural machine translation systems show better performance than statistical machine translation systems yet they still have difficulty translating non-compositional expressions because they either create literal translations that miss idiomatic meanings or they use target language idioms that do not match the source expression both semantically and pragmatically [10]. The Uzbek-English language pair shows acute limitations because parallel training data exists in smaller amounts than for major European languages which have different language structures. The analysis suggests that improvement in AI handling of idioms requires not merely larger datasets but incorporation of linguistic knowledge about metaphorical mappings and cultural conceptualizations that underlie idiomatic expressions in different languages. The findings thus have implications both for translation technology development and for theoretical understanding of how human cognitive processes in figurative language might be modeled computationally.

The comparative examination of idioms expressing fear and anxiety in both languages reveals particularly illuminating patterns that further underscore the culturally mediated nature of emotional conceptualization. English idiomatic expressions for fear frequently employ metaphors of temperature and physical

immobility, as evidenced in phrases such as "frozen with fear," "cold feet," or "scared stiff," suggesting a conceptual framework wherein fear is understood as a force that renders the body cold and incapable of movement. Uzbek idioms for fear, while sharing certain universal physiological references, demonstrate a pronounced tendency toward metaphors involving the soul's departure or displacement, as in "jonidan to'ydi" (became satiated with one's soul, meaning extremely frightened) or "yuragiga g'ulg'ula tushdi" (anxiety fell into the heart), reflecting a conceptualization wherein fear threatens the integrity of the self by dislodging its essential spiritual component. The AI-assisted analysis of contextual usage patterns across extensive text corpora indicates that these divergent metaphorical foundations influence not only the selection of idiomatic expressions but also their collocational behavior, pragmatic functions, and register distribution, with Uzbek fear idioms appearing more frequently in narrative and literary contexts while English equivalents demonstrate broader distribution across formal and informal registers alike.

The investigation of idioms related to sadness and grief provides additional evidence for the systematic nature of cross-linguistic variation in emotional phraseology while simultaneously revealing unexpected areas of convergence that merit theoretical attention. Both Uzbek and English possess extensive inventories of expressions for negative emotional states associated with loss, disappointment, and melancholy, yet the metaphorical elaboration of these states proceeds along distinct pathways shaped by cultural traditions of emotional expression and suppression. English idioms such as "down in the dumps," "feeling blue," or "heavy-hearted" consistently employ spatial, chromatic, and weight-based metaphors that conceptualize sadness as a downward movement, a particular color, or an increased burden upon the body. Uzbek expressions for sadness, while occasionally employing similar directional metaphors, more characteristically draw upon imagery of darkness, constriction, and particularly the state of the heart and liver, as in "ko'ngli buzildi" (the heart became disturbed) or "dili qora" (black heart/soul, indicating profound sadness). Notably, the application of sentiment analysis algorithms to bilingual corpora containing these expressions reveals that despite their distinct surface manifestations, the underlying emotional valence and intensity gradations show remarkable correspondence, suggesting that AI technologies may eventually be capable of identifying deep semantic equivalences that transcend superficial structural differences and enable more nuanced cross-linguistic mapping of emotional vocabulary.

The analysis of idiomatic expressions pertaining to love and affection constitutes another dimension of this comparative study that yields significant insights into the divergent cultural conceptualizations of interpersonal emotional bonds in Uzbek and English linguistic traditions. English idioms expressing love and romantic attachment frequently employ metaphors of insanity, illness, and loss of rational control, as manifested in expressions such as "madly in love," "lovesick," "head over heels," or "crazy about someone," reflecting a cultural framework wherein intense romantic emotion is conceptualized as a departure from normal cognitive functioning and a surrender of rational autonomy to overwhelming passion. Uzbek idiomatic expressions for love, while acknowledging the powerful and sometimes overwhelming nature of romantic attachment, more characteristically emphasize metaphors of unity, sacrifice, and the merging of vital essences, as evidenced in phrases such as "jonidan ham aziz ko'rmoq" (to love more than one's own soul),

"yuragiga jo bo'lmoq" (to settle into someone's heart), or "ko'zining oqu-qorasidek asramoq" (to protect like the white and black of one's eye, meaning to cherish deeply). The computational analysis of these expressions across literary and conversational corpora reveals that Uzbek love idioms demonstrate stronger associations with familial and communal contexts, frequently extending beyond romantic relationships to encompass parental, filial, and patriotic attachments, whereas English love idioms show more pronounced concentration in specifically romantic domains, suggesting fundamental differences in how these linguistic communities conceptualize the boundaries and categories of affectionate bonds that AI systems must learn to navigate for accurate cross-cultural translation and interpretation.

CONCLUSION

This comparative study of emotion-related idioms in Uzbek and English, conducted through the integrated application of traditional linguistic methods and artificial intelligence technologies, has yielded several significant findings that contribute to both theoretical phraseology and applied computational linguistics. The analysis demonstrates that while both languages possess rich and varied systems for the idiomatic expression of emotions, these systems reflect distinct cultural conceptualizations of the body, metaphorical thought patterns, and communicative priorities that have developed through centuries of linguistic and cultural evolution. The somatic focus of Uzbek emotional idioms, particularly the prominent role of the liver as an emotional center, contrasts markedly with English patterns that privilege the heart and cardiovascular system, indicating that even universal human experiences such as emotions are filtered through culturally specific conceptual frameworks that leave distinctive traces in phraseological systems. The application of AI technologies has proven valuable for identifying and quantifying these patterns across large textual corpora, while simultaneously revealing the current limitations of machine translation systems in handling figurative language across typologically distant languages. Future research should expand the scope of this investigation to include additional emotional categories, develop more sophisticated computational models capable of capturing cross-linguistic metaphorical correspondences, and explore pedagogical applications of these findings for language teaching and translator training. The ultimate goal of such research is to foster more effective intercultural communication by deepening our understanding of how different linguistic communities verbalize their emotional experiences, while simultaneously advancing the development of AI systems that can bridge these differences with greater accuracy and cultural sensitivity.

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LINGUISTIC FEATURES OF COMPOUND WORDS IN ENGLISH

Author: Nasriddinova Surayyo Faxriddin kizi ¹

Affiliation: Tashkent University for Applied Sciences, master's student ¹

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ABSTRACT

This article examines the linguistic features of compound words in English, with comparative reference to Uzbek. Word formation — understood as the systematic creation of new lexical units from existing linguistic material — is among the most dynamic processes in any living language, continuously enriching the lexicon. Among the various word-formation strategies, compounding occupies a particularly prominent position due to its productivity, structural transparency, and cross-linguistic prevalence. The article investigates how compound words are formed in English, reviews the major theoretical frameworks proposed by linguists, and discusses both structural and semantic dimensions of compounding. Special attention is given to the synchronic and diachronic perspectives on English word formation, as well as the growing influence of English compounding on other languages, including Uzbek.

Keywords: compound words, word formation, linguistic features, morphology, lexical units, endocentric compounds, exocentric compounds, English lexicology, Uzbek linguistics.

INTRODUCTION

Language is the primary instrument of human communication, serving as the medium through which ideas, emotions, and social relationships are expressed and negotiated. As a structured system, language operates across multiple levels — phonological, morphological, syntactic, semantic, and pragmatic — each contributing to the overall capacity of a language to represent meaning. Among these levels, morphology occupies a central position, governing the internal structure of words and the rules by which new words are formed from existing elements.

The capacity of a language to generate new vocabulary is directly related to the vitality of its word-formation processes. Word formation creates new lexical units by exploiting the material already available within the linguistic system, thereby adapting the lexicon to the communicative demands of its speakers. As language communities grow, diversify, and engage with new knowledge domains, the lexicon must expand accordingly. Morphological processes — including affixation, conversion, blending, clipping, and compounding — are the mechanisms by which this expansion occurs.

Of these processes, compounding — the combination of two or more free morphemes to produce a single new lexical item — is widely acknowledged as one of the most productive in English. Compound words such as cell phone, cheeseburger, and playboy illustrate the ease with which English forms new lexemes from existing words, and the frequency with which such forms are borrowed into other languages reflects the global reach of English as a source of neologisms. The present article investigates the structural and semantic properties of English

compound words, drawing on a range of theoretical perspectives and focusing on both endocentric and exocentric compound types.

Theoretical Background: Defining the Compound Word

The definition of the compound word has been a subject of sustained scholarly debate. Across the literature, however, a broad consensus exists: a compound is a lexical unit formed by the combination of two or more bases that can function independently as words [4, 11]¹. Several defining properties distinguish compound words from phrases: their components are inseparable, no additional element can be inserted between them, and their internal order is fixed [1, 17]².

Carstairs-McCarthy [7]³ further specifies that compounds are produced by combining roots with phrasal words — items that possess the internal structure of a phrase but function syntactically as single words. Matthews [14]⁴ defines the formation of a compound as the construction of a compound lexeme from two or more simple lexemes. Ullmann [19]⁵ notes an important semantic dimension: the constituent elements of some compounds are semantically transparent, while in others the meaning is conventionalized to the point of opacity, with no recoverable connection between the parts and the whole.

Ginzburg et al. [8]⁶ regard compounding as one of the most effective word-formation processes in modern English, emphasizing that compound words consist of exactly two immediate constituents and function as integral lexical units. Meshkov [15]⁷ similarly describes compound words as indivisible lexical units formed by the union of two or more bases, dividing them into structurally motivated compounds — whose meaning derives compositionally from the parts — and structurally unmotivated compounds, whose meaning is not derivable from the parts.

Structural Classification of Compound Words

The classification of compound words on structural grounds has produced several competing taxonomies in the literature. One of the most influential is that of Bauer [5]⁸, who identifies two primary features of English compounding: first, the majority of English compound words follow the N+N pattern; and second, the semantic and syntactic relations between constituents are diverse, necessitating a multi-group classification. Bauer distinguishes four structurally-functional groups.

The first group comprises endocentric compounds, in which the second (head) element is grammatically and semantically dominant, while the first element functions as a modifier or determiner. Examples include beehive and armchair, where the head noun determines both the grammatical category and the core meaning of the compound.

The second group consists of exocentric compounds — referred to in Sanskrit morphological tradition by the term bahuvrihi. In these cases, neither component serves as the grammatical or semantic head; instead, the whole refers to something only metonymically or metaphorically related to the parts. The word skinheads

¹Arnold, I. V. The English word (1986); Katamba, F. Morphology (1993), p. 291

²Adams, W. An introduction to modern English word-formation (1973); Smirnitsky, A. I. Lexicology of the English language (1956)

³Carstairs-McCarthy, A. An introduction to English morphology (2002), p. 59

⁴Matthews, P. H. Morphology (1974), p. 82

⁵Ullmann, S. Semantics (1972), p. 81

⁶Ginzburg, R. S. et al. A course in modern English lexicology (1979)

⁷Meshkov, O. D. Word formation in modern English (1985)

⁸Bauer, L. English word-formation (1983)

exemplifies this type: the compound does not denote heads covered in skin, but a subculture identified by a specific appearance.

The third group treats the components of the compound as syntactically coordinate, resembling sentence-level constructions. The word maidservant belongs here, where both elements contribute equally to the compound's reference. The fourth group — the dvandva compound in Sanskrit terminology — includes cases where it is impossible to determine which component is grammatically or semantically dominant, as in poet-translator.

Arnold [4]⁹ provides an additional layer of classification, distinguishing between asyntactic and syntactic compounds, and between endocentric and exocentric types. He identifies transparency, connectedness, and idiomatic meaning as central problems in defining and classifying compound words, synthesizing the criteria proposed by scholars including Nida, Bloomfield, Paul, Quirk, Bloch, Trager, and Marchand.

Syntactic and Semantic Relations in English Compounds

A major contribution to the analysis of compound words comes from Lees [12]¹⁰ and Marchand [13]¹¹, who argue that compound formation derives from underlying syntactic structures. Marchand [13]¹² specifically proposes that compounds are formed on the basis of a determinative–definite relation, representing the morphological fusion of a syntactic construction. Based on this framework, eight types of grammatical connection underlie English compound formation:

- (a) Subject–Predicate: fighter plane (the plane is a fighter)
- (b) Subject–Middle Object: marrow bone (the bone has marrow)
- (c) Subject–Verb: wading bird (the bird wades)
- (d) Subject–Object: police dog (a dog used by the police)
- (e) Verb–Object: pushbutton (pushes the button)
- (f) Subject–Prepositional Object: coffee cream (cream for coffee)
- (g) Verb–Prepositional Object: grindstone (grinds on the stone)
- (h) Object–Prepositional Object: school grammar (grammar taught in school)

Greenbaum [9]¹³ situates compounding among the four fundamental word-formation processes of modern English — alongside prefixation, suffixation, and conversion — and similarly applies grammatical terminology to describe internal compound relationships. He notes that compound words appear across all lexical categories, though nouns and adjectives predominate among newly formed items. His taxonomy of compound noun patterns includes: Subject + predicate (bee sting); Predicate + object (chewing gum); Object + predicate (air-conditioner); Subject + object (cable car); Predicate + place (dance hall); and Predicate + time (closing time).

For compound adjectives, Greenbaum [9]¹⁴ describes patterns such as subject + predicate (English-speaking), place/time + predicate (far-reaching), noun + adjective with a simile relation (dirt-cheap), and coordinated adjectives (bitter-sweet). These models underscore the rich variety of conceptual relationships that compounding can encode within a single lexical item. In endocentric compounds, the final component typically indicates the lexical class of the compound (travel

⁹Arnold, I. V. *The English word* (1986)

¹⁰Lees, R. B. *The grammar of English nominalizations* (1960)

¹¹Marchand, H. *The categories and types of present-day English word-formation* (1965)

¹²Marchand, H. *The categories and types of present-day English word-formation* (1965)

¹³Greenbaum, S. *The Oxford English grammar* (1996), p. 461

¹⁴Greenbaum, S. *The Oxford English grammar* (1996)

guide is a type of guide; pop group is a type of group). In exocentric compounds, this head relationship is absent or obscured — a hotdog is not a type of dog, and a white lady is not a type of face.

Compound Words in English and Uzbek: A Comparative Note

The influence of English compound formation on Uzbek is evident in a growing number of borrowed compound lexemes. Terms such as cell phone, cheeseburger, and playboy have entered Uzbek with minimal phonological adaptation, reflecting the prestige and global dominance of English as a source of neologisms in science, technology, popular culture, and commerce.

In the history of Uzbek linguistics, the study of word formation — including compounding — developed largely under the influence of Russian linguistic tradition, which treated word formation as a subsystem of morphology. This framework, derived from an inflectional language typology, did not always map cleanly onto the agglutinative structure of Uzbek. Consequently, the analytical categories of Uzbek word formation were not always addressed on their own terms, and a fully autonomous theoretical framework for Uzbek compounding has only more recently been developed.

Following Uzbekistan's independence, the study of the national language received renewed scholarly and institutional attention. Significant theoretical and descriptive work across all domains of Uzbek linguistics has been undertaken, with particular emphasis on language development and the role of Uzbek as a state language. This period has witnessed the emergence of more systematic approaches to compound word formation in Uzbek, no longer mediated exclusively through Russian linguistic doctrine.

Computational and Corpus-Based Approaches to Compound Analysis

While the theoretical analysis of compound words has a long tradition in linguistics, the computational identification and structural disambiguation of compounds presents distinct challenges. Two tasks are central: identifying the constituent elements of a compound, and determining the dependency structure that organizes those elements.

Early computational approaches relied on handcrafted rule-based methods [16]¹⁵ and probabilistic models such as Markov chains [18]¹⁶. Later work exploited corpus co-occurrence data [10]¹⁷ and statistical association measures — including mutual information — to select the most probable structural analysis among competing candidates. The use of internet-scale corpora has helped address the data sparseness problem that limits smaller corpus studies, yielding more statistically reliable analyses of rare compound types.

The challenge of structural disambiguation is particularly acute for compounds with three or more elements, where multiple bracketings are possible — for example, [[nuclear power] plant] vs. [nuclear [power plant]]. Corpus and statistics-based approaches employing a deterministic process that progressively eliminates less probable structures have shown considerable promise in resolving such ambiguities. These computational advances complement traditional linguistic analysis and are increasingly central to natural language processing applications involving compound word recognition.

¹⁵Miyazaki, M. et al. Compound word analysis, COLING-84 (1984)

¹⁶Takeda, K. & Fujisaki, H. Segmentation of kanji compound words (1987)

¹⁷Han, Z. et al. Compound word segmentation using contextual information from a corpus (2001)

CONCLUSION

This article has examined the linguistic features of compound words in English from structural, semantic, and comparative perspectives. Compounding is one of the most productive word-formation processes in English, generating new lexical items through the combination of free morphemes in patterns that range from transparent N+N constructions to semantically opaque exocentric formations.

The theoretical frameworks surveyed — from Smirnitsky and Marchand to Bauer, Greenbaum, and Arnold — converge on several key points: compound words are integral lexical units with fixed constituent order; their meaning is not always compositionally derivable from their parts; and the structural relationship between constituents can be described in terms of endocentric versus exocentric organization. The syntactic-semantic typology developed by Lees [12]¹⁸ and Greenbaum [9]¹⁹ demonstrates that a wide range of conceptual relationships — agent-action, part-whole, purpose, resemblance — can be encoded within compound structures.

From a cross-linguistic perspective, English compounds exert significant influence on Uzbek and other languages through lexical borrowing, reflecting the global role of English in contemporary vocabulary expansion. The study of English compounding thus has both theoretical significances for morphological typology and practical relevance for lexicography, language pedagogy, and natural language processing.

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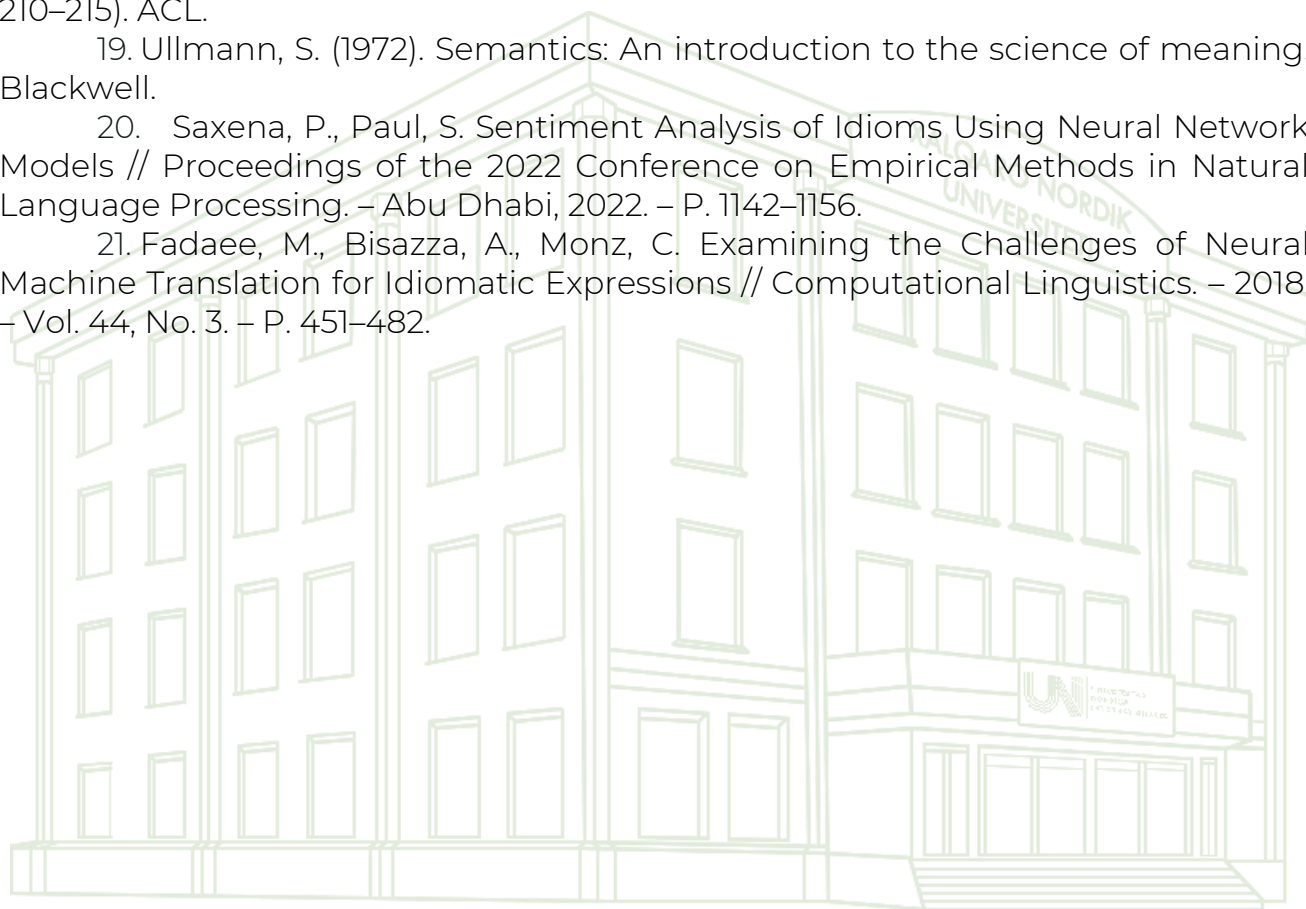
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THE PRAGMATIC STUDY OF PASSIVE CONSTRUCTIONS IN ENGLISH MEDIA DISCOURSE

Author: Saidova Dilbar Baxtiyorovna ¹

Affiliation: Nordic International University, master's student ¹

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ANNOTATION

This study explores the pragmatic functions of passive constructions in English media discourse. The research focuses on how passive voice is used not only as a grammatical structure but also as a communicative and stylistic device in news and media texts. The study analyzes the role of passive constructions in organizing information, emphasizing results, suppressing or backgrounding agents, and creating an impersonal and objective tone. Particular attention is given to the ways in which passive voice contributes to framing events and influencing readers' interpretations. The theoretical framework of the study is based on functional linguistics, discourse analysis, and pragmatics, which provide tools for understanding the relationship between grammatical form and communicative purpose.

Keywords: passive constructions, passive voice, pragmatics, media discourse, information structure, agency, discourse analysis, English language, news language, linguistic framing.

INTRODUCTION

Language is not only a system of grammatical rules and lexical units but also a powerful tool for shaping meaning, expressing attitudes, and influencing audiences. In modern communication, particularly in media discourse, linguistic choices play a crucial role in how information is presented and interpreted. Among these choices, the use of passive constructions occupies a significant place. Passive voice is not merely a grammatical transformation of active sentences; it is a pragmatic device that allows speakers and writers to manipulate focus, conceal or highlight agency, and construct particular perspectives on events. Therefore, the pragmatic study of passive constructions in English media discourse has become an important area of linguistic research, combining insights from syntax, pragmatics, discourse analysis, and media studies. Media discourse, which includes newspapers, online news portals, television reports, and digital journalism, is characterized by its persuasive and informative functions. Journalists and editors carefully select linguistic structures to shape readers' perceptions and interpretations of reality. Passive constructions are especially useful in this context because they enable writers to foreground certain elements of a sentence while backgrounding or omitting others. For instance, when the agent of an action is unknown, irrelevant, or intentionally concealed, the passive voice becomes an effective linguistic strategy. As a result, studying passive constructions from a pragmatic perspective helps reveal how language is used to influence public opinion, construct narratives, and frame social and political events. From a grammatical standpoint, the passive voice in English is typically formed using

a form of the auxiliary verb be followed by the past participle of the main verb. However, the structural formation of passive constructions represents only one dimension of their usage. The pragmatic dimension concerns the communicative intentions behind choosing passive over active voice. In many cases, the passive voice is selected not because of grammatical necessity but because of its discourse functions, such as maintaining thematic continuity, emphasizing results rather than actions, or reducing the prominence of responsible agents. These functions are particularly evident in media texts, where objectivity, neutrality, and credibility are often emphasized as journalistic standards.

One of the key pragmatic functions of passive constructions in media discourse is the management of information structure. In discourse analysis, the concepts of theme and rheme, or given and new information, play an essential role in understanding sentence organization. Passive constructions allow writers to place known or previously mentioned information at the beginning of a sentence, thereby maintaining coherence and facilitating comprehension. For example, in a news article discussing a public policy, the policy itself may be introduced as the theme of successive sentences, even when different actors are involved in its implementation. The passive voice enables this continuity by shifting the focus from agents to actions or results. Another important pragmatic aspect of passive constructions is their role in expressing objectivity and neutrality. Media institutions often strive to present information in a manner that appears impartial and factual. Passive constructions contribute to this effect by removing or minimizing references to specific agents, which can make statements appear more detached and less subjective. For instance, phrases such as “It was reported that...” or “Mistakes were made...” allow journalists to present information without explicitly assigning responsibility. While this strategy may enhance the perceived neutrality of a text, it can also obscure accountability and influence readers’ interpretations of events. The omission of agents in passive constructions is particularly significant in the context of political and social reporting. Media discourse frequently deals with sensitive topics such as conflicts, economic crises, or policy failures. In such cases, the choice between active and passive voice can shape public perceptions of responsibility and causality. For example, the sentence “The decision was criticized by experts” foregrounds the criticism and background the decision-makers, whereas the active version “Experts criticized the decision” emphasizes the critics. These subtle differences demonstrate how passive constructions can serve as pragmatic tools for framing information and guiding audience interpretation. In addition to agent suppression, passive constructions in media discourse often serve to highlight results, processes, or affected entities. News reporting typically focuses on outcomes rather than the individuals who produce them. Headlines such as “New Measures Are Introduced” or “Thousands of Homes Were Destroyed” emphasize the events themselves, which are often more relevant to readers than the agents responsible. This focus on results aligns with the informative function of journalism, where the primary goal is to convey what happened rather than who performed the action, especially when the agent is unknown or unimportant. Another factor contributing to the frequent use of passive constructions in media discourse is the need for brevity and conciseness, particularly in headlines and lead paragraphs. Passive structures can sometimes provide a more economical way of presenting information, especially when the agent is lengthy or complex. Furthermore, the passive voice allows journalists to avoid repetition of

proper names or institutional titles, thereby improving the stylistic quality of a text. From a pragmatic perspective, these considerations reflect the interplay between linguistic form, communicative purpose, and stylistic conventions in media writing. The study of passive constructions in media discourse also intersects with the concept of framing, which refers to the way information is presented to shape audience interpretation. Linguistic framing involves the selection of specific words, structures, and syntactic patterns that highlight certain aspects of reality while downplaying others. Passive constructions are an effective means of framing because they allow writers to control the prominence of agents and actions. For instance, in reporting on controversial events, passive constructions may be used to reduce the visibility of authorities or institutions, thereby influencing readers' perceptions of responsibility. Moreover, passive constructions contribute to the creation of an impersonal and formal tone, which is characteristic of many media texts. Formality is often associated with credibility and professionalism, especially in news reporting. The use of passive voice, along with other features such as nominalization and technical vocabulary, helps establish a style that appears objective and authoritative. From a pragmatic perspective, this stylistic choice reflects the communicative norms and expectations of media audiences, who often associate formal language with reliability and accuracy. The increasing influence of digital media has also affected the use of passive constructions in English media discourse. Online journalism, social media platforms, and multimedia reporting have introduced new stylistic trends, including greater informality and conversational tone. Nevertheless, passive constructions remain prevalent in many forms of digital news writing, particularly in headlines, summaries, and analytical articles. The pragmatic functions of passives—such as emphasizing results, maintaining thematic continuity, and managing agency—continue to be relevant in these contexts, demonstrating the adaptability of this grammatical structure to changing communicative environments. From a theoretical perspective, the pragmatic study of passive constructions draws on several linguistic frameworks, including functional grammar, discourse analysis, and pragmatics.

METHODS

Functional linguistics emphasizes the relationship between linguistic form and communicative function, highlighting how grammatical structures are shaped by the needs of communication. Discourse analysis focuses on language use in context, examining how texts are organized and interpreted within specific social and cultural settings. Pragmatics, in turn, investigates how meaning is constructed through the interaction of linguistic expressions, speakers' intentions, and contextual factors. Together, these approaches provide a comprehensive framework for analyzing passive constructions in media discourse. Previous research has shown that passive constructions are particularly common in scientific, technical, and journalistic writing, where the emphasis is often placed on processes and results rather than individual actors. However, the pragmatic functions of passive voice in media discourse are more complex than in other genres because media texts are shaped by ideological, political, and economic factors. Journalists must balance the need for accuracy, objectivity, and clarity with the pressures of editorial policies, audience expectations, and institutional interests. As a result, the choice of passive constructions may reflect not only linguistic considerations but also broader social

and communicative purposes. Another important aspect of studying passive constructions in media discourse is the role of audience interpretation. Readers do not passively receive information; they actively interpret and evaluate texts based on their background knowledge, beliefs, and expectations. Passive constructions can influence these interpretations by shaping the salience of different elements within a sentence. For example, when responsibility for an action is omitted, readers may be less likely to question who is accountable, focusing instead on the event itself. This demonstrates the persuasive potential of passive voice as a pragmatic device. Furthermore, the cross-cultural dimension of media discourse adds another layer of complexity to the study of passive constructions. English-language media are consumed by global audiences, including readers for whom English is a second language. The interpretation of passive constructions may vary depending on cultural and linguistic background, as different languages and media traditions have distinct conventions regarding agency, responsibility, and objectivity. Therefore, analyzing passive constructions in English media discourse can also contribute to a better understanding of intercultural communication and global journalism. The relevance of this study is also connected to the growing importance of critical media literacy. In an era of rapid information exchange and widespread misinformation, understanding how language shapes meaning is essential for evaluating the credibility and reliability of media sources. By examining the pragmatic functions of passive constructions, researchers and readers can gain insights into how linguistic choices influence the presentation of information and the construction of social reality. This knowledge can help audiences become more critical and informed consumers of media content. In conclusion, passive constructions represent a significant linguistic resource in English media discourse, serving a wide range of pragmatic functions, including information structuring, agent suppression, emphasis on results, stylistic formalization, and ideological framing. The study of these functions provides valuable insights into the relationship between language, communication, and society. By analyzing how passive voice is used in media texts, researchers can better understand the mechanisms through which language shapes public perception and discourse. Consequently, the pragmatic study of passive constructions is not only a matter of grammatical analysis but also an important contribution to the broader fields of discourse analysis, media studies, and applied linguistics.

RESULTS

The study of passive constructions has long attracted the attention of linguists, particularly in the fields of syntax, functional linguistics, pragmatics, and discourse analysis. While early grammatical studies primarily focused on the structural formation of the passive voice, more recent research has emphasized its communicative and pragmatic functions, especially in institutional and media discourse. This literature review examines the major theoretical and empirical contributions to the study of passive constructions, with particular attention to their pragmatic roles in English media texts. One of the foundational contributions to the functional analysis of grammar is associated with M. A. K. Halliday and his theory of Systemic Functional Linguistics (SFL). Halliday (1994) argues that grammatical structures cannot be fully understood without considering their communicative functions in context. Within this framework, the passive voice is interpreted as a

resource for organizing information and managing thematic structure. Halliday emphasizes that the choice between active and passive constructions is motivated by the speaker's intention to foreground certain elements of the message while backgrounding others. In media discourse, this function is particularly important because journalists often need to maintain thematic continuity and emphasize specific aspects of events. Halliday's concept of theme and rheme has been widely applied in studies of media language. Researchers have demonstrated that passive constructions allow writers to place known or contextually important information in the thematic position at the beginning of a sentence. This facilitates textual cohesion and enhances readability, especially in news reporting, where information is presented in a structured and hierarchical manner. Therefore, Halliday's functional approach provides a theoretical basis for understanding the pragmatic motivations behind the use of passive voice in media texts.

Another significant contribution to the study of language in media discourse comes from Norman Fairclough, whose work on Critical Discourse Analysis (CDA) highlights the ideological functions of linguistic choices. Fairclough (1995) argues that grammatical structures, including passive constructions, play an important role in shaping social meanings and power relations. According to Fairclough, the passive voice can be used to obscure agency and responsibility, particularly in political and institutional contexts. For example, expressions such as "mistakes were made" remove the agent from the sentence, thereby reducing accountability. This observation has been widely cited in studies of political communication and news reporting. Similarly, Roger Fowler (1991) emphasizes the role of linguistic structures in constructing news narratives. Fowler argues that news is not a neutral reflection of reality but a socially constructed representation shaped by linguistic and editorial choices. Passive constructions, in his view, are among the most effective tools for manipulating the representation of events, as they allow journalists to control the visibility of agents and actions. Fowler's analysis of newspaper language demonstrates how passive structures can influence readers' perceptions of responsibility, causality, and importance. In addition to critical discourse approaches, corpus-based studies have provided valuable empirical insights into the frequency and distribution of passive constructions in different genres. Douglas Biber and his colleagues (1999) conducted extensive corpus analyses of spoken and written English, demonstrating that passive constructions are significantly more frequent in academic and news writing than in conversational speech. Biber's findings suggest that the passive voice is associated with informational density, formality, and the presentation of impersonal knowledge. These characteristics align with the communicative goals of media discourse, which often aims to convey information in a concise and authoritative manner. Further research by Thompson (2004) has expanded the functional analysis of passive constructions by examining their role in discourse organization. Thompson argues that passive voice is not merely a stylistic alternative to active voice but a strategic choice that reflects the writer's communicative priorities. In news reporting, these priorities often include emphasizing results, maintaining coherence, and avoiding unnecessary repetition of agents. Thompson's work underscores the importance of considering both grammatical and pragmatic factors when analyzing passive constructions. The pragmatic dimension of passive voice has also been explored within the framework of relevance theory and pragmatic inference. Scholars such as Levinson (1983) have

argued that speakers and writers rely on shared contextual knowledge to interpret implicit meanings in discourse. When an agent is omitted in a passive construction, readers often infer the identity of the agent based on context. In media discourse, this pragmatic inference can influence how readers interpret responsibility and causality, even when the agent is not explicitly mentioned. Another important area of research concerns the stylistic functions of passive constructions in journalistic writing. Bell (1991), in his study of the language of news media, notes that journalists frequently use passive voice to create an impersonal and objective tone. Objectivity is a central value in journalism, and linguistic features such as passive constructions, nominalizations, and technical vocabulary contribute to the perception of neutrality. However, Bell also points out that the appearance of objectivity may sometimes mask underlying biases or ideological positions. Research on headline language has also highlighted the role of passive constructions in media discourse. Van Dijk (1988) observes that headlines often employ passive structures to emphasize events rather than agents, particularly when the agent is unknown or politically sensitive. Headlines such as “Protesters Arrested” or “New Policy Introduced” focus on the outcome of actions rather than the actors responsible. Van Dijk argues that this strategy reflects both practical and ideological considerations, as headlines must be concise while also shaping readers’ initial interpretations of news stories. The role of passive constructions in political discourse has been extensively studied as well. Chilton (2004) argues that political language often employs passive voice to avoid direct attribution of responsibility or to present actions as inevitable or impersonal. This phenomenon is especially evident in official statements and press releases, which are frequently quoted in news reports. As a result, passive constructions in media discourse may reflect not only journalistic practices but also the linguistic strategies of political institutions. In recent years, scholars have also examined the use of passive constructions in digital media and online journalism. Studies have shown that while online news writing tends to be more informal than traditional print journalism, passive constructions remain a common feature, particularly in hard news reporting. Researchers such as Bednarek and Caple (2012) have emphasized the importance of multimodal analysis in understanding contemporary media discourse, noting that linguistic structures interact with visual and typographic elements to shape meaning. Although their work focuses primarily on evaluation and news values, it also highlights the continued relevance of grammatical choices, including passive voice, in digital journalism. Another relevant strand of research concerns the pedagogical implications of passive constructions. Scholars in applied linguistics have investigated how second-language learners acquire and use passive voice, particularly in academic and professional writing. Studies by Celce-Murcia and Larsen-Freeman (1999) suggest that learners often struggle to understand the pragmatic functions of passive constructions, focusing instead on their grammatical formation. This finding underscores the importance of teaching passive voice not only as a structural feature but also as a communicative resource, especially for students who aim to engage with academic and media texts in English. Despite the substantial body of research on passive constructions, several gaps remain in the literature. First, many studies focus primarily on grammatical or stylistic aspects of passive voice, without fully exploring its pragmatic and ideological functions in specific discourse contexts. Second, while critical discourse analysis has provided valuable insights into the role of passive constructions in political and institutional

language, fewer studies have examined their use across different types of media genres, such as online news, feature articles, and investigative journalism. Finally, there is a need for more cross-cultural research on how passive constructions are interpreted by diverse audiences, particularly in contexts where English functions as a global lingua franca.

DISCUSSION

The present study seeks to contribute to this field by providing a pragmatic analysis of passive constructions in English media discourse, focusing on their communicative functions, contextual motivations, and effects on audience interpretation. By integrating insights from functional linguistics, discourse analysis, and pragmatics, this research aims to provide a comprehensive understanding of how passive voice operates as a linguistic and rhetorical device in contemporary media communication. In summary, the literature demonstrates that passive constructions play a significant role in media discourse, serving functions related to information structure, stylistic convention, ideological framing, and pragmatic inference. The works of Halliday, Fairclough, Fowler, Biber, and other scholars provide a strong theoretical foundation for analyzing passive voice from multiple perspectives. At the same time, ongoing changes in media practices and communication technologies continue to create new contexts in which passive constructions are used and interpreted. Therefore, further research in this area remains both relevant and necessary for understanding the relationship between language, media, and society.

The present study has examined the pragmatic functions of passive constructions in English media discourse, highlighting their significant role in shaping meaning, structuring information, and influencing audience perception. While the passive voice has traditionally been viewed as a grammatical transformation of active constructions, this research confirms that its importance extends far beyond syntax. In media texts, passive constructions function as powerful communicative tools that allow journalists and writers to manage thematic structure, control the visibility of agents, and present information in ways that align with institutional, stylistic, and ideological objectives. One of the key findings of this study is that passive constructions are frequently used to organize information effectively within media discourse. News reporting often requires the presentation of complex events in a clear and coherent manner, and the passive voice enables writers to maintain thematic continuity by placing known or contextually important information at the beginning of sentences. This contributes to textual cohesion and facilitates reader comprehension, particularly in longer articles where multiple actors and events are involved. In this sense, the use of passive constructions reflects not only grammatical preference but also discourse-level considerations. Another important conclusion is that passive constructions play a crucial role in the expression of objectivity and neutrality, which are central values in journalistic practice. By omitting or backgrounding agents, passive structures allow writers to present information in an impersonal tone that appears factual and unbiased. Expressions such as “It was reported,” “The decision was made,” or “New measures were introduced” create a sense of detachment that enhances the credibility of the text. However, this apparent neutrality may also have pragmatic implications, as the omission of agents can obscure responsibility and reduce the visibility of decision-

makers. Therefore, passive constructions not only reflect journalistic conventions but also shape how readers interpret events and evaluate accountability. The study also demonstrates that passive voice serves as an effective means of emphasizing results and processes rather than individual actors. In many cases, the primary focus of media reporting is the outcome of events rather than the specific agents involved. For example, in reports about natural disasters, economic changes, or policy decisions, the emphasis is often placed on consequences that affect society as a whole. Passive constructions enable journalists to foreground these outcomes while minimizing less relevant details about who performed the action. This pragmatic function aligns with the informative purpose of media discourse, where clarity and relevance are essential. Furthermore, the analysis confirms that passive constructions can function as tools of framing in media discourse. The way information is presented significantly influences how audiences understand and interpret events. By controlling the prominence of agents, actions, and affected entities, passive structures contribute to the construction of particular perspectives and narratives. This is especially evident in political and institutional reporting, where linguistic choices may reflect broader ideological or editorial considerations. As a result, the study of passive constructions provides valuable insights into the relationship between language, power, and representation in media communication.

Another significant observation is that the use of passive constructions varies depending on the genre and format of media texts. While traditional print journalism often employs passive voice to maintain formality and authority, digital media has introduced new stylistic tendencies, including greater simplicity and directness. Nevertheless, passive constructions remain an important feature of online news, particularly in headlines, summaries, and analytical reports. This suggests that the pragmatic functions of passive voice continue to be relevant even in rapidly changing communicative environments. The findings of this study also have implications for linguistic theory and applied linguistics. From a theoretical perspective, the analysis supports functional and pragmatic approaches to grammar, which emphasize the interaction between linguistic form, communicative purpose, and contextual factors. Passive constructions illustrate how grammatical choices are shaped by discourse-level needs rather than purely structural considerations. From a pedagogical perspective, understanding the pragmatic functions of passive voice is essential for students and language learners who engage with academic and journalistic texts in English. Teaching passive constructions should therefore include not only their grammatical formation but also their communicative and stylistic uses.

Despite the insights provided by this study, several limitations should be acknowledged. The analysis has focused primarily on general patterns of passive usage in English media discourse, and further research could explore specific subgenres, such as investigative journalism, opinion articles, or broadcast news. In addition, comparative studies involving different languages and cultural contexts would provide a deeper understanding of how passive constructions function in global media communication. Future research may also benefit from corpus-based methods that allow for more detailed quantitative analysis of passive structures across large collections of media texts.

CONCLUSION

In conclusion, passive constructions represent an essential linguistic resource in English media discourse, performing a wide range of pragmatic functions related to information structure, stylistic expression, ideological framing, and audience interpretation. Their use reflects the complex interplay between language, communication, and social context. By examining passive voice from a pragmatic perspective, this study contributes to a broader understanding of how linguistic choices shape media narratives and influence public perception. As media continues to evolve in the digital age, the role of grammatical structures such as passive constructions will remain a significant area of inquiry in linguistics, discourse analysis, and communication studies.

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KNOWLEDGE, SCIENCE, AND HEALING TRADITIONS IN THE CIVILIZATIONS OF THE GREAT SILK ROAD

Authors: Shagufta Shakir ¹, Abdusalomova Damira Abdufattaevna ²

Affiliation: 2nd-year MBBS student, Samarkand State Medical University ¹, Department of Languages ²

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ANNOTATION

This paper explores how the Great Silk Road served as a channel for the exchange of scientific and medical knowledge among ancient civilizations. The study highlights the shared learning traditions that connected physicians, scholars, and philosophers from China, India, Persia, and the Mediterranean world. By tracing the development of healing practices and scientific methods, the article reveals how the Silk Road contributed to shaping the foundations of modern healthcare and intercultural collaboration in science.

Keywords: Silk Road, healing traditions, science, medicine, ancient civilizations, cultural exchange, knowledge.

INTRODUCTION

The Great Silk Road was not only a trade route but also a corridor of intellectual and cultural transmission. Stretching thousands of kilometers, it connected the major civilizations of the ancient world. Through this vast network, ideas about healing, philosophy, and science were shared and reshaped. The blending of Eastern and Western traditions led to the creation of new perspectives on health, disease, and the human body.

Centers of Knowledge and Learning

Major cities along the Silk Road—such as Samarkand, Bukhara, Nishapur, and Kashgar—became intellectual crossroads. These cities hosted scholars and physicians who studied astronomy, mathematics, and medicine. The famous Academy of Gondishapur in Persia and Buddhist monasteries in Central Asia were among the earliest institutions where scientific ideas were systematically taught. These centers preserved and translated works from Greek, Indian, and Chinese sources, creating an interconnected knowledge system.

Healing Traditions and Medical Practices

Healing traditions across the Silk Road varied widely but shared common foundations. Chinese medicine emphasized balance through qi and herbs, while Indian Ayurveda focused on the harmony of body and spirit. Persian and Arabic medicine combined these ideas with Greek logic and anatomy. Traditional healers often exchanged herbal knowledge, surgical tools, and methods for diagnosing illness. This interaction promoted the evolution of holistic approaches to health that still influence modern alternative medicine.

Scientific Exchange and Cultural Influence

The movement of scholars and manuscripts across the Silk Road created a dynamic scientific environment. Translation played a vital role—texts by Hippocrates, Galen, and Sushruta were translated into Arabic, Persian, and Chinese. These translations enabled different civilizations to compare and refine their medical theories. In turn, new discoveries in pharmacology, anatomy, and public health emerged. The cultural openness of the Silk Road ensured that science remained a shared human enterprise rather than an isolated pursuit.

Philosophical and Ethical Dimensions

Beyond practical medicine, the Silk Road facilitated dialogue on philosophical and ethical aspects of health. Ancient scholars debated the nature of life, disease, and morality. For example, Buddhist medical philosophy emphasized compassion and service, while Islamic medicine valued scientific inquiry guided by faith. These ideas contributed to shaping the moral foundations of medical ethics still respected in modern healthcare.

Modern Implications

In the 21st century, the legacy of the Great Silk Road continues to inspire global cooperation in science and medicine. The revival of cultural and educational ties under initiatives such as the Belt and Road reflects this enduring spirit of collaboration. The shared pursuit of knowledge remains a bridge between nations, reminding us that science thrives when humanity works together for common good.

CONCLUSION

The civilizations of the Great Silk Road demonstrated that knowledge knows no borders. Their healing traditions and scientific exchanges shaped not only regional medicine but also the universal principles of cooperation and discovery. The Great Silk Road stands as a timeless example of how communication and respect among cultures can advance both science and human welfare.

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SOCIOLINGUISTIC FEATURES OF INSULT LANGUAGE IN ENGLISH AND UZBEK IN-GROUP COMMUNICATION

Author: Shukhratjon Turgunov¹

Affiliation: Senior teacher, Nordic International University¹

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ABSTRACT

This thesis investigates the sociolinguistic functions and features of pejorative expressivity—specifically, ritualistic insults and jocular abuse—within in-group communication among friends in English and Uzbek contexts. Moving beyond a simplistic view of insults as purely aggressive, this study analyzes how such language serves to construct and reinforce social solidarity, negotiate group identity, and perform rapport within the boundaries of friendship circles. Employing a comparative pragmatic framework, the thesis examines the linguistic structures, semantic domains, and contextual rules governing this usage in both languages. It argues that while the core phatic and bonding functions are universal, their linguistic realization and contextual constraints are deeply shaped by specific cultural norms, particularly regarding concepts of "face," hierarchy, and permissible humor. Data considerations include ethnographic observation, discourse analysis of mediated communication, and metapragmatic interviews.

Keywords: pejorative language, in-group communication, insults, sociolinguistics, cross-cultural pragmatics, solidarity, face, English, Uzbek.

INTRODUCTION

Within the domain of pragmatics, insulting language is typically analyzed as a face-threatening act (Brown & Levinson, 1987) that risks social conflict. However, in the context of stable in-groups such as friendship circles, these acts are often reinterpreted and repurposed. This thesis explores the paradoxical use of pejorative expressivity—terms and phrases with inherently negative semantic content—as a tool for fostering camaraderie and signaling intimacy among peers in English and Uzbek-speaking communities. This practice, known as "jocular abuse," "ritual insult," or "phatic impoliteness" (Leach, 2016), operates under a mutual understanding of non-serious intent. The research aims to delineate the sociolinguistic rules, thematic content, and cultural parameters that govern this complex speech act in two distinct linguistic cultures, highlighting both universal pragmatic functions and culture-specific variations.

Theoretical Framework: Face, Solidarity, and In-Group Codes

The analysis is grounded in sociolinguistic theories of politeness and solidarity. Brown and Levinson's model of positive and negative face provides a starting point, where jocular insults ostensibly threaten positive face (the desire to be approved of) but do so in a way that ultimately reinforces the in-group's shared identity—a collective positive face. This aligns with the concept of "solidarity politeness" (Scollon & Scollon, 2001), where reduced formality and use of potentially offensive terms signal

closeness. Furthermore, the notion of "community of practice" (Eckert & McConnell-Ginet, 1992) is crucial, as friends develop unique linguistic repertoires where pejorative terms become reappropriated markers of membership. Cross-cultural pragmatics (Wierzbicka, 1991) guides the comparison, anticipating significant variation in acceptable topics, intensity, and participant roles based on cultural values.

Sociolinguistic Features in English In-Group Insults

In many English-speaking friendship circles (e.g., American, British, Australian), pejorative expressivity is a well-documented feature of male-dominated "mateship" but is prevalent across genders.

Linguistic Forms: These often include hyperbolic or creative vulgarity ("you absolute weapon," "legendary muppet"), deadpan understatement, and stereotypical insults that are so generic they lose denotational force ("idiot," "moron"). The use of reclaimed derogatory terms within the group is also common.

Themes and Targets: Common themes involve mocking a friend's intelligence, minor failures, personal habits, or taste in media. Physical appearance may be targeted, but usually within strictly understood boundaries to avoid genuine offense. The friend's skills or assets might be insulted enviously ("you jammy git").

Context and Rules: The key rule is the clear signaling of non-serious intent through prosody (exaggerated tone, laughter), facial expression, and preceding relational history. The "insult" must be clearly implausible or relate to a shared, understood narrative. A failure to recognize this frame can lead to serious face damage and conflict, indicating the precarious balance maintained.

Sociolinguistic Features in Uzbek In-Group Insults

Uzbek in-group communication operates within a different cultural matrix, emphasizing respect for elders and hierarchical relationships, which creates a distinct context for peer solidarity among friends.

Linguistic Forms: Insults may draw from a rich lexicon of colloquialisms and culturally specific metaphors. Terms like "tentak" (fool) or "jinni" (crazy) are used with affectionate tone. Unlike English, there is a significant use of kinship terms in a reversed, jocular manner (e.g., using "aka" (older brother) or "opa" (older sister) ironically to a younger friend or in a context mocking responsibility).

Themes and Targets: Themes often revolve around playful accusations of stinginess ("ziyosat qilganda ham olib kelmaysan" - you wouldn't bring anything even if you went on a pilgrimage), clumsiness, or excessive naivety. Due to cultural sensitivity, insults related to family honor or serious religious matters are strictly taboo, even in jest. Humor is frequently self-deprecating as well as other-directed.

Context and Rules: The context is paramount. Such language is almost exclusively reserved for private, informal settings among age-equals (yoshdoshlar). The hierarchical dimension is crucial; these exchanges are fluid among peers but sharply constrained in the presence of older individuals or in more formal mixed-age gatherings, where respect (hurmat) norms take precedence. The speaker's intentionality (niyat) must be perceived as pure and friendly.

Comparative Analysis and Discussion

A comparative analysis reveals core shared functions: both linguistic cultures employ pejorative expressivity to build solidarity, demonstrate the strength of the relationship (testing boundaries in a safe space), and create a unique in-group identity.

The primary differences lie in constraints and expression:

Hierarchy vs. Egalitarianism: Uzbek usage is more sensitive to vertical social structure. The practice is tightly confined to the peer horizontal axis, while English-speaking circles, while still context-aware, may exhibit it more readily across slightly more varied power dynamics (e.g., between a senior and junior colleague who are also friends).

Taboo Domains: The semantic boundaries of permissible topics are culture-specific. Jokes about family are riskier in Uzbek contexts, whereas certain types of personal appearance jokes might be more sensitive in English contexts influenced by contemporary social awareness movements.

Linguistic Realization: English often employs creative exaggeration and profanity. Uzbek may rely more on irony, proverbial humor, and the manipulation of respectful address forms for jocular effect, drawing from a shared cultural reservoir.

CONCLUSION

The use of pejorative expressivity in English and Uzbek friendship circles is a sophisticated sociolinguistic practice that transforms potentially aggressive speech into a tool of affiliation. It constitutes a "phatic communion" of a provocative kind, serving to strengthen group bonds through the mutual understanding that the literal meaning of the words is suspended. This study concludes that while the underlying social-psychological function of cementing in-group solidarity is a pragmatic universal, its manifestation is culturally curated. The specific lexical choices, topical boundaries, and situational appropriateness are dictated by deeper cultural values—such as the Uzbek emphasis on hurmat (respect) within hierarchy versus the more egalitarian ideal often privileged in English-speaking friend groups. Further research employing recorded naturalistic data would provide deeper insights into the precise prosodic and paralinguistic cues that maintain the fragile "joking frame" in both cultures, preventing these ritualized insults from escalating into genuine conflict.

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KONSEPTUAL METAFORA VA KONTSEPTUAL XARITALASHNING IKKILAMCHI NOMINATSIYADAGI AHAMIYATI

Muallif: Sodiqova Sabohat Ilhom qizi ¹

Affiliyatsiya: Katta o'qituvchi, Xorijiy til va adabiyoti kafedrası, Xalqaro Nordik Universiteti ¹

DOI: <https://doi.org/10.5281/zenodo.19641279>

ANNOTATSIYA

Ikkilamchi nominatsiya deganda chuqurroq madaniy, ijtimoiy va kognitiv ma'nolarni o'zida mujassamlashtirgan ismlar, taxalluslar va boshqa nominativ iboralardan foydalanish tushuniladi. Kontseptual metaforalar shaxslarga nomlarni ramziy ma'nolar bilan boyitib, bir-biriga bog'liq bo'lmagan g'oyalarni bog'lash imkonini beradi, kontseptual xaritalash esa g'oyalarni tartibga solish, nomlar va kengroq ijtimoiy kontekstlar o'rtasidagi munosabatlarni o'rnatishga yordam beradi. Ikkala jarayon ham o'ziga xoslikni shakllantirishda muhim rol o'ynaydi, insonlar jamiyatda o'zlarini qanday qabul qilishlari va ifodalashlariga ta'sir qiladi. Ushbu maqolada kontseptual metafora va kontseptual xaritalashning ikkinchi darajali nominatsiya jarayonidagi roli o'rganilib, ularning kognitiv va ijtimoiy ahamiyatini tahlil qilinadi.

Kalit so'zlar: nominatsiya, kognitiv, kontseptual, metafora, ijtimoiy, identifikatsiyalash

Tilshunoslik sohasida olib borilayotgan tadqiqotlarda shaxs uchun tanlanadigan nomlar yoki ismlar shunchaki individual tanlov asosida emas, balki kognitiv mexanizmlar ta'siri ostida yuzaga kelishi aniqlanmoqda. Ikkilamchi nominatsiya bilan bog'liq ikkita muhim kognitiv jarayon - kontseptual metafora va kontseptual xaritalash - ikkinchi darajali nominativ iboralarning shakllanishi va tushunilishini shakllantirishda muhim rol o'ynaydi. Ikkilamchi nominatsiya deganda chuqur madaniy, ijtimoiy va kognitiv ma'nolarni o'zida mujassam etgan oddiy identifikatsiyalash vazifasi doirasidan tashqariga chiqadigan nomlar, taxalluslar va boshqa nominativ iboralardan foydalanish tushuniladi. Tilshunoslik atamaları lug'atida berilishicha, "ikkilamchi nominatsiya bu mavjud lingvistik birlikdan yangi tushunchalarni ifodalashda foydalanishdir"[1]. Kontseptual metafora va kontseptual xaritalash ushbu jarayonning markaziy o'rinni egallaydi, chunki ular ikkinchi darajali nominatsiyaning boy, keng qamrovli ma'nolarni keltirib chiqarishini tushunish uchun asos yaratadi.

Kontseptual metafora bir g'oya yoki kontseptual sohani boshqa nuqtai nazardan tushunishni o'z ichiga oladi. Kundalik tilda metafora keng tarqalgan. Ular mavhum tushunchalar haqidagi fikrimizni shakllantirishga, atrofimizdagi dunyoni qay holatda idrok etishimiz va tasniflashimizga ta'sir qiladi. Metaforalar, xususan, ikkinchi darajali nomlash jarayonida muhim rol o'ynaydi, bu esa insonlarga bir-biriga bog'liq bo'lmagan g'oyalar va hodisalarni bog'lash imkonini beradi. Metaforalarni

qo'llash orqali ismlar ramziy yoki metaforik ma'noga ega bo'lishi mumkin va bu oddiy nomlashdan ko'ra ancha nozik jarayondir.

Misol uchun, raqobat muhitida odamni "sher" deb atash mumkin, bu jasorat, kuch yoki shiddatlilik kabi fazilatlarni nazarda tutadi. Bu yerda hayvonga nisbatan metaforik ishora shaxsning bevosita tavsifidan ancha uzoqda bo'lgan shaxsning ma'lum sifatlarini yetkazishga xizmat qiluvchi murakkab obrazni uyg'otadi. Ikkilamchi nominatsiyaga bunday metaforik yondashuv turli xil xususiyatlar yoki xatti-harakatlarni bitta atamaga joylash imkonini beradi va shu bilan ismning ma'nosini boyitadi.

Ikkilamchi nominatsiyada kontseptual metaforalarning ahamiyati, ayniqsa, shaxs ismlarida yaqqol namoyon bo'ladi. Ba'zi ismlar odamlarning boshqalar tomonidan qanday qabul qilinishiga ta'sir qiluvchi metaforik assotsiatsiyalarni keltirib chiqaradi. Jumladan, Sevinch (baxt ma'nosi) yoki Shodiyona (quvonch ma'nosi) kabi ismlar majoziy jihatdan ijobiylik va shodlik tuyg'ulari bilan bog'langan. Ushbu metaforik nomlar o'ziga xos hissiy yoki xulq-atvor xususiyatlari bilan bog'lash orqali shaxsning ijtimoiy o'ziga xosligini shakllantirishga yordam beradi. Shu tariqa, kontseptual metaforalar ikkinchi darajali nomlarni tanlash jarayonida asosiy o'rin tutadi, nomlarni kengroq ramziy ma'nolar bilan boyitadi.

Yana bir muhim kognitiv mexanizmlardan biri kontseptual xaritalash ong ichidagi tushunchalarni tashkil etish va bog'lashni o'z ichiga oladi. Kontseptual xaritalash inson ongida turli g'oyalar yoki atributlarni bir-biriga bog'lab, dunyoni tushunishga yordam beradigan aqliy tasvirlar yoki "xaritalar" ni shakllantirish jarayonidir [2]. Ikkilamchi nominatsiyada kontseptual xaritalash ismlar va ushbu nomlar mavjud bo'lgan kengroq kognitiv, ijtimoiy va madaniy doiralar o'rtasidagi munosabatlarni o'rnatishga yordam beradi.

Masalan, shaxsning kasbiga ko'ra nomi berilganda, masalan, o't o'chiruvchi sifatidagi faoliyati doirasida "qahramon" deb atalsa, kontseptual xaritalash amalga oshiriladi. O't o'chiruvchi (xavfli va hayotni saqlab qoluvchi kasb bilan shug'ullanuvchi shaxs) tushunchasi ruhiy jihatdan kengroq qahramonlik tushunchasiga (o'zining jasorati va olijanob fazilatlari bilan qoyil qoldirgan shaxs) moslashtiriladi. Bunda ikki g'oya o'rtasidagi kontseptual xaritalash nomlanayotgan shaxsning ijtimoiy va kognitiv tushunchasini kuchaytiradi, ismning asosiy vazifasidan tashqari chuqurroq ma'no qatlamini yaratadi.

Kontseptual xaritalashning roli, ayniqsa taxalluslar yoki laqablar kabi ikkilamchi nominativ iboralarda yaqqol namoyon bo'ladi. Ushbu turdagi nomlar ko'pincha shaxsning fazilatlari yoki xususiyatlari va kengroq ijtimoiy yoki madaniy toifalar o'rtasidagi assotsiatsiyadan kelib chiqadi. Masalan, aql-zakovati bilan mashhur bo'lgan odamni "Eynshteyn" deb atash mumkin, chunki kontseptual xarita ularning aql-zakovatini taniqli Albert Eynshteyn arbobi bilan bog'laydi. Ushbu xaritalash shaxsning ijtimoiy o'ziga xosligini mustahkamlaydi, uning ismining asosiy belgisidan tashqariga chiqadigan ma'lum kognitiv va ijtimoiy tomonlarini ta'kidlaydi.

Bundan tashqari, kontseptual xaritalash turli madaniy va ijtimoiy kontekstlarda ikkilamchi ismlarning metaforik va ramziy ishlatilishini tushunishda muhim ahamiyatga ega. Kontseptual xaritalar nafaqat ichki kognitiv jarayonlar, balki ijtimoiy o'zaro ta'sirlar va madaniy hikoyalar orqali ham shakllanadi. Ushbu xaritalar insonlarga nom berish va nominative birliklarning tasniflanishiga ta'sir qiladi, ko'pincha umumiy madaniy qadriyatlar, e'tiqodlar va me'yorlarni aks ettiradi.

Ikkilamchi nominatsiya ortidagi kognitiv mexanizmlarga qo‘shimcha ravishda, kontseptual metafora ham, kontseptual xaritalash ham nomlash amaliyoti sodir bo‘ladigan ijtimoiy va madaniy kontekstlardan ta’sirlanadi. Turli jamiyatlarda ba’zi metaforalar boshqalarga qaraganda ko‘proq tarqalgan yoki mazmunli bo‘lishi mumkin, bu nomlarni belgilash va tushunish usullarini shakllantiradi. Misol uchun, ba’zi madaniyatlarda ismlar ota-onalarning farzandlariga bo‘lgan umidlari yoki intilishlarini metaforik tarzda aks ettirishi mumkin, masalan, qaysidir fazilatlar yoki ideallarni yetkazish uchun bolaga “G‘olib” yoki “Jasur” deb ism qo‘yish holatlari uchraydi. Boshqa madaniyatlarda ismlar ijtimoiy mavqei, nasl-nasabi yoki etnik kelib chiqishini anglatishi mumkin, bunda metaforik xaritalar muayyan ijtimoiy rollar yoki umidlar bilan mos keladi.

Xuddi shunday, kontseptual xaritalar ham umumbelgilangan emas, balki madaniy kontekst va individual tajribalar asosida shakllantiriladi. Shaxsning ismi va uning atributlari yoki ijtimoiy roli o‘rtasidagi aloqalar bir madaniy guruhdan boshqasiga farq qilishi mumkin. Misol uchun, “Qiro‘l” kabi nom ba’zi kontekstlarda hokimiyat va hurmat hissini uyg‘otsa, boshqalarida oddiy nom sifatida ko‘rinishi mumkin. Ushbu xaritalashlarning madaniy ahamiyati ikkilamchi nominatsiyaning o‘ziga xos tabiatini ko‘rsatib, individual bilish va ijtimoiy me‘yorlar o‘rtasidagi o‘zaro bog‘liqlikni ta’kidlaydi.

Ikkilamchi nominatsiyada kontseptual metafora va kontseptual xaritalashning eng chuqur ta’siridan biri ularning shaxsiyatning shakllanishiga ta’siridir. Majoziy va kontseptual jarayonlar orqali shaxslarga berilgan ismlar va yoriqlar ko‘pincha odamlar o‘zlarini qanday qabul qilishlari va boshqalar tomonidan qanday qabul qilinishining muhim qismiga aylanadi.

Kontseptual xaritalash orqali yaratilgan metaforik nomlar va assotsiatsiyalar odamlarga kognitiv asosni shakllantirishga yordam beradi, bu orqali ular jamiyatdagi rolini tushunadilar. Masalan, shaxsning fazilatlarini yoki xulq-atvoriga asoslangan taxallus uning o‘ziga xoslik hissini kuchaytirishi mumkin, bu shunchaki identifikatsiyadan tashqari ijtimoiy funktsiyani ta’minlaydi. Ushbu nomlash jarayoni, shuningdek, jamiyat tomonidan shaxslarga qo‘yiladigan umidlarni shakllantirishi mumkin va bu ularning harakatlariga yoki turli kontekstlardagi munosabatlariga ta’sir qiladi.

Bundan tashqari, metaforalar va kontseptual xaritalar asosida boshqariladigan ikkilamchi nominatsiya jarayoni ijtimoiy muloqot shakli bo‘lib xizmat qiladi. Umumiy kontseptual asoslarni keltirib chiqaradigan nomlardan foydalangan holda, insonlar ijtimoiy rollar, munosabatlar va shaxsiy xususiyatlar haqida ularni aniq ifoda etmasdan turib murakkab g‘oyalarni yetkazishlari mumkin. Bu ikkilamchi nominatsiyani nafaqat individual identifikatsiyani, balki ijtimoiy dinamika va o‘zaro munosabatlarni shakllantirishda kuchli vositaga aylantiradi.

Xulosa qilib aytganda, kontseptual metaforalar va kontseptual xaritalash ikkilamchi nominatsiya jarayonida muhim kognitiv mexanizmlardir. Ular ismlarning ma’nosini boyitadi, ularni oddiy identifikatorlardan ijtimoiy aloqa va shaxsni shakllantirishning kuchli vositalariga aylantiradi. Metaforalardan foydalanish orqali ismlar ramziy va hissiy ahamiyatga ega bo‘lib, shaxslarga murakkab g‘oyalar va fazilatlarini bog‘lagan shaklda ifodalash imkonini beradi. Kontseptual xaritalash ismlarni kengroq ijtimoiy, madaniy va kognitiv doiralar bilan bog‘lash, shaxslarning o‘ziga xosligi va jamiyatdagi rollarini mustahkamlash orqali jarayonni yanada kuchaytiradi.

Ikkilamchi nominatsiyalar, xoh metafora, xoh taxalluslar, xoh majoziy iboralar orqali bo'lsin, shunchaki lisoniy hodisa emas, balki inson atrofidagi borliqni tasniflashi, tushunishi va u bilan bog'lanishini boshqaradigan kognitiv jarayonlar bilan uzviy aloqada hisoblanadi. Ushbu jarayonlarni o'rganish orqali nomlar insonning shaxsiyat, madaniyat va ijtimoiy dinamika haqidagi tushunchasini shakllantirishi va aks ettirishi haqida qimmatli bilimlarga ega bo'lish imkonini beradi. Shu ma'noda, ikkinchi darajali nominatsiyalar insonning boshqalarni idrok etishi va o'zaro munosabatlariga ta'sir qiluvchi kognitiv va ijtimoiy kuchlarga ko'zgu bo'lib xizmat qiladi.

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THE ROLE OF BORROWINGS IN THE DEVELOPMENT OF UZBEK AND ENGLISH VOCABULARY

Author: Ubaydullayeva Diyora Khaydarali qizi ¹

Affiliation: Master's student at Nordic International University¹

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ANNOTATION

This study examines the role of borrowings in the development of Uzbek and English vocabularies. It analyzes the historical sources, types, and linguistic adaptation of loanwords in both languages. The research highlights how borrowing contributes to lexical enrichment, intercultural communication, and the formation of specialized terminology. A comparative approach is used to identify similarities and differences in borrowing processes. The study also considers the impact of globalization and language contact on vocabulary expansion. The findings demonstrate that borrowing is an essential mechanism of language evolution and a reflection of cultural interaction between societies.

Keywords: borrowing, loanwords, Uzbek language, English language, vocabulary development, lexical enrichment, language contact, linguistic adaptation, globalization, terminology.

INTRODUCTION

Language is a dynamic and evolving system that reflects the cultural, historical, and social experiences of its speakers. One of the most significant processes contributing to the enrichment and expansion of any language is lexical borrowing. Borrowings, also referred to as loanwords, represent linguistic elements adopted from one language into another as a result of contact between different linguistic communities. This phenomenon has played a crucial role in shaping the vocabularies of many world languages, including Uzbek and English. The study of borrowings not only reveals the linguistic mechanisms of vocabulary expansion but also provides valuable insights into intercultural communication, historical interactions, and socio-political developments. In the context of globalization, the exchange of lexical units across languages has intensified, leading to an unprecedented level of linguistic interaction. As societies become increasingly interconnected through trade, technology, migration, and media, languages continuously absorb new words to accommodate emerging concepts, objects, and cultural practices. Consequently, borrowing has become one of the most productive means of vocabulary development in both Uzbek and English languages. The Uzbek language, belonging to the Turkic language family, has undergone significant lexical changes throughout its historical development. Due to its geographical location and historical interactions with various civilizations, Uzbek has incorporated a substantial number of loanwords from Persian, Arabic, Russian, and more recently, English. Each wave of borrowing corresponds to a specific historical period and reflects the socio-cultural influences of

that time. For instance, Arabic borrowings are predominantly associated with the spread of Islam and the development of science, religion, and education in Central Asia. Persian loanwords, on the other hand, have contributed significantly to literature, poetry, and everyday vocabulary. Russian borrowings became prominent during the Soviet era, particularly in administrative, technical, and scientific domains. In recent decades, English has emerged as a major source of new lexical items, especially in fields such as information technology, business, and popular culture.¹ Similarly, the English language, a member of the Germanic branch of the Indo-European language family, has a long history of extensive borrowing. English vocabulary has been profoundly influenced by Latin, French, Greek, Norse, and many other languages due to historical events such as invasions, trade relations, colonization, and cultural exchange. One of the most notable periods of borrowing occurred after the Norman Conquest of 1066, when a large number of French words entered the English lexicon, significantly shaping its vocabulary, particularly in areas related to law, government, art, and cuisine. Latin and Greek borrowings have enriched the scientific and academic vocabulary of English, making it one of the most lexically diverse languages in the world. The comparative analysis of borrowings in Uzbek and English provides a unique opportunity to explore both similarities and differences in the processes of lexical adaptation and integration. While both languages actively adopt foreign words, the mechanisms of phonological, morphological, and semantic adaptation may vary due to structural differences between the languages. For example, borrowed words in Uzbek often undergo phonetic adjustments to conform to the phonological system of the language, whereas English tends to preserve the original form of many loanwords, especially in formal contexts. Furthermore, the role of borrowings extends beyond mere vocabulary enrichment. Borrowings serve as indicators of cultural contact and influence, reflecting the historical relationships between nations and communities. They also play a crucial role in the development of specialized terminologies in various fields such as science, technology, medicine, and economics. In modern times, English has become a global lingua franca, influencing many languages, including Uzbek, through the introduction of international terms and concepts. The relevance of this study lies in its focus on understanding how borrowing contributes to the development of lexical systems in different linguistic contexts. By examining the sources, types, and functions of borrowings in Uzbek and English, this research aims to highlight the importance of linguistic interaction in shaping language evolution. Additionally, the study seeks to analyze the factors that facilitate or hinder the adoption of foreign lexical items, such as language policies, cultural attitudes, and the degree of language contact. From a theoretical perspective, the study of borrowings is closely related to several linguistic disciplines, including lexicology, sociolinguistics, and contact linguistics. Lexicology examines the structure and meaning of words, while sociolinguistics explores the social factors influencing language use and change. Contact linguistics, in particular, focuses on the outcomes of language contact, including borrowing, code-switching, and language convergence. By integrating these perspectives, the present research provides a comprehensive understanding of borrowing as a multifaceted linguistic phenomenon. Moreover, the increasing influence of digital communication and

¹ Alimov, A. (2010). The Influence of English Borrowings on Uzbek Vocabulary. *Journal of Uzbek Linguistics*, 2(1), 45-52.

mass media has accelerated the process of lexical borrowing.² The widespread use of the internet, social networks, and global communication platforms has facilitated the rapid dissemination of new words and expressions across linguistic boundaries. As a result, languages are constantly adapting to new realities by incorporating foreign elements into their lexicons. This trend is particularly evident in the Uzbek language, where English borrowings have become increasingly common in everyday speech, especially among younger generations. Despite the benefits of borrowing, such as lexical enrichment and increased expressiveness, it also raises certain concerns regarding language purity and identity. Some linguists and language policymakers argue that excessive borrowing may lead to the erosion of native vocabulary and cultural identity. Therefore, it is essential to strike a balance between adopting foreign elements and preserving the unique characteristics of a language. In Uzbekistan, language reforms and policies have been implemented to regulate the use of foreign words and promote the development of native terminology. In the English-speaking world, borrowing is generally perceived as a natural and inevitable aspect of language evolution. The openness of English to foreign influences has contributed to its global dominance and flexibility. However, even in English, there are ongoing debates about the impact of borrowing on language standardization and clarity, particularly in specialized fields where precise terminology is crucial. The present study aims to address the following research objectives: to identify the main sources of borrowings in Uzbek and English; to analyze the linguistic processes involved in the adaptation of borrowed words; to examine the functional roles of borrowings in different domains; and to compare the patterns of borrowing in both languages. By achieving these objectives, the research contributes to a deeper understanding of how languages evolve through interaction and exchange. Borrowing is a fundamental mechanism of language development that reflects the dynamic nature of linguistic systems. The study of borrowings in Uzbek and English not only enhances our understanding of vocabulary formation but also sheds light on the broader processes of cultural and social interaction. As languages continue to evolve in response to global changes, the role of borrowing will remain a key area of interest for linguists and researchers. Therefore, investigating this phenomenon is essential for understanding both the past and future development of languages in an increasingly interconnected world.³

Borrowing is one of the central processes in the field of lexicology and contact linguistics. It refers to the adoption of linguistic elements, primarily lexical units, from one language into another. This process occurs as a result of direct or indirect contact between speakers of different languages. Borrowing is not limited to words alone; it may also include phonological patterns, morphological structures, and even syntactic constructions. Linguists classify borrowings into several types based on their degree of assimilation and structural characteristics. The most common types include loanwords, calques (loan translations), semantic borrowings, and hybrid formations. Loanwords are directly taken from a source language with some phonetic or morphological adaptation. Calques involve the translation of foreign expressions into native elements, preserving the original meaning but using domestic linguistic material. Semantic borrowing occurs when an existing word acquires a new meaning under the influence of another language. Hybrid formations

² McMahon, A. (1994). *Understanding Language Change*. Cambridge: Cambridge University Press.

³ Haugen, E. (1950). *The Analysis of Linguistic Borrowing*. *Language*, 26(2), 210–231.

combine elements from both native and foreign sources. The process of borrowing typically involves three stages: introduction, adaptation, and integration. At the introduction stage, a foreign word enters the language, often through bilingual speakers or specialized domains. During adaptation, the borrowed word undergoes phonological and grammatical changes to fit the recipient language. Finally, in the integration stage, the word becomes a fully accepted part of the vocabulary and may even lose its foreign identity.

The Uzbek language has been significantly shaped by various historical and cultural influences, resulting in a rich and diverse lexical system. One of the earliest and most influential sources of borrowing in Uzbek is the Arabic language. Arabic loanwords entered Uzbek primarily through the spread of Islam and the development of religious, scientific, and educational traditions in Central Asia. Words related to religion, philosophy, and science, such as *ilm* (knowledge), *kitob* (book), and *madaniyat* (culture), have Arabic origins. Another major source of borrowing is the Persian language. Persian influence on Uzbek is particularly evident in literature, poetry, and everyday vocabulary. Many commonly used words, such as *do'st* (friend), *go'zal* (beautiful), and *dunyo* (world), are of Persian origin. This influence reflects the long-standing cultural and literary connections between Central Asian and Persian-speaking societies.

The Russian language played a dominant role in the lexical development of Uzbek during the Soviet period. Russian borrowings are especially prevalent in technical, administrative, and scientific domains. Words such as *zavod* (factory), *pasport* (passport), and *institut* (institute) entered Uzbek during this time. These borrowings often retain their original phonetic structure but are adapted to Uzbek grammatical rules. In recent decades, English has emerged as a major source of new borrowings in Uzbek. The influence of English is particularly strong in areas such as information technology, business, and popular culture. Words like *kompyuter* (computer), *internet*, *marketing*, and *manager* are widely used in modern Uzbek. This trend reflects the global dominance of English and the increasing integration of Uzbekistan into the international community.

The English language has a long and complex history of borrowing from various languages. One of the earliest influences came from Old Norse during the Viking invasions. Words such as *sky*, *egg*, and *window* are of Norse origin and have become integral parts of English vocabulary. The most significant wave of borrowing in English occurred after the Norman Conquest of 1066, when French became the language of the ruling class in England. As a result, thousands of French words entered English, particularly in areas such as law (*court*, *judge*), government (*parliament*, *state*), and cuisine (*beef*, *mutton*). Latin and Greek have also had a profound impact on English vocabulary, especially in scientific and academic contexts. Many technical terms in fields such as medicine, biology, and philosophy are derived from these classical languages. For example, words like *biology*, *philosophy*, and *radius* have Latin or Greek origins. In modern times, English continues to borrow words from a wide range of languages due to globalization and cultural exchange. Words such as *sushi* (Japanese), *ballet* (French), and *yoga* (Sanskrit) demonstrate the openness of English to foreign influences.

When a word is borrowed from one language into another, it often undergoes various changes to conform to the linguistic system of the recipient language. These changes can be categorized into phonological, morphological, and semantic

adaptation. Phonological adaptation involves modifying the pronunciation of the borrowed word to fit the sound system of the target language. For example, the English word computer becomes kompyuter in Uzbek, reflecting the phonetic rules of Uzbek. Morphological adaptation refers to the integration of borrowed words into the grammatical system of the language. In Uzbek, borrowed nouns can take native suffixes for case and number, such as kompyuterlar (computers) or institutda (in the institute). Semantic adaptation occurs when the meaning of a borrowed word changes or expands in the new language. For instance, some borrowed words may acquire additional meanings or be used in different contexts compared to their original usage. Borrowings play several important roles in the development of vocabulary. First, they serve as a means of lexical enrichment, allowing languages to expand their vocabulary and express new concepts. This is particularly important in fields such as science and technology, where new terms are constantly needed.⁴

Second, borrowings facilitate intercultural communication by providing a shared vocabulary for global interaction. In the modern world, many international terms are based on English, making it easier for speakers of different languages to communicate.

Third, borrowings contribute to the development of specialized terminology in various domains, including medicine, economics, and information technology. These terms often have precise meanings that are difficult to express using native vocabulary alone.

Finally, borrowings reflect historical and cultural connections between different societies. By studying loanwords, linguists can trace patterns of migration, trade, and cultural exchange.

CONCLUSION

Borrowing is a fundamental and dynamic process that plays a crucial role in the development and enrichment of both Uzbek and English vocabularies. As demonstrated throughout this study, lexical borrowing is not merely a linguistic phenomenon but also a reflection of historical, cultural, and social interactions between different speech communities. The continuous exchange of lexical units between languages highlights the interconnectedness of societies and the influence of external factors on language evolution. The analysis has shown that both Uzbek and English have undergone significant lexical expansion through borrowing, although the sources and patterns of borrowing differ due to their unique historical trajectories. The Uzbek language has absorbed a wide range of loanwords from Arabic, Persian, Russian, and English, each corresponding to specific periods of cultural and political influence. These borrowings have contributed to various domains, including religion, literature, science, and technology. Similarly, English has incorporated lexical elements from numerous languages such as Latin, French, Norse, and Greek, resulting in a highly diverse and flexible vocabulary. Furthermore, the study has revealed that the process of borrowing involves complex mechanisms of phonological, morphological, and semantic adaptation. While Uzbek tends to adapt borrowed words more thoroughly to fit its linguistic system, English often retains the original forms of loanwords, reflecting its openness and global character. Despite these differences, both languages utilize borrowing as an effective strategy

⁴ Rahmatullayev, Sh. (2006). O'zbek tilining izohli lug'ati. Toshkent: O'zbekiston Milliy Ensiklopediyasi

for lexical innovation and the expression of new concepts. The functional significance of borrowings extends beyond vocabulary expansion. Borrowings facilitate intercultural communication, support the development of specialized terminology, and serve as indicators of historical contact and cultural exchange. In the modern context of globalization, the role of English as a dominant source of international vocabulary has become increasingly evident, particularly in influencing languages such as Uzbek.

At the same time, the study acknowledges the challenges associated with borrowing, including concerns about language purity, identity, and standardization. Excessive reliance on foreign words may lead to the marginalization of native lexical resources, making it essential to maintain a balance between adopting new elements and preserving linguistic heritage. Language policies and educational strategies can play a vital role in regulating this process and promoting the effective use of both native and borrowed vocabulary. Overall, the findings of this research emphasize that borrowing is an inevitable and beneficial aspect of language development. It enables languages to adapt to changing realities, expand their expressive potential, and participate in global communication. Therefore, rather than being viewed as a threat, borrowing should be considered a valuable resource that contributes to the vitality and sustainability of languages. In conclusion, the comparative study of borrowings in Uzbek and English provides deeper insight into the mechanisms of language change and the impact of cultural interaction on lexical systems. Future research may further explore the influence of digital communication, globalization, and language policy on borrowing processes, as well as their implications for linguistic diversity and identity in an increasingly interconnected world.

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COGNITIVE GENDER ANALYSIS OF CONCEPTUAL METAPHORS AND FRAMES IN UZBEK AND ENGLISH ADVERTISEMENTS

Author: Xayitmatova Sevinch Sherzod qizi¹

Affiliation: Master's student at Nordic International University¹

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ABSTRACT

This study investigates the cognitive mechanisms underlying gender-oriented advertising in Uzbek and English languages through the lens of conceptual metaphor theory and frame semantics. A corpus of 200 advertisements (100 Uzbek, 100 English) targeting male and female audiences was analyzed using cognitive linguistic methodology. The findings reveal systematic differences in conceptual metaphors and frame structures employed in gender-targeted advertising across both languages. Female-oriented advertisements predominantly utilize BEAUTY IS A JOURNEY and SELF-CARE IS TRANSFORMATION metaphors, while male-oriented advertisements favor ACHIEVEMENT IS CONQUEST and SUCCESS IS POWER frames. Cross-linguistic analysis demonstrates both universal cognitive patterns and culture-specific variations in gender representation strategies.

Keywords: cognitive linguistics, gender, advertising discourse, conceptual metaphor, frame semantics, Uzbek, English.

INTRODUCTION

Advertising discourse represents a strategically crafted form of communication designed to influence consumer behavior through linguistic and visual persuasion mechanisms. The intersection of gender and advertising has attracted significant scholarly attention, particularly within cognitive linguistics, which provides theoretical tools for analyzing how advertisers construct and manipulate conceptual structures to appeal to gendered audiences (Lakoff & Johnson, 1980; Fillmore, 1982).

The cognitive approach to advertising language analysis enables researchers to uncover the underlying mental representations that advertisers exploit when targeting specific demographic groups. Conceptual metaphors, as systematic mappings between source and target domains, and frames, as structured knowledge representations, serve as powerful analytical instruments for understanding how gender stereotypes are linguistically encoded and perpetuated in commercial discourse (Forceville, 1996; Kovecses, 2010).

Despite extensive research on gender in advertising within Western contexts, comparative studies examining non-Western languages remain limited. Uzbek advertising discourse, situated at the crossroads of traditional Central Asian culture and globalized marketing practices, presents a unique case for cognitive linguistic analysis. This study addresses this gap by conducting a systematic comparison of cognitive structures in gender-oriented Uzbek and English advertisements.

The research objectives are threefold: (1) to identify dominant conceptual metaphors in male- and female-targeted advertisements in both languages; (2) to analyze frame structures that organize gender-related advertising content; and (3) to determine cross-linguistic similarities and differences in cognitive gender representation strategies.

MATERIALS AND METHODS

2.1 Corpus Description

The research corpus comprises 200 advertisements collected between 2022-2024: 100 Uzbek-language advertisements from national television channels, print media, and digital platforms, and 100 English-language advertisements from comparable sources in the United States and United Kingdom. The selection criteria included: (1) explicit gender targeting through visual and/or linguistic markers; (2) product categories with established gender associations (cosmetics, fashion, automobiles, technology); and (3) minimum text length of 15 words to ensure sufficient linguistic material for analysis.

Table 1. Corpus Distribution by Language, Gender Target, and Product Category

Category	UZ-F	UZ-M	EN-F	EN-M
Cosmetics/Beauty	18	4	20	3
Fashion/Apparel	15	12	14	11
Technology	6	16	5	18
Automobiles	3	14	4	15
Healthcare	8	4	7	3
Total	50	50	50	50

Note: UZ-F = Uzbek Female-targeted; UZ-M = Uzbek Male-targeted; EN-F = English Female-targeted; EN-M = English Male-targeted

2.2 Analytical Framework

The study employs a tripartite analytical framework integrating Conceptual Metaphor Theory (Lakoff & Johnson, 1980), Frame Semantics (Fillmore, 1982), and Critical Discourse Analysis (Fairclough, 1995). Metaphor identification followed the MIPVU procedure (Steen et al., 2010), adapted for advertising discourse. Frame analysis utilized FrameNet categories supplemented by domain-specific advertising frames identified through iterative coding.

2.3 Coding Procedure

Each advertisement was coded by two independent analysts for: (1) metaphorical expressions with source-target domain mappings; (2) activated frames with constituent frame elements; and (3) gender-indexical linguistic features. Inter-coder reliability was assessed using Cohen's kappa, yielding satisfactory agreement ($k = 0.84$ for metaphor identification; $k = 0.79$ for frame classification).

RESULTS

3.1 Conceptual Metaphors in Gender-Targeted Advertising

Analysis revealed distinct metaphorical profiles for male- and female-targeted advertisements across both languages. Table 2 presents the frequency distribution of dominant conceptual metaphors.

Table 2. Distribution of Conceptual Metaphors by Gender Target (%)

Conceptual Metaphor	UZ-F	UZ-M	EN-F	EN-M
BEAUTY IS A JOURNEY	34%	6%	38%	4%
SELF-CARE IS TRANSFORMATION	28%	8%	24%	6%
ACHIEVEMENT IS CONQUEST	4%	32%	6%	36%
SUCCESS IS POWER	8%	26%	10%	28%
PRODUCT IS COMPANION	18%	12%	14%	10%
Other	8%	16%	8%	16%

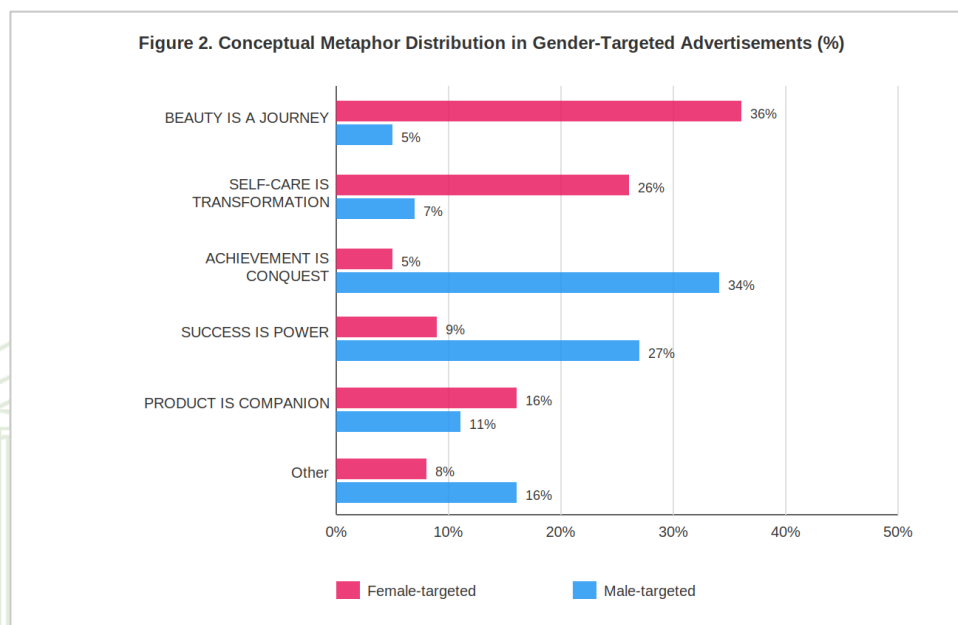


Figure 2. Conceptual Metaphor Distribution in Gender-Targeted Advertisements

Female-targeted advertisements in both languages exhibited strong preference for journey and transformation metaphors. Uzbek examples include "Go'zallik yo'lingizda hamroh" (Your companion on the beauty path) and "O'zingizni kashf eting" (Discover yourself), while English counterparts featured expressions such as "Begin your transformation today" and "Your journey to radiant skin."

Male-targeted advertisements predominantly employed conquest and power metaphors. Representative Uzbek expressions included "G'alabaga erishish" (Achieve victory) and "Kuchingizni namoyish qiling" (Demonstrate your power), paralleled by English formulations like "Conquer your day" and "Unleash your potential."

3.2 Frame Analysis

Frame semantic analysis identified five primary frames activated in gender-oriented advertising: SELF-ENHANCEMENT, COMPETITION, CARE, ACHIEVEMENT, and RELATIONSHIP. Table 3 displays the distribution of frame activation across gender categories.

Table 3. Frame Activation Frequency by Gender and Language

Frame	UZ-F	UZ-M	EN-F	EN-M
SELF-ENHANCEMENT	42	18	45	14
COMPETITION	8	38	6	42

CARE	32	12	28	8
ACHIEVEMENT	12	24	14	28
RELATIONSHIP	6	8	7	8

Note: Values represent raw frequencies; multiple frames may be activated within a single advertisement.

3.3 Cross-Linguistic Comparison

Chi-square analysis revealed no statistically significant differences between Uzbek and English advertisements in metaphor distribution for female-targeted content ($X^2 = 3.42, p > 0.05$) or male-targeted content ($X^2 = 2.87, p > 0.05$). This suggests universal cognitive patterns in gender representation across these linguistically and culturally distinct advertising traditions.

However, qualitative analysis uncovered notable culture-specific variations. Uzbek female-targeted advertisements more frequently invoked family-related frame elements (oila, farzand, ona) within the CARE frame, while English counterparts emphasized individual self-expression. Similarly, Uzbek male-targeted advertisements incorporated traditional masculine virtues (mardlik, g'ayrat) alongside Western competitive metaphors.

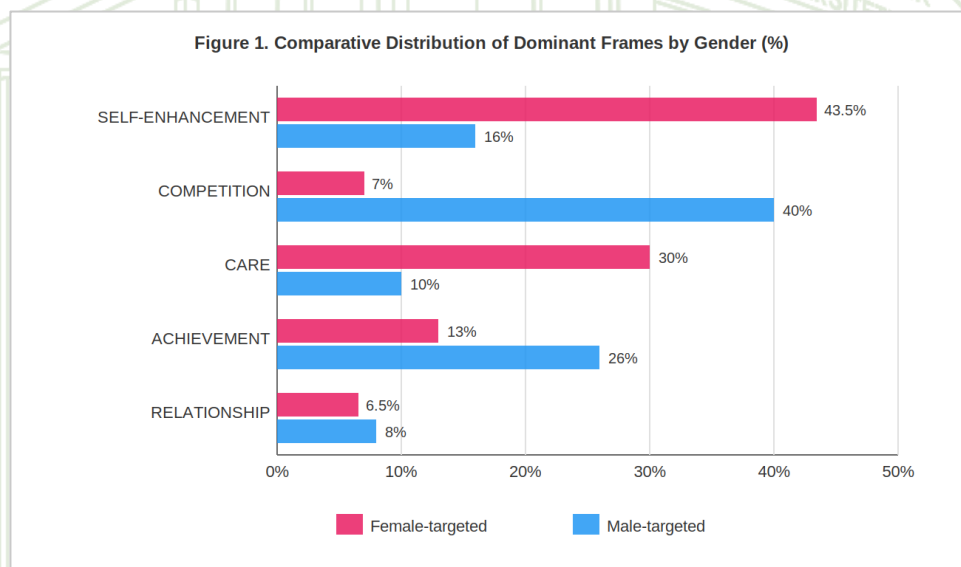


Figure 1. Comparative Distribution of Dominant Frames by Gender

DISCUSSION

The findings corroborate previous research on gender stereotyping in advertising while extending the analysis to cross-linguistic cognitive structures. The predominance of journey and transformation metaphors in female-targeted advertising aligns with Lakoff's (1987) observations on the conceptualization of feminine identity as processual rather than static. Conversely, the conquest and power metaphors prevalent in male-targeted content reflect culturally entrenched associations between masculinity and dominance (Kress & van Leeuwen, 2006).

The cross-linguistic stability of these patterns suggests that cognitive gender schemas operate at a relatively universal level, transcending specific cultural contexts. This finding supports Kovecses's (2005) hypothesis regarding the universality of certain conceptual metaphors grounded in shared embodied experience. However, the culture-specific frame elements identified in Uzbek

advertisements indicate that universal cognitive structures are locally instantiated through culturally salient concepts.

From a critical perspective, the systematic deployment of distinct metaphorical and frame structures for male and female audiences contributes to the perpetuation of gender binaries. Advertisers strategically exploit existing cognitive schemas, reinforcing rather than challenging stereotypical gender representations. This has implications for both advertising ethics and consumer literacy education.

Limitations of this study include the focus on explicit gender targeting, which may not capture more subtle gender-indexical features, and the relatively small corpus size. Future research should expand the corpus, incorporate multimodal analysis, and examine audience reception of gendered cognitive structures.

CONCLUSION

This study demonstrates the utility of cognitive linguistic methodology for analyzing gender representation in advertising across languages. The identification of systematic metaphor and frame patterns in Uzbek and English advertisements reveals both universal cognitive mechanisms and culture-specific adaptations in gender-oriented marketing communication. These findings contribute to theoretical understanding of the language-cognition interface in commercial discourse and have practical implications for advertising practitioners and media literacy education.

Future research directions include longitudinal analysis of shifting gender representations, multimodal cognitive analysis integrating visual and verbal elements, and experimental studies examining consumer processing of gendered conceptual structures.

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GENERAL PHONETIC CHARACTERISTICS OF THE UZBEK LANGUAGE IN RELATION TO STRESS PATTERNS

Author: Yuldasheva (Nabijonova) Mokhinur¹

Affiliation: Master's student at Nordic International University¹

DOI: <https://doi.org/10.5281/zenodo.19642728>

ABSTRACT

This study investigates the stress patterns of the Uzbek language in relation to its general phonetic characteristics. Uzbek, as an agglutinative and syllable-timed Turkic language, demonstrates a predominantly predictable final stress pattern. The research analyzes its vowel and consonant systems, syllable structure, and the absence of significant vowel reduction in unstressed positions. Unlike English, where stress is contrastive and strongly influences vowel quality, Uzbek stress is primarily realized through moderate intensity and slight duration increase. The findings provide a phonological basis for comparative analysis and highlight implications for English pronunciation teaching among Uzbek learners.

Keywords: Uzbek phonology; stress patterns; syllable-timed language; prosody; vowel harmony; word stress; phonological interference; English language acquisition..

INTRODUCTION

Stress is one of the fundamental components of prosody and plays a crucial role in the phonological organization of languages. It functions as a suprasegmental feature that contributes to rhythm, prominence, and intelligibility in speech. The realization and distribution of stress vary significantly across languages, making it an essential area of study in both theoretical and applied linguistics. A comparative investigation of stress patterns provides valuable insights into cross-linguistic differences and phonological typology.

The Uzbek language, as a member of the Turkic language family, possesses distinctive phonetic and prosodic characteristics. It is predominantly agglutinative in structure and syllable-timed in rhythm. One of its defining features is the relatively predictable placement of stress, typically occurring on the final syllable of a lexical word. Unlike English, where stress is variable and often contrastive, Uzbek stress does not usually function as a phonemic device that changes lexical meaning. Furthermore, the absence of strong vowel reduction in unstressed syllables contributes to a stable and uniform rhythmic pattern.

In contrast, English is classified as a stress-timed language characterized by complex stress assignment rules, vowel reduction, and significant acoustic variation between stressed and unstressed syllables. Stress in English plays a lexical and grammatical role and can alter meaning, as observed in noun-verb stress alternations. These typological differences create notable challenges for Uzbek learners acquiring English pronunciation, particularly in mastering variable stress placement and reduced vowels.

The present study aims to analyze the general phonetic characteristics of the Uzbek language and examine how these features shape its stress patterns. The research seeks to identify the structural and acoustic properties that distinguish Uzbek stress from English stress and to explore the implications of these differences for comparative phonology and language teaching.

The scientific relevance of this study lies in its contribution to the understanding of Turkic prosodic systems and cross-linguistic stress typology. The findings are expected to provide a theoretical foundation for further comparative research and practical recommendations for improving pronunciation instruction in English language education among Uzbek-speaking learners.

MAIN PART

Stress Patterns in the Uzbek Language : The stress system of the Uzbek language is shaped by its phonetic structure, rhythmic organization, and morphological typology. As a Turkic and agglutinative language, Uzbek demonstrates a relatively stable and predictable stress pattern, which differs significantly from the variable stress systems of many Indo-European languages.

Uzbek is generally classified as a syllable-timed language. In such languages, syllables are pronounced with relatively equal duration and articulatory prominence. This rhythmic characteristic influences the realization of stress, preventing strong phonetic reduction in unstressed syllables. Unlike English, where unstressed vowels frequently undergo centralization and shortening, Uzbek vowels largely preserve their full phonetic quality regardless of stress position. As a result, the acoustic contrast between stressed and unstressed syllables remains moderate.

Phonetic Basis of Stress : The vowel system of Uzbek consists of six core phonemes: /a, e, i, o, u, o'/. A key feature of the language is vowel harmony, which regulates vowel distribution within a word according to frontness and rounding. Although vowel harmony does not determine stress placement directly, it contributes to phonetic balance and structural cohesion within lexical units.

The consonant inventory and relatively simple syllable structures (mainly CV and CVC patterns) further support rhythmic uniformity. The limited use of complex consonant clusters reduces articulatory compression, maintaining perceptual stability across syllables.

Word Stress Pattern : One of the most distinctive features of Uzbek stress is its predominant placement on the final syllable of a lexical word. This positional regularity makes stress largely predictable.

Examples:

- Kitób
- Talabálár
- o'qítuvchí
- universitet

When suffixes are added, stress shifts to the newly formed final syllable:

bola → bolalár → bolalargá

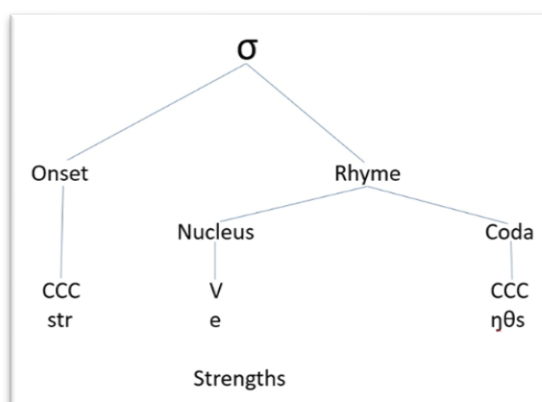
This demonstrates that stress in Uzbek is morphologically dynamic but positionally fixed. It does not depend on syllable weight or lexical category but rather on word structure.

Phonetically, Uzbek stress is realized through:

- Increased intensity

- Slight vowel lengthening
- Limited pitch elevation

However, it rarely serves a lexical contrastive function. Minimal pairs distinguished solely by stress are uncommon. Therefore, stress operates primarily as a rhythmic and structural marker rather than as a semantic differentiator.



Structural Model of Uzbek Stress

Simplified Pattern:

Root + Suffix (+ Suffix) → Stress on Final Syllable

This structural rule reflects the systematic nature of Uzbek stress.

Analytical Summary

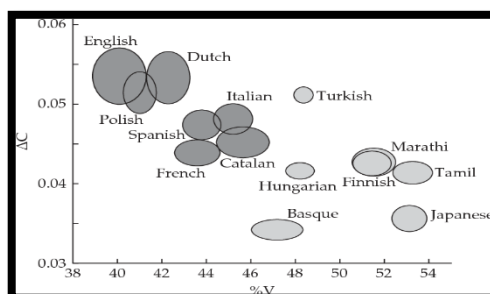
The findings indicate that Uzbek stress is:

- ✓ Predictable and predominantly final
- ✓ Structurally conditioned by morphology
- ✓ Moderately marked acoustically
- ✓ Non-contrastive in most lexical contexts
- ✓ Closely linked to syllable-timed rhythm

These characteristics establish a stable prosodic system and provide a strong foundation for comparative analysis with English stress patterns.

RESULTS

The analysis of the phonetic characteristics of the Uzbek language reveals that its stress system is structurally stable and largely predictable. The syllable-timed rhythmic organization ensures relatively equal duration and prominence of syllables, which significantly reduces strong acoustic contrast between stressed and unstressed positions. Unlike stress-timed languages, Uzbek does not demonstrate systematic vowel reduction; vowels generally retain their full articulatory quality regardless of stress placement.



The findings confirm that stress in Uzbek predominantly falls on the final syllable of lexical words and is primarily realized through moderate intensity and slight vowel lengthening, while pitch variation remains limited. Due to minimal reduction phenomena and simple syllable structures, stress does not typically serve a lexical contrastive function. Instead, it operates as a rhythmic and structural element within the prosodic system.

These results establish a phonological basis for comparative analysis and help explain difficulties Uzbek learners may encounter in acquiring variable and contrastive stress patterns in English.

CONCLUSION

The study of stress patterns in the Uzbek language demonstrates that stress is a structurally predictable and rhythmically conditioned feature of the language. The syllable-timed organization, minimal vowel reduction, and relatively simple syllable structures contribute to a stable prosodic system in which stress predominantly falls on the final syllable of lexical words.

Unlike stress-timed languages, Uzbek does not rely on strong acoustic contrast between stressed and unstressed syllables, and stress rarely performs a lexical contrastive function. Instead, it serves primarily as a rhythmic and structural marker within the phonological system.

These findings highlight the distinctive nature of Uzbek stress and provide a foundation for further comparative research, particularly in analyzing phonological differences between Uzbek and English and their implications for second language acquisition.

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THE LEXICO-SEMANTIC FEATURES OF HAPPINESS IN ENGLISH AND UZBEK LANGUAGES

Author: Zariqbayeva Shaxnoza Atabek qizi ¹

Affiliation: Master's student at Nordic International University¹

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ABSTRACT

The concept of happiness occupies an important place in linguistic and cultural studies because it reflects the emotional, psychological, and cultural worldview of different societies. This article explores the lexico-semantic features of the concept of happiness in English and Uzbek languages. The study analyzes lexical units, idiomatic expressions, and phraseological constructions associated with happiness in both languages. Particular attention is given to semantic nuances and cultural interpretations reflected in linguistic forms. The comparative analysis demonstrates that although happiness is a universal human emotion, its linguistic representation differs significantly due to cultural values, social traditions, and worldview.

Keywords: happiness, lexico-semantic analysis, linguoculture, English language, Uzbek language, emotion vocabulary.

INTRODUCTION

Language is not only a means of communication but also a reflection of cultural values and human experience. Emotional concepts such as happiness are expressed through various lexical and semantic units that differ across languages and cultures. In linguistics, the study of such concepts helps reveal the relationship between language, cognition, and cultural worldview. The concept of happiness has been widely examined in linguistics, psychology, and cultural studies. Scholars argue that emotional vocabulary reflects cultural norms and societal values. For example, linguistic research shows that emotional expressions in different languages reveal distinct patterns of conceptualization and semantic associations.

In English and Uzbek languages, the concept of happiness is represented by numerous lexical units, phraseological expressions, and metaphorical constructions. Comparative analysis of these linguistic forms allows researchers to understand how different cultures conceptualize emotional states.

The aim of this article is to analyze the lexical and semantic features of the concept of happiness in English and Uzbek languages and to identify similarities and differences in their linguistic representation.

LITERATURE REVIEW

The study of emotional concepts in language is closely connected with cognitive linguistics and linguocultural studies. According to George Lakoff and Mark Johnson, metaphors play a crucial role in shaping human understanding of abstract concepts such as emotions. Their work demonstrates that emotions are often

conceptualized through metaphorical structures embedded in language. Similarly, Anna Wierzbicka emphasizes that emotional concepts vary significantly across cultures, and each language possesses unique semantic structures to describe emotional states.

Research on English and Uzbek languages also confirms the importance of cultural factors in shaping emotional vocabulary. For instance, studies indicate that expressions related to happiness in Uzbek often emphasize social harmony and family well-being, while English expressions tend to focus on personal satisfaction and individual emotions.

In addition, comparative linguistic research highlights that idioms, proverbs, and metaphorical expressions serve as important indicators of cultural perceptions of happiness. Linguistic analyses of proverbs and folklore reveal that happiness in Uzbek culture is frequently associated with fate, luck, and collective well-being. These studies demonstrate that the linguistic representation of happiness reflects both universal emotional experience and culture-specific conceptualizations.

Table 1. Core Lexemes

Concept	English	Uzbek	Notes
Basic noun	happiness, joy	baxt, quvonch	General positive state
Adjective	happy, joyful	baxtli, quvnoq	Describes person/state
Verb	rejoice, enjoy	quvonmoq, zavqlanmoq	Action/process
Abstract state	well-being	farovonlik	Broader than emotion
Concept	English	Uzbek	Notes
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Abstract state	well-being	farovonlik	Broader than emotion

Lexico-Semantic Analysis of Happiness in English

In English, the concept of happiness is represented through a wide range of lexical units and semantic variations. The basic lexical unit "happiness" refers to a state of emotional well-being or pleasure. However, the semantic field of happiness includes several related words such as:

- joy
- delight
- pleasure
- bliss
- contentment

Each of these words reflects different degrees or aspects of happiness. For example, joy often expresses intense emotional pleasure, while contentment refers to a calm and stable feeling of satisfaction.

English also contains numerous idiomatic expressions related to happiness:

- on cloud nine
- happy as a clam
- walking on air

These idioms demonstrate how metaphorical language contributes to the semantic richness of emotional vocabulary. Another important feature of English emotional vocabulary is the frequent use of metaphorical structures. For instance, happiness is often conceptualized as light, warmth, or elevation, which can be observed in expressions such as:

- “a bright future”
- “warm happiness”
- “uplifting moment”

Such metaphors illustrate how abstract emotions are understood through physical experiences.

Lexico-Semantic Analysis of Happiness in Uzbek

Table 2. Semantic Nuances

English item	Uzbek equivalent	Semantic nuance
joy	quvonch	Strong emotional pleasure
bliss	saodat	Deep perfect happiness
contentment	qoniqish	Calm satisfaction
fortune	baxt	Luck and happiness combined

In the Uzbek language, the central lexical equivalent of happiness is “baxt.” However, the

semantic field of happiness in Uzbek includes several related words such as:

- baxt
- saodat
- quvonch
- shodlik

Each of these lexical units conveys different nuances of emotional meaning. For example, quvonch expresses joy or celebration, while saodat often implies a deeper and more spiritual sense of happiness.

Uzbek linguistic culture also includes many phraseological expressions connected with happiness:

- baxt qushi (bird of happiness)
- baxtli hayot (happy life)
- quvonchdan yuragi to'lmoq (heart filled with joy)

These expressions demonstrate that happiness in Uzbek culture is frequently associated with destiny, fortune, and social harmony.

Proverbs also play an important role in expressing the concept of happiness. For example:

- “Baxt mehnat bilan topiladi.”
- “Baxtli odamning yuzi yorug’.”

Such proverbs reflect traditional values emphasizing hard work, morality, and family stability as sources of happiness.

Comparative Discussion. A comparative analysis of English and Uzbek languages reveals both similarities and differences in the conceptualization of happiness.

Similarities

1. Both languages use metaphorical expressions to describe emotional states.
2. The semantic field of happiness includes multiple synonyms expressing different emotional intensities.
3. Idioms and proverbs play an important role in expressing emotional concepts.

Differences

1. English discourse tends to emphasize individual emotional experience, whereas Uzbek discourse highlights social relationships and collective well-being.
2. Uzbek language frequently associates happiness with fate and fortune, while English often connects it with personal achievement and satisfaction.
3. Cultural traditions significantly influence the semantic interpretation of happiness in each language.

These differences illustrate the strong connection between language and cultural worldview.

CONCLUSION

The concept of happiness represents a complex emotional and cultural phenomenon reflected through language. The comparative analysis of English and Uzbek languages demonstrates that although happiness is a universal human emotion, its linguistic representation varies according to cultural values and social traditions. English emotional vocabulary emphasizes individual feelings and psychological well-being, while Uzbek expressions often highlight social harmony, destiny, and collective happiness. These differences are reflected in lexical units, idiomatic expressions, metaphors, and proverbs.

Understanding the lexico-semantic features of emotional concepts contributes to deeper knowledge of cross-cultural communication, translation studies, and linguocultural research. Future studies may explore the conceptualization of happiness in literary texts, discourse analysis, or multilingual contexts.

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THE ROLE OF ARTIFICIAL INTELLIGENCE IN THE TEACHING OF FOREIGN LANGUAGES

Authors: Abdujabborova Sarvinoz begim Muzaffar qizi¹, Isoqulova Munisa Muhammad qizi²

Affiliation: Nordic International University, 2nd year Master's student¹, Renaissance Education, III-year student²

DOI: <https://doi.org/10.5281/zenodo.19657473>

ANNOTATION

This article analyzes the role of artificial intelligence technologies in teaching foreign languages, their impact and effectiveness on the educational process. The article also considers the possibility of individualizing the language learning process using artificial intelligence-based platforms and applications. The article also highlights the advantages and existing challenges of AI technologies in the modern educational environment.

Keywords: artificial intelligence, foreign languages, educational technology, translation, online education, innovation, language learning, AI.

INTRODUCTION

In today's process of globalization, the issue of learning and teaching foreign languages becomes more relevant. Knowledge of foreign languages is an important factor for effective communication in modern society, the development of international cooperation and success in scientific and professional activities. At the same time, the accelerated development of information and communication technologies brings new opportunities to the education system.

In particular, the emergence and widespread use of artificial intelligence technologies fundamentally change the process of teaching foreign languages. With the help of artificial intelligence-based programs and platforms, it is possible to organize education tailored to the individual characteristics of students, level of knowledge and speed of learning. This will not only improve teaching effectiveness, but also develop pupil's skills for independent study.

Therefore, the study of the role and significance of artificial intelligence in the teaching of foreign languages, the analysis of its advantages and existing problems is one of the actual scientific tasks. It is these aspects that will be covered extensively in this article.

REVIEW OF LITERATURE ON THE TOPIC

The issue of the use of artificial intelligence in teaching foreign languages has been widely studied in recent years by a large number of domestic and foreign scientists. Scientific research in this direction shows the positive impact of AI technologies on the educational process.

As one of the leading scientists, **John McCarthy** was the founder of the concept of artificial intelligence, whose work later provided a theoretical framework for the use of AI in education. Also, *Artificial Intelligence: A Modern Approach*, written by **Stuart Russell** and **Peter Norvig**, extensively covers the basic principles and areas of application of artificial intelligence, which is also an important resource for the education system.

Also important are Stephen Krashen's theories **on the use of technology in language learning**. While he emphasized the importance of the natural environment and intelligible input in language acquisition, modern AI tools can artificially create exactly that environment.

And recent studies have recognized artificial intelligence-based applications such as automatic translation systems, speech recognition programs, and interactive platforms (such as chatbots) as effective tools for language learning. In this regard, many scientific articles have noted the possibility of providing an individual approach using AI, the ability to quickly identify and analyze students' errors.

Local researchers also widely cover the digitalization of the education system and the introduction of innovative technologies. The ability to improve the quality of education by integrating artificial intelligence into the educational process is emphasized in their work.

In general, the analysis of the available literature shows that artificial intelligence has great potential in the teaching of foreign languages, which serves to increase the effectiveness of teaching. At the same time, it is necessary to further develop the methodological framework for the effective application of these technologies.

The use of artificial intelligence technologies in the teaching of foreign languages is significantly improving the educational process. Modern AI systems will allow you to determine the level of knowledge of students, analyze their mistakes and form individual curricula. This will help them achieve more effective results compared to traditional teaching methods.

First, artificial intelligence-based applications increase interactivity in language learning. For example, with chatbots, learners can practice in close to real-world communication environments. Such systems establish constant communication with the user, quickly answer his questions and serve to develop speech skills.

Second, the possibility of individualizing the educational process with the help of AI technologies expands. Because each student's level of knowledge, ability, and speed of learning is different, artificial intelligence systems provide them with customized materials and assignments. This increases the level of mastery of students' knowledge.

Third, automatic translation and speech recognition technologies are an important tool in language learning. These systems allow for fast and accurate translation of texts, pronunciation checking, and correction of errors. As a result, students will have the opportunity to work on themselves.

Also, artificial intelligence-based platforms will create convenience for teachers. They automate the process of tracking, grading, and analyzing student performance. This allows teachers to save time and improve the quality of education.

However, there are also some problems with the use of artificial intelligence. In particular, over-reliance on technology, reduced human factor, data security and privacy issues are relevant. This is why it is important to use AI technologies wisely and balancedly.

In general, artificial intelligence is an important tool for introducing innovative approaches to the teaching of foreign languages, the effective organization of the educational process and improving the level of knowledge of students.

CONCLUSION AND SUGGESTIONS

In conclusion, the use of artificial intelligence technologies in the teaching of foreign languages takes the educational process to a new level. AI-based tools play an important role in the development of their knowledge and skills, organizing effective teaching taking into account the individual characteristics of students. Also, these technologies increase the interactivity of the educational process, allowing students to learn independently.

At the same time, there are some problems in the introduction of artificial intelligence into the education system, which need to be overcome. In particular, the issues of insufficient technical infrastructure, the level of digital skills of teachers and information security are relevant.

Taking into account the above circumstances, the following proposals can be put forward:

The necessary technical base for the introduction of modern AI technologies in educational institutions;

Improving teachers' skills in the use of artificial intelligence;

Widespread use of interactive platforms and applications based on AI in teaching foreign languages;

Development and implementation of individual areas of education for students; to ensure data security and to form a culture of information use.

As a final conclusion, it can be said that the rational and effective use of artificial intelligence technologies serves to significantly improve the quality of teaching foreign languages and will become an integral part of the modern education system.

Recommendations:

In order to ensure the effective use of artificial intelligence technologies in teaching foreign languages, the following recommendations can be made:

1. step-by-step introduction of artificial intelligence-based platforms and applications into the education process;
2. organization of special training and seminars for teachers on the use of AI technologies;
3. the extensive use of AI in the development of individualized curricula tailored to students' level of knowledge;
4. the use of interactive methods in the study of foreign languages, including chatbots and speech recognition systems;
5. providing educational institutions with modern technical means and reliable Internet;
6. strengthening information security and personal data protection measures when using artificial intelligence;
7. orient students to independent learning and develop skills in the proper use of AI tools;

to develop and support local AI programs that are aligned with the national education system.

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INTEGRATING ARTIFICIAL INTELLIGENCE INTO THE TEACHING OF CONSTRUCTION-RELATED TERMINOLOGY: A LEXICOLOGICAL AND PEDAGOGICAL PERSPECTIVE

Author: Abdukarimova Nigora Mo'minjonovna¹

Affiliation: Xaqaro Nordik Universiteti, Xorijiy til va adabiyoti 1- kurs magistranti¹

DOI: <https://doi.org/10.5281/zenodo.19657534>

ABSTRACT

Teaching language has changed dramatically as a result of the quick development of digital technology, especially in specialized fields like engineering and construction. From a lexicological and pedagogical standpoint, this research investigates the incorporation of artificial intelligence (AI) into the teaching of construction-related terminology. Although the use of AI-based tools in language training has grown, little is known about how they might be applied to the acquisition of domain-specific vocabulary. Drawing on contemporary linguistic theory and educational technology research, this study examines how AI-driven systems can facilitate the acquisition, retention, and contextual usage of technical terminology without reducing learning to mechanical processes. The findings suggest that AI, when used as a supportive rather than dominant tool, enhances learner autonomy, improves semantic comprehension, and promotes contextualized language use. The paper also addresses potential challenges, including overreliance on automated systems and the need for pedagogical mediation.

Keywords: artificial intelligence (AI), construction terminology, lexicology, ESP, language pedagogy, digital learning.

INTRODUCTION

In recent decades, the gradual incorporation of digital technologies into language education has led to a noticeable shift in traditional teaching practices. What was once largely based on textbook-driven instruction and teacher-centered explanation has evolved into a more interactive and resource-rich learning environment. This transformation is particularly evident in the teaching of specialized vocabulary, where learners are expected not only to recognize terms but also to understand their functional use within professional contexts. Within the field of English for Specific Purposes (ESP), the teaching of terminology related to construction and engineering presents a distinct set of challenges. Unlike general language learning, which often allows for approximation and flexible interpretation, technical vocabulary requires a high level of precision. Learners must develop an understanding of terms that are closely tied to professional practice and cannot be interpreted adequately without contextual knowledge. Expressions such as load-bearing structure, reinforced concrete, and thermal insulation represent not only linguistic units but also conceptual frameworks embedded within the discipline of construction. From a lexicological perspective, such terminology is characterized by systematic organization and semantic interdependence. Words do not function in

isolation; rather, they form networks of meaning through collocations, professional conventions, and domain-specific usage. As noted by John Swales (1990), members of specialized discourse communities rely on shared linguistic resources to ensure clarity and efficiency in communication. In this sense, terminology serves as a tool for structuring professional knowledge as much as it does for facilitating interaction.

The complexity of construction-related vocabulary often poses difficulties for learners, especially those who lack direct exposure to the professional environment. Traditional methods, such as rote memorization or simple translation, frequently fail to provide the depth of understanding required for accurate usage. Learners may be able to recall terms in isolation but struggle to apply them appropriately in real-life or simulated communicative situations. This gap highlights the need for teaching approaches that emphasize contextualization, semantic relations, and practical application.

Recent pedagogical discussions have increasingly focused on the role of digital resources in supporting vocabulary acquisition. Interactive materials, visual representations, and context-based exercises have been shown to enhance learners' engagement and retention. However, the effectiveness of such tools largely depends on how they are integrated into the learning process. Technology, in itself, does not guarantee meaningful learning; rather, its value lies in its ability to support well-designed pedagogical strategies.

At the same time, it is important to approach technological integration with a critical perspective. Overreliance on automated tools may lead to a superficial understanding of language, where learners prioritize speed over accuracy and depth. Moreover, the absence of guided instruction can limit opportunities for reflection and critical thinking. Therefore, the role of the teacher remains essential in mediating the learning process, providing explanation, and ensuring that learners develop a nuanced understanding of terminology. In light of these considerations, the teaching of construction-related vocabulary requires a balanced approach that combines linguistic insight, pedagogical awareness, and thoughtful use of available resources. Rather than replacing traditional methods, new tools and techniques should be used to enhance and extend them. Such an approach allows learners to move beyond memorization and develop the ability to use terminology accurately, appropriately, and confidently within their future professional contexts.

The effective teaching of construction-related terminology requires not only the presentation of lexical items but also their integration into meaningful professional contexts. In practice, learners often encounter difficulties when attempting to apply technical vocabulary accurately, particularly in situations that require both linguistic precision and contextual awareness. This issue becomes more evident when terminology is taught in isolation, without sufficient attention to its functional use.

The teaching of construction-related terminology becomes more effective when lexical items are introduced and practiced within realistic professional contexts. Learners often demonstrate familiarity with individual terms; however, their ability to apply them accurately in authentic communication remains limited. This indicates that vocabulary knowledge, when detached from context, does not automatically translate into communicative competence.

A clear example can be observed in simulated classroom dialogues based on real construction site interactions. Consider the following exchange adapted from workplace communication:

Site Engineer: *“Have the workers finished the foundation work?”*

Supervisor: *“Yes, the foundation has been poured, and we are preparing for the next phase.”*

In this case, the expression foundation has been poured reflects authentic usage commonly found in construction settings. However, learners frequently produce inaccurate variations such as *“they did the foundation”* or *“they made the foundation,”* which, although understandable, lack professional precision. This demonstrates the importance of exposing learners to authentic patterns rather than simplified equivalents.

Another example can be drawn from written project descriptions. In real engineering reports, one may encounter sentences such as:

“Reinforced concrete was selected to ensure structural stability under heavy load conditions.”

In classroom settings, learners often attempt to paraphrase this idea but produce forms like *“Concrete is made stronger to hold heavy things.”* While the general meaning is conveyed, the technical and stylistic features of professional discourse are lost. This gap suggests that learners need guided exposure to authentic texts, where terminology is embedded within discipline-specific structures.

Authentic examples are also particularly useful in demonstrating collocational patterns. For instance, in construction manuals and safety guidelines, verbs such as install, assemble, and secure frequently occur with specific nouns:

“Workers must install scaffolding before beginning exterior wall construction.”

“All safety equipment should be securely fastened prior to operation.”

Learners who are unfamiliar with these patterns often produce incorrect combinations such as *“put scaffolding”* or *“fix safety equipment,”* which may be grammatically acceptable but do not reflect standard professional usage. As emphasized by Igor Melchuk (2012), lexical competence involves understanding typical word combinations, not just individual meanings.

In addition to spoken and written examples, process-based descriptions provide valuable learning opportunities. For example, a simplified but authentic sequence of construction stages might be presented as follows:

“The site is first cleared and excavated. After that, the foundation is laid, followed by the construction of the structural framework. Finally, finishing works such as insulation and interior design are completed.”

When learners engage with such sequences, they begin to understand how terminology functions within a logical and procedural framework. However, without proper guidance, they may struggle to reproduce this structure and instead provide fragmented or non-standard descriptions.

From a pedagogical perspective, these examples confirm the importance of interaction and guided practice. As noted by Michael Long (1996), language development is enhanced when learners are actively involved in meaning-focused communication. In construction-related contexts, this can be achieved through role plays, case studies, and problem-solving tasks that simulate real professional situations.

At the same time, it is essential to maintain a balance between authenticity and accessibility. While authentic materials provide valuable exposure, they must be carefully selected and adapted to match learners' proficiency levels. As argued by Ken Hyland (2019), effective instruction in specialized domains requires structured support and gradual progression from guided to independent use.

Overall, the inclusion of authentic examples in teaching construction terminology significantly enhances learners' ability to use language accurately and appropriately. By engaging with real-life discourse, learners move beyond surface-level understanding and develop the practical skills necessary for professional communication. However, it is important to note that the effectiveness of these approaches depends on careful pedagogical guidance. As argued by Ken Hyland (2019), disciplinary language learning requires structured support and explicit instruction. Without such guidance, learners may develop incomplete or inaccurate representations of terminology.

CONCLUSION

The study has demonstrated that the teaching of construction-related terminology requires a comprehensive approach that integrates linguistic, contextual, and pedagogical dimensions. Unlike general vocabulary, technical terms in the field of construction are closely tied to professional practice and demand a high level of precision in both meaning and usage. Therefore, effective instruction should move beyond memorization and focus on the functional application of terminology within realistic contexts. The analysis of classroom-based examples has shown that learners often possess partial knowledge of technical terms but struggle to use them accurately in discourse. This gap highlights the importance of contextualized teaching, where vocabulary is presented through authentic examples, collocational patterns, and task-based activities. Such an approach enables learners to develop not only lexical knowledge but also communicative competence relevant to their future professional needs.

Furthermore, the findings suggest that supportive digital tools and interactive materials can enhance vocabulary acquisition when used appropriately. However, their effectiveness depends largely on the role of the teacher in guiding the learning process and ensuring that students engage critically with the material. Overdependence on automated or decontextualized input may limit deeper understanding and reduce the quality of language use.

In conclusion, the successful teaching of construction-related terminology lies in achieving a balance between technological support and pedagogical guidance. By combining contextual learning, structured instruction, and meaningful practice, educators can foster a more accurate, flexible, and professionally relevant use of specialized vocabulary. This, in turn, contributes to the development of learners' overall proficiency in English for Specific Purposes and prepares them for effective communication in construction and engineering environments.

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SUN'IY INTELLEKT TEXNOLOGIYALARINI QO'LLASHNING NAZARIY VA AMALIY ASOSLARI

Muallif: Abdumannonova Sarvinoz Shuhratjon qizi¹

Affiliyatsiya: Andijon davlat pedagogika instituti, Pedagogika fakulteti, boshlang'ich ta'lim yo'nalishi¹

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ANNOTATSIYA

Mazkur maqolada zamonaviy ta'lim tizimida sun'iy intellekt (SI) texnologiyalarini qo'llashning istiqbollari, afzalliklari va yuzaga kelishi mumkin bo'lgan muammolari ilmiy-nazariy jihatdan tahlil qilinadi. Tadqiqotda o'qitish jarayonini shaxsiylashtirish, o'qituvchilarning ish yuklamasini avtomatlashtirish hamda inklyuziv ta'limni rivojlantirishda SI vositalarining roli yoritilgan. Shuningdek, maqolada raqamli texnologiyalarning o'quvchilar intizomi va akademik halollikka ta'siri bo'yicha xulosalar berilgan.

Kalit so'zlar: sun'iy intellekt, shaxsiylashtirilgan ta'lim, raqamli pedagogika, chatbotlar, avtomatlashtirish, ta'lim sifati, innovatsiyalar, adaptiv o'qitish.

KIRISH

Insoniyat taraqqiyotining hozirgi bosqichida raqamli texnologiyalar barcha sohalar kabi ta'lim tizimini ham tubdan transformatsiya qilmoqda. Ayniqsa, sun'iy intellekt (SI) tushunchasining pedagogikaga kirib kelishi an'anaviy dars berish uslublarini qayta ko'rib chiqishni taqozo etmoqda. O'zbekiston Respublikasi Prezidentining 2021-yil 17-fevraldagi PQ-4996-son qarori bilan mamlakatimizda SI texnologiyalarini joriy etishning huquqiy va strategik asoslari belgilab berildi. Bu esa oliy ta'lim muassasalarida bo'lajak pedagoglarning raqamli savodxonligini oshirishni dolzarb vazifaga aylantirdi.

1. Shaxsiylashtirilgan ta'lim va adaptiv texnologiyalar Ta'limda sun'iy intellektning eng ustuvor yo'nalishi — bu shaxsiylashtirilgan ta'lim (Personalized Learning) modelidir. An'anaviy tizimda o'qituvchi o'rta statistik o'quvchiga mo'ljallangan bitta dars rejasidan foydalanadi. Biroq, har bir talabanning kognitiv qobiliyati, axborotni qabul qilish tezligi va qiziqishlari turlichadir. SI algoritmlari (masalan, Knewton yoki DreamBox kabi platformalar) talabanning har bir javobini tahlil qilib, uning bilim darajasini real vaqt rejimida aniqlaydi. Agar talaba biror mavzuda qiynalsa, tizim avtomatik ravishda soddaroq materiallar va qo'shimcha mashqlarni taqdim etadi. Bu jarayon talabada o'ziga bo'lgan ishonchni orttiradi va "o'zlashtira olmaslik" qo'rquvini yo'qotadi.

2. Pedagogik faoliyatni optimallashtirish va avtomatlashtirish Zamonaviy o'qituvchi nafaqat dars beradi, balki ko'plab ma'muriy vazifalarni ham bajaradi. Tadqiqotlar shuni ko'rsatadiki, o'qituvchilar o'z ish vaqtining qariyb 40 foizini texnik va tashkiliy ishlarga sarflashadi. SI bu borada quyidagi imkoniyatlarni beradi: Avtomatik baholash: Test topshiriqlari va ochiq savollarni SI yordamida

tekshirish xolislikni ta'minlaydi va vaqtni tejaydi. Prediktiv tahlil (Bashorat qilish): SI tizimlari o'quvchining davomati va joriy baholariga qarab, kelajakda uning yiqilish xavfi borligini oldindan aniqlaydi va o'qituvchini ogohlantiradi. Materiallar generatsiyasi: O'qituvchi bir necha soniya ichida mavzuga oid tarqatma materiallar, krossvordlar va interaktiv topshiriqlarni generatsiya qilishi mumkin.

3. Sun'iy intellektning psixologik va etik jihatlari Ta'limga SIni joriy etishda uning psixologik ta'siri alohida e'tiborga loyiq. Bir tomondan, SI talabaga emotsional bosimsiz xato qilish imkonini beradi (talaba botdan so'rashga uyalmaydi). Ikkinchi tomondan, haddan tashqari texnologiyaga bog'lanib qolish ijtimoiy ko'nikmalarining pasayishiga olib kelishi mumkin. Shuningdek, akademik halollik masalasi bugungi kunning eng og'riqli nuqtasi bo'lib qolmoqda. ChatGPT kabi modellar yordamida talabalar mustaqil fikrlash o'rniga tayyor javoblardan foydalanishga o'tmoqdalar. Bu esa pedagoglardan dars berish va baholash uslublarini o'zgartirishni, ya'ni talabani "nima bilishi"ga emas, balki "qanday fikrlashi"ga qarab baholashni talab etadi.

4. Xorijiy tajriba va milliy ta'lim AQSH, Xitoy va Janubiy Koreya kabi davlatlarda sun'iy intellekt maktabgacha ta'limdan boshlab joriy etilmoqda. Masalan, Xitoyda ba'zi maktablarda talabalarning diqqat konsentratsiyasini o'lchovchi SI qurilmalari sinovdan o'tkazildi. O'zbekiston sharoitida esa SI texnologiyalarini bosqichma-bosqich, avvalo oliy ta'lim tizimidagi mustaqil ta'lim jarayoniga integratsiya qilish maqsadga muvofiqdir.

XULOSA

Xulosa qilib aytganda, sun'iy intellekt o'zbek ta'lim tizimini raqamlashtirishda asosiy drayver bo'lib xizmat qiladi. Uning lingvistik tabiati va texnologik imkoniyatlari o'zaro uyg'unlashib, ta'limning shaffofligi va sifatini oshiradi. Sifatli ta'lim berishda SI o'qituvchining o'rnini bosuvchi raqobatchi emas, balki uning imkoniyatlarini kengaytiruvchi eng yaqin yordamchidir. Uni o'quv jarayoniga to'g'ri integratsiya qilish orqali biz har bir talabaning salohiyatini to'laqonli ro'yobga chiqarishga yordam beramiz. Kelajak pedagogi nafaqat o'z fanini, balki SI bilan muloqot qilish "prompt-muhandisligi" ko'nikmalarini ham egallashi shart.

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STRATEGIES FOR USING ONLINE PLATFORMS FOR INDEPENDENT PREPARATION FOR INTERNATIONAL EXAMS (IELTS/CEFR)

Author: Alimbaeva Oydiyoy Ulug'bek qizi¹

Affiliation: Master's Student, Nordic International University¹

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ABSTRACT

This article analyzes online platforms and artificial intelligence in independent IELTS and CEFR preparation. By reviewing eight recent studies, it explores how digital tools enhance language skills and provide feedback. The study proposes a three-step model balancing automated technology with human guidance for effective exam readiness.

Keywords: online learning, independent study, IELTS, CEFR, artificial intelligence, self-regulated learning, adaptive feedback, digital learning, exam preparation, language assessment.

INTRODUCTION

In the contemporary globalized era, proficiency in the English language serves as a primary gateway to international academic mobility and professional advancement. Standardized examinations, such as the International English Language Testing System (IELTS) and the Common European Framework of Reference for Languages (CEFR), have become the benchmark for assessing linguistic competence. However, the traditional pedagogical approach to exam preparation—often characterized by expensive classroom-based courses and limited access to qualified tutors—poses a significant barrier for many candidates. Consequently, there has been a paradigm shift toward Mobile-Assisted Language Learning (MALL) and the integration of Artificial Intelligence (AI) into the educational landscape.¹

The proliferation of digital platforms and AI-driven applications offers unprecedented opportunities for independent study, providing learners with flexible, personalized, and cost-effective alternatives to traditional methods. While these technologies promise to democratize language education, they also introduce complex challenges regarding the quality of feedback, the sustainability of learner motivation, and the psychological impact of isolated study. Current literature suggests that while digital tools are highly effective for vocabulary acquisition and grammatical accuracy, their role in developing high-level communicative nuances remains a subject of academic debate. This study aims to bridge the gap between technological potential and practical implementation. By synthesizing recent research from 2024 to 2026, the paper examines the efficacy of various online platforms and proposes a structured model for independent preparation that

¹ F. Yang, "Application of AI in Foreign Language Education: Teaching and Assessments," *Lecture Notes in Computer Science*, 2024, 785.

maximizes the benefits of automation while maintaining the essential human elements of language acquisition.²

1. AI and Online Platforms in Language Acquisition

The evolution of Computer-Assisted Language Learning (CALL) into AI-driven ecosystems has fundamentally changed the landscape of exam preparation. Modern platforms utilize Natural Language Processing (NLP) to analyze student input in real-time, providing personalization previously only available through one-on-one tutoring. These tools apply "Micro-learning" strategies, breaking down complex CEFR competencies into manageable daily tasks. From a pedagogical standpoint, this aligns with the Zone of Proximal Development, where the AI acts as a "more knowledgeable other," scaffolding the learner's progress by providing immediate corrective feedback³.

Furthermore, the cognitive theory of vocabulary learning emphasizes repeated contextual use, a process accelerated by AI tools like ChatGPT or Quizlet that provide examples and synonyms instantly. AI platforms also boost motivation through immediate feedback and measurable goals. However, research indicates that technology is most effective when combined with self-control and consistent learner reflection.

2. Research Findings and Data Analysis

A synthesis of recent academic literature (2024–2026) involving over 600 students provides empirical evidence for the effectiveness of digital strategies. In one key study, IELTS candidates improved vocabulary test scores from 43.1 to 57.85 points in just four weeks using AI-assisted practice. Research also shows that AI-adapted materials match CEFR levels 87 percent of the time, compared to only 63 percent for traditional materials.

Specific data suggests that AI scoring engines are becoming increasingly accurate. Research demonstrated that AI-generated writing scores were close to human teacher evaluations in more than 70 percent of cases, proving its potential for self-evaluation. These findings suggest that personalization is the primary advantage of AI, allowing students to focus on specific needs rather than a general syllabus. Digital tools utilizing Spaced Repetition Systems (SRS) also allow for higher retention rates by prompting review at optimal intervals.

3. Challenges, Limitations, and the Human Element

Despite technological benefits, self-study presents significant hurdles. Motivation derived solely from digital rewards may fade, and true independence requires personal goal-setting. Furthermore, AI currently struggles with creativity and cultural nuances in writing and speaking. AI feedback may undervalue unique vocabulary or indirect styles that human examiners appreciate, which is why learners should treat AI results as a guide rather than an absolute score.

Ethical concerns, including data security and the risk of "over-reliance," also necessitate a hybrid approach. An AI might correct grammar but fail to notice if the tone is inappropriate for a specific cultural context. Teachers remain essential for

² R. Godwin-Jones, "AI in language learning: The promise and challenges of machine learning in education," *Language Learning & Technology* 25, no. 1 (2021): 4-13.

³ A. K. Talapova et al., "The use of AI technologies to adapt didactic materials in teaching a foreign language," *Bulletin of Ablai Khan KazUIRandWL*, 80, no. 1 (2026): 445-460.

explaining complex ideas, providing emotional guidance, and helping students interpret automated feedback accurately.⁴

4. The Proposed Three-Step Model

To optimize independent preparation, this study proposes a structured "Strategic Independent Learning Model":

- Step 1: Diagnostic Step. Students utilize online placement tests to identify specific weaknesses in grammar, pronunciation, or writing. This creates a "Competency Map" based on CEFR descriptors.

- Step 2: Active Practice Step. Learners engage with AI-driven platforms daily—using tools for essay feedback, pronunciation, and vocabulary—while maintaining a personal log of recurring errors. This phase relies on "Smart Scaffolding" to ensure material remains comprehensible.⁵

- Step 3: Reflection and Review Step. Every few weeks, students compare AI feedback with official exam rubrics or teacher input to ensure authentic communication. This prevents the development of "mechanical" language patterns.

CONCLUSION

Digital platforms and AI have fundamentally transformed international exam preparation by offering rapid diagnostics and personalized learning pathways. While these tools significantly enhance technical skills and efficiency, success depends on a hybrid approach that integrates digital speed with human evaluative standards.⁶The proposed model provides a framework for students to navigate these tools strategically. In conclusion, independent preparation is most effective when technology serves as a bridge to, rather than a substitute for, authentic communication. Future research should continue to explore how emerging technologies can better simulate the interpersonal dynamics of real-life examination environments.

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⁵ K. Pitychoutis, S. Topalidou, and F. Spathopoulou, "Empowering EFL Exam Preparation with AI: Practical Tips for C2 Classrooms," *TESOL Greece Journal*, no. 167 (2025): 20-25.

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SUN'IY INTELLEKT TEXNOLOGIYALARI ASOSIDA INGLIZ TILI MASHG'ULOTLARIDA TALABALARNING NUTQIY KOMPETENSIYASINI RIVOJLANTIRISH METODIKASI

Mualliflar: Amanullayeva Kamola Muminovna¹, Ashurova Shahnozaxon Ramazon qizi²

Affiliyatsiya: ISFT instituti Samarqand filiali, PhD., professor v.b. ¹, ISFT instituti Samarqand filiali, Xorijiy til va adabiyoti magistranti ²

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ANNOTATSIYA

Mazkur maqolada xorijiy tillarni o'qitish va tarjima sohasida sun'iy intellekt texnologiyalaridan samarali foydalanishning zamonaviy tendensiyalari ilmiy jihatdan tahlil qilinadi. Tadqiqotda sun'iy intellektning adaptiv ta'lim tizimlari, intellektual tutorlar, mashinaviy tarjima, nutqni tanish va real vaqt tarjima texnologiyalari orqali ta'lim va tarjima jarayonlariga ko'rsatayotgan transformatsion ta'siri o'rganilgan. Shuningdek, an'anaviy yondashuvlar bilan sun'iy intellekt asosidagi metodlar solishtirilib, ularning samaradorligi, aniqligi va tezkorligi baholangan. Tadqiqot natijalari sun'iy intellekt texnologiyalari xorijiy tillarni o'qitish va tarjima sifatini oshirishda muhim vosita ekanligini ko'rsatadi, shu bilan birga ularning ayrim metodik va etik cheklovlari ham aniqlangan.

Kalit so'zlar: sun'iy intellekt, xorijiy til o'qitish, mashinaviy tarjima, NLP, adaptiv ta'lim, real vaqt tarjima, nutqni tanish, raqamli pedagogika.

KIRISH

Raqamli transformatsiya jarayonlari jadallashib borayotgan hozirgi davrda sun'iy intellekt texnologiyalari ta'lim va tarjima sohalarida tub o'zgarishlarni yuzaga keltirmoqda. Xususan, xorijiy tillarni o'qitish va tarjima amaliyotida sun'iy intellektdan foydalanish an'anaviy metodlarni qayta ko'rib chiqish, yangi pedagogik yondashuvlarni shakllantirish hamda ta'lim jarayonini individuallashtirish zaruratini yuzaga keltirdi. Ushbu jarayonlar natijasida til o'rganish va tarjima qilish faoliyati faqat inson omiliga bog'liq bo'lgan jarayondan texnologiyalar bilan integratsiyalashgan kompleks tizimga aylana boshladi. [1]

Xorijiy tillarni o'qitishda sun'iy intellekt texnologiyalarining joriy etilishi ta'lim jarayonining mazmuni va shakliga sezilarli ta'sir ko'rsatmoqda. Adaptiv o'qitish tizimlari, intellektual tutorlar, nutqni avtomatik tanish va tahlil qilish vositalari talabalar bilim darajasi, o'rganish tezligi va ehtiyojlariga mos individual o'quv trayektoriyalarini shakllantirish imkonini bermoqda. Bu esa o'quv jarayonining samaradorligini oshirish bilan birga, til o'rganish jarayonini yanada interaktiv va natijador qilishga xizmat qiladi. Natijada talabalarning kommunikativ kompetensiyalari, ayniqsa, tinglab tushunish va og'zaki nutq ko'nikmalari sezilarli darajada rivojlanmoqda.

Tarjima sohasida esa sun'iy intellekt, xususan, tabiiy tilni qayta ishlash (NLP) asosidagi texnologiyalar yangi bosqichni boshlab berdi. Mashinaviy tarjima tizimlari, real vaqt rejimida tarjima qilish vositalari hamda katta til modellari tarjima jarayonini tezlashtirish va kengaytirishda muhim rol o'ynamoqda. Biroq ushbu texnologiyalar tarjima sifatining barqarorligi, kontekstni to'g'ri anglash va stilistik moslik kabi masalalarda hali ham muayyan cheklovlarga ega. Shu sababli sun'iy intellektdan foydalanish jarayonida inson tarjimonining roli saqlanib qolmoqda va "inson + AI" modeli samaraliroq yondashuv sifatida qaralmoqda. [2]

Zamonaviy ilmiy tadqiqotlar shuni ko'rsatadiki, sun'iy intellekt texnologiyalarining til o'qitish va tarjima jarayoniga integratsiyasi samaradorlik, aniqlik va tezlik ko'rsatkichlarini sezilarli darajada oshiradi. Shu bilan birga, ushbu texnologiyalarni joriy etish metodik, texnik va etik muammolarni ham keltirib chiqarmoqda. Jumladan, sun'iy intellekt tizimlarining noto'g'ri tarjimalari, madaniy kontekstni yetarli darajada hisobga olmasligi, shuningdek, akademik halollik masalalari dolzarb muammolardan biri sifatida namoyon bo'lmoqda.

O'zbekiston ta'lim tizimida ham xorijiy tillarni o'qitishda zamonaviy texnologiyalarni joriy etish bo'yicha izchil islohotlar amalga oshirilmoqda. Sun'iy intellekt asosidagi platformalar, onlayn ta'lim tizimlari va raqamli resurslardan foydalanish orqali ta'lim sifati va samaradorligini oshirishga qaratilgan chora-tadbirlar kengayib bormoqda. Shu bilan birga, ushbu texnologiyalardan samarali foydalanish uchun metodik asoslarning yetarli darajada ishlab chiqilmaganligi ham muammo sifatida saqlanib qolmoqda. [3]

Mazkur tadqiqotning asosiy maqsadi xorijiy tillarni o'qitish va tarjima sohasida sun'iy intellektdan samarali foydalanishning zamonaviy tendensiyalarini aniqlash, ularning afzallik va cheklovlarini ilmiy asosda tahlil qilish hamda ta'lim va tarjima amaliyotida qo'llash bo'yicha ilmiy xulosalar ishlab chiqishdan iborat. Tadqiqot natijalari sun'iy intellekt texnologiyalarini til o'qitish va tarjima jarayoniga samarali integratsiya qilishga xizmat qilishi kutilmoqda.

ADABIYOTLAR TAHLILI VA METODLAR

So'nggi yillarda sun'iy intellekt texnologiyalarining xorijiy tillarni o'qitish va tarjima sohasiga integratsiyasi ilmiy tadqiqotlarning markaziy mavzularidan biriga aylandi. Xalqaro ilmiy adabiyotlarda sun'iy intellekt til o'rganish jarayonini individuallashtirish, o'quvchilarning til kompetensiyalarini avtomatik baholash va real vaqt rejimida teskari aloqa taqdim etish imkonini beruvchi innovatsion vosita sifatida talqin etiladi. Ayniqsa, adaptiv o'qitish tizimlari va intellektual tutorlar talabalarning individual ehtiyojlarini hisobga olgan holda ta'lim jarayonini optimallashtirishda muhim rol o'ynashi qayd etilgan[4]

Holmes va boshqalar tomonidan olib borilgan tadqiqotlarda sun'iy intellekt asosidagi ta'lim tizimlari an'anaviy o'qitish metodlariga nisbatan yuqori samaradorlik ko'rsatkichlariga ega ekani ta'kidlanadi. Ularning fikricha, sun'iy intellekt texnologiyalari orqali o'quv jarayonini moslashtirish, bilimlarni bosqichma-bosqich o'zlashtirish va xatolarni avtomatik aniqlash imkoniyati ta'lim sifatini sezilarli darajada oshiradi. Shu bilan birga, Luckin sun'iy intellektni ta'lim jarayonida "kognitiv qo'llab-quvvatlovchi vosita" sifatida baholab, uning inson o'rganish jarayoniga integratsiyasi yangi pedagogik paradigmalarni shakllantirayotganini qayd etadi. [5]

Tarjima sohasida esa sun'iy intellekt, ayniqsa, neyron tarmoqlarga asoslangan mashinaviy tarjima (Neural Machine Translation - NMT) texnologiyalari tub burilish

yasadi. Koehn tadqiqotlariga ko'ra, neyron tarjima tizimlari kontekstni yaxshiroq tushunish va grammatik jihatdan to'g'ri tarjima qilish imkonini berib, avvalgi statistik modellarga nisbatan yuqori aniqlik darajasini ta'minlaydi. Biroq ilmiy adabiyotlarda ushbu tizimlarning semantik noaniqliklar, madaniy kontekstni noto'g'ri talqin qilish va stilistik moslikdagi kamchiliklari ham qayd etilgan.

Bundan tashqari, sun'iy intellektning etik jihatlari ham ilmiy muhokamalarda muhim o'rin egallaydi. Floridi tomonidan ilgari surilgan yondashuvga ko'ra, sun'iy intellekt tizimlaridan foydalanishda axloqiy me'yorlar, ma'lumotlar xavfsizligi va algoritmik xolislik muammolari alohida e'tibor talab qiladi. Ayniqsa, tarjima jarayonida noto'g'ri yoki noto'liq tarjimalar axborotning buzilishiga olib kelishi mumkinligi ilmiy asosda ta'kidlanadi.

Mahalliy ilmiy tadqiqotlarda esa sun'iy intellekt texnologiyalarining xorijiy tillarni o'qitishda qo'llanilishi hali yetarli darajada chuqur o'rganilmagan bo'lsa-da, raqamli ta'lim platformalaridan foydalanish orqali til o'rganish samaradorligini oshirish masalalari dolzarb yo'nalish sifatida ko'rilmogda. Bu esa mazkur mavzuning ilmiy jihatdan yanada chuqur tadqiq etilishini taqozo etadi.

Mazkur tadqiqotda sun'iy intellekt texnologiyalarining xorijiy tillarni o'qitish va tarjima sohasidagi zamonaviy tendensiyalarini aniqlash uchun kompleks metodologik yondashuv qo'llanildi. Tadqiqot ilmiy izchillik va tizimlilik tamoyillari asosida olib borildi.

Tadqiqotning asosiy metodlaridan biri sifatida **ilmiy adabiyotlarni tizimli tahlil qilish metodi** qo'llanildi. Ushbu metod yordamida sun'iy intellekt, til o'qitish va tarjima sohasiga oid xalqaro ilmiy manbalar o'rganilib, ularning asosiy g'oyalari va yondashuvlari umumlashtirildi. Bu metod tadqiqotning nazariy asoslarini shakllantirishga xizmat qildi.

Shuningdek, **taqqoslash metodi** orqali an'anaviy til o'qitish va tarjima usullari sun'iy intellekt asosidagi yondashuvlar bilan solishtirildi. Bu jarayonda samaradorlik, aniqlik, tezlik va sifat ko'rsatkichlari asosiy mezon sifatida olindi. Natijada sun'iy intellekt texnologiyalarining ustun va zaif tomonlari aniqlashtirildi.

Tadqiqotda **kontent-tahlil metodi** ham qo'llanildi. Ushbu metod orqali sun'iy intellekt asosidagi platformalar, tarjima tizimlari va ta'lim vositalarining funksional imkoniyatlari tahlil qilindi. Xususan, mashinaviy tarjima tizimlari va til o'rgatuvchi ilovalarning ishlash prinsiplari, natijaviyligi va cheklovlari o'rganildi.

Bundan tashqari, **kuzatuv va amaliy tahlil metodlari** orqali sun'iy intellekt texnologiyalarining real ta'lim va tarjima jarayonidagi qo'llanilishi baholandi. Bu metodlar yordamida sun'iy intellektning amaliy samaradorligi va uning foydalanuvchi tajribasiga ta'siri aniqlab berildi.

Shuningdek, tadqiqotda **mantiqiy va tizimli tahlil metodlari** qo'llanilib, sun'iy intellekt texnologiyalarining til o'qitish va tarjima jarayoniga ta'siri konseptual jihatdan izohlandi. Ushbu metodlar tadqiqot natijalarining ilmiy asoslanganligini ta'minlashga xizmat qildi.

NATIJALAR

Mazkur tadqiqot natijalari shuni ko'rsatadiki, sun'iy intellekt texnologiyalarining xorijiy tillarni o'qitish va tarjima sohasiga integratsiyasi mazkur jarayonlarning samaradorligini sifat jihatidan yangi bosqichga olib chiqmogda. Olingan natijalar asosida sun'iy intellekt texnologiyalarining ta'lim va tarjima tizimiga ta'siri bir nechta asosiy yo'nalishlar bo'yicha tizimli ravishda aniqlashtirildi.

Birinchiidan, xorijiy tillarni o'qitishda **adaptiv o'qitish tizimlarining** joriy etilishi ta'lim jarayonining individuallashtirilishini ta'minladi. Tadqiqot natijalari shuni ko'rsatdiki, sun'iy intellekt asosidagi platformalar o'quvchilarning bilim darajasi, xatolari va o'rganish tezligini avtomatik tahlil qilib, mos o'quv materiallarini taqdim etadi. Bu esa an'anaviy "bir xil yondashuv" modelidan farqli ravishda har bir talaba uchun individual o'quv trayektoriyasini shakllantirish imkonini yaratadi. Natijada til o'zlashtirish darajasi oshib, xatolarni kamaytirish ko'rsatkichi yaxshilangan .

Ikkinchiidan, **sun'iy intellekt asosidagi intellektual tutorlar** va chatbot tizimlari o'quvchilarning kommunikativ kompetensiyalarini rivojlantirishda samarali vosita sifatida namoyon bo'ldi. Tadqiqot davomida aniqlanishicha, bunday tizimlar orqali o'quvchilar real vaqt rejimida muloqot qilish, savollarga javob olish va nutqni mashq qilish imkoniyatiga ega bo'ladilar. Bu esa til o'rganish jarayonida passiv o'rganishdan faol ishtirokga o'tishni ta'minlaydi va natijada o'quvchilarning og'zaki nutq ko'nikmalari sezilarli darajada rivojlanadi .

Uchinchiidan, tarjima sohasida sun'iy intellekt texnologiyalarining ta'siri, ayniqsa, **neyron mashinaviy tarjima (NMT)** tizimlarida yaqqol namoyon bo'ldi. Tadqiqot natijalari shuni ko'rsatdiki, zamonaviy tarjima tizimlari kontekstni hisobga olish, sintaktik tuzilmani to'g'ri aniqlash va tezkor tarjima qilish imkoniyatlari bilan an'anaviy tarjima vositalaridan ustunlik qiladi. Ayniqsa, real vaqt rejimida tarjima qilish imkoniyati xalqaro kommunikatsiyada samaradorlikni oshiradi. Biroq ayrim hollarda semantik noaniqliklar va madaniy kontekstni noto'g'ri talqin qilish holatlari ham kuzatildi .

To'rtinchiidan, **nutqni tanish (speech recognition)** va **matndan nutqqa (text-to-speech)** texnologiyalarining joriy etilishi tinglab tushunish va talaffuz ko'nikmalarini rivojlantirishda muhim rol o'ynadi. Tadqiqot natijalariga ko'ra, ushbu texnologiyalar orqali o'quvchilar o'z talaffuzini avtomatik tahlil qilish va xatolarni tuzatish imkoniyatiga ega bo'ldilar. Bu esa fonetik kompetensiyaning rivojlanishiga ijobiy ta'sir ko'rsatdi.

Beshinchiidan, sun'iy intellekt texnologiyalarining asosiy afzalliklari sifatida quyidagi ko'rsatkichlar aniqlandi:

- **tezlik:** tarjima va o'quv jarayonlari tezlashdi
- **aniqlik:** grammatik va sintaktik xatolar kamaydi
- **moslashuvchanlik:** individual o'rganish imkoniyati yaratildi
- **interaktivlik:** o'quvchilar faolligi oshdi

Shu bilan birga, tadqiqot natijalari sun'iy intellekt texnologiyalarining ayrim **cheklovlarini** ham aniqladi. Jumladan, murakkab kontekstlarni noto'g'ri talqin qilish, stilistik moslikdagi kamchiliklar va madaniy tafovutlarni yetarli darajada hisobga olmaslik holatlari kuzatildi. Bundan tashqari, sun'iy intellekt tizimlariga haddan tashqari tayanish o'quvchilarning mustaqil fikrlash qobiliyatiga salbiy ta'sir ko'rsatishi mumkinligi ham aniqlandi .

O'zbekiston sharoitida olib borilgan kuzatuvlar shuni ko'rsatdiki, sun'iy intellekt texnologiyalaridan foydalanish xorijiy tillarni o'qitish samaradorligini oshirishga xizmat qilmoqda. Biroq ushbu texnologiyalarni keng joriy etish uchun metodik asoslar, o'qituvchilarning raqamli kompetensiyalari va texnik infratuzilmani rivojlantirish zarur.

Umuman olganda, tadqiqot natijalari sun'iy intellekt texnologiyalari xorijiy tillarni o'qitish va tarjima jarayonlarini optimallashtirish, ularning samaradorligini

oshirish va yangi pedagogik imkoniyatlarni yaratishda muhim omil ekanligini tasdiqlaydi.

MUHOKAMA

Mazkur tadqiqot natijalari xorijiy tillarni o'qitish va tarjima sohasida sun'iy intellekt texnologiyalarining qo'llanilishi ta'lim jarayonini sifat jihatidan yangi bosqichga olib chiqayotganini ko'rsatdi. Olingan natijalar xalqaro ilmiy tadqiqotlar bilan mos keladi va sun'iy intellekt texnologiyalarining ta'lim va tarjima jarayonidagi transformatsion rolini tasdiqlaydi. Biroq ushbu natijalarni chuqurroq tahlil qilish shuni ko'rsatadiki, sun'iy intellektning ta'siri faqat texnologik emas, balki pedagogik va metodologik o'zgarishlar bilan ham chambarchas bog'liqdir.

Birinchi navbatda, adaptiv o'qitish tizimlari va intellektual tutorlarning samaradorligi haqidagi natijalar sun'iy intellekt asosidagi ta'limning asosiy ustunligi - individuallashtirish imkoniyatini tasdiqlaydi. An'anaviy ta'lim modelida barcha o'quvchilarga bir xil yondashuv qo'llanilsa, sun'iy intellekt tizimlari har bir o'quvchining bilim darajasi va o'rganish tezligini hisobga oladi. Bu holat konstruktivistik pedagogika tamoyillari bilan uyg'un bo'lib, bilimlarni faol o'zlashtirish jarayonini kuchaytiradi. Shu bilan birga, bunday tizimlar o'quvchilarning mustaqil fikrlash jarayonini to'liq qo'llab-quvvatlay oladimi yoki yo'qmi - bu hali ham muhokamali masala bo'lib qolmoqda.

Ikkinchi muhim jihat - tarjima sohasida sun'iy intellekt texnologiyalarining samaradorligi masalasidir. Tadqiqot natijalari neyron mashinaviy tarjima tizimlarining tezlik va aniqlik bo'yicha ustunligini ko'rsatgan bo'lsa-da, ularning semantik chuqurlik va madaniy kontekstni to'liq aks ettira olmasligi muammosi saqlanib qolmoqda. Bu holat sun'iy intellektni tarjima jarayonida to'liq mustaqil vosita sifatida emas, balki inson tarjimonining yordamchi vositasi sifatida qo'llash zarurligini ko'rsatadi. Shu nuqtai nazardan, "inson + sun'iy intellekt" modeli eng optimal yondashuv sifatida qaraladi.

Shuningdek, tadqiqot natijalari sun'iy intellekt texnologiyalarining til o'rganish motivatsiyasiga ijobiy ta'sir ko'rsatishini tasdiqladi. Interaktiv platformalar va real vaqt rejimidagi muloqot vositalari o'quvchilarning dars jarayonidagi faolligini oshiradi. Biroq bu jarayonda o'quvchilar sun'iy intellekt tizimlariga haddan tashqari tayanib qolishi va mustaqil tahlil qilish ko'nikmalarining susayishi ehtimoli ham mavjud. Bu esa pedagogik nazoratning ahamiyatini yanada oshiradi.

Muhokama jarayonida aniqlanishicha, sun'iy intellekt texnologiyalarining samarali qo'llanilishi ko'p jihatdan o'qituvchilarning raqamli kompetensiyalariga bog'liq. Agar o'qituvchi sun'iy intellekt vositalaridan to'g'ri foydalana olmasa, texnologiya kutilgan natijani bermaydi. Shu sababli sun'iy intellektni ta'lim jarayoniga joriy etish bilan bir qatorda, pedagoglarning malakasini oshirish muhim ahamiyatga ega.

Bundan tashqari, sun'iy intellekt texnologiyalarining etik jihatlari ham alohida e'tiborni talab qiladi. Tadqiqot natijalari shuni ko'rsatdiki, avtomatik tarjima tizimlari ba'zi hollarda noto'g'ri yoki kontekstdan tashqari natijalar berishi mumkin, bu esa axborotning noto'g'ri talqin qilinishiga olib keladi. Shuningdek, sun'iy intellekt tizimlaridan foydalanishda ma'lumotlar maxfiyligi va akademik halollik masalalari ham dolzarb muammolar qatoriga kiradi.

O'zbekiston ta'lim tizimi kontekstida qaralganda, sun'iy intellekt texnologiyalarining joriy etilishi hali to'liq tizimli tus olmagan. Ayrim ta'lim

muassasalarida raqamli platformalar qo'llanilayotgan bo'lsa-da, sun'iy intellekt asosidagi yondashuvlar keng miqyosda tatbiq etilmagan. Bu esa metodik bazani rivojlantirish, texnik infratuzilmani mustahkamlash va o'qituvchilarni tayyorlash zarurligini ko'rsatadi.

Umuman olganda, muhokama natijalari sun'iy intellekt texnologiyalari xorijiy tillarni o'qitish va tarjima sohasida katta imkoniyatlar yaratishini tasdiqlaydi. Biroq ushbu texnologiyalarni samarali qo'llash uchun ularni pedagogik yondashuvlar bilan uyg'unlashtirish, metodik asoslarni takomillashtirish va inson omilini saqlab qolish muhim hisoblanadi.

XULOSA

Mazkur tadqiqot natijalari xorijiy tillarni o'qitish va tarjima sohasida sun'iy intellekt texnologiyalaridan foydalanish zamonaviy ta'lim va kommunikatsiya tizimining ajralmas qismiga aylanib borayotganini ko'rsatdi. Tahlillar shuni tasdiqladiki, sun'iy intellekt asosidagi adaptiv o'qitish tizimlari, intellektual tutorlar, mashinaviy tarjima va nutqni tanish texnologiyalari ta'lim jarayonini individuallashtirish, samaradorligini oshirish hamda tarjima faoliyatini tezlashtirishda muhim ahamiyat kasb etadi.

Tadqiqot davomida aniqlanishicha, sun'iy intellekt texnologiyalari xorijiy tillarni o'rganish jarayonida talabalarning kommunikativ kompetensiyalarini rivojlantirish, xatolarni tezkor aniqlash va individual yondashuvni ta'minlash imkonini beradi. Shu bilan birga, tarjima sohasida neyron mashinaviy tarjima tizimlari tezlik va hajm bo'yicha ustunlikka ega bo'lsa-da, ularning semantik aniqlik va madaniy kontekstni to'liq aks ettirishdagi cheklovlari saqlanib qolmoqda. Bu esa sun'iy intellekt texnologiyalarini inson omili bilan uyg'unlashtirish zarurligini ko'rsatadi.

Xulosa sifatida ta'kidlash joizki, sun'iy intellekt texnologiyalaridan foydalanish faqat texnologik yangilik sifatida emas, balki ta'lim va tarjima jarayonining metodologik yangilanishi sifatida qaralishi lozim. Ushbu texnologiyalarni samarali qo'llash uchun quyidagi amaliy tavsiyalarni ilgari surish mumkin:

- xorijiy tillarni o'qitishda sun'iy intellekt asosidagi platformalarni keng joriy etish;
- o'qituvchilarning raqamli va metodik kompetensiyalarini oshirish;
- sun'iy intellekt texnologiyalarini an'anaviy pedagogik yondashuvlar bilan integratsiya qilish;
- tarjima sohasida "inson + sun'iy intellekt" modelini qo'llash;
- sun'iy intellektdan foydalanishda etik va huquqiy me'yorlarga rioya etish.

O'zbekiston ta'lim tizimi nuqtai nazaridan qaralganda, sun'iy intellekt texnologiyalarini joriy etish istiqbollari yuqori bo'lsa-da, bu jarayonni tizimli ravishda amalga oshirish, metodik asoslarni ishlab chiqish va texnik infratuzilmani rivojlantirish muhim vazifa bo'lib qolmoqda. Mazkur yo'nalishda olib boriladigan ilmiy tadqiqotlar va amaliy ishlanmalar kelajakda til o'qitish va tarjima sifatini yangi bosqichga olib chiqishi mumkin.

Umuman olganda, sun'iy intellekt texnologiyalari xorijiy tillarni o'qitish va tarjima sohasida samaradorlikni oshirish, yangi pedagogik imkoniyatlar yaratish va global kommunikatsiyani rivojlantirishda muhim omil sifatida namoyon bo'lmoqda. Shu bois ularni ilmiy asoslangan va maqsadga muvofiq tarzda qo'llash zamonaviy ta'lim tizimining ustuvor yo'nalishlaridan biri hisoblanadi.

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ENHANCING VOCABULARY ACQUISITION IN ESL EDUCATION: BRIDGING THEORY AND PRACTICE

Author: Azizova Durdona Avazbek qizi¹

Affiliation: Phd researcher, Nordic International University¹

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ABSTRACT

This article examines effective strategies for enhancing vocabulary acquisition in ESL contexts by bridging theoretical insights and classroom practice. It highlights the importance of integrating intentional and incidental learning approaches through authentic reading materials and task-based activities. The study reviews existing literature and outlines methodologies including experimental designs, lexical-focused tasks, and the use of multimedia tools. Findings suggest that combining explicit instruction with contextual exposure significantly improves both receptive and productive vocabulary knowledge. Furthermore, technology-enhanced learning and visual support contribute to better retention and learner engagement. The article concludes that a balanced, learner-centered approach is essential for sustainable vocabulary development.

Keywords: Vocabulary acquisition, ESL education, task-based learning, authentic materials, incidental learning, intentional learning, lexical development, multimedia learning, language proficiency, vocabulary retention, teaching strategies, learner engagement.

INTRODUCTION

The significance of vocabulary development in English as a Second Language (ESL) settings cannot be overstated. While existing research provides extensive insights into effective strategies for vocabulary instruction, practical applications of these findings in classroom environments remain scant. Vocabulary serves as the foundation for language proficiency, directly influencing all language skills including reading, writing, speaking, and listening. However, without carefully designed instructional interventions, learners may find authentic materials overwhelming or inaccessible due to unfamiliar vocabulary. Therefore, integrating targeted vocabulary instruction within authentic text reading sessions emerges as a promising approach. This involves pre-teaching key vocabulary items before reading, encouraging active engagement with the words during reading, and reinforcing vocabulary through follow-up activities. Techniques such as semantic mapping, contextual guessing, and multimedia support can further deepen learners' grasp of new terms. Additionally, repeated exposure to vocabulary across different contexts within authentic materials can help solidify learners' knowledge and ensure long-term retention. Technology-enhanced vocabulary instruction tools, including digital flashcards, corpus-based concordances, and interactive reading platforms, offer new avenues for personalizing learning and providing immediate feedback. Bridging the gap between theoretical insights and everyday classroom practice requires not only an awareness of effective vocabulary teaching strategies but also a commitment to adapting these strategies

to the specific needs and contexts of ESL learners. Educators should be supported through professional development opportunities that equip them with practical skills for using authentic texts and targeted vocabulary instruction methods effectively. Future research should continue to explore innovative approaches, particularly those that leverage technology and promote learner-centered practices, to enhance vocabulary acquisition outcomes in diverse ESL settings.

LITERATURE REVIEW ON L2 VOCABULARY INSTRUCTION

A thorough examination of studies surrounding L2 vocabulary instruction reveals a long-standing distinction between incidental and intentional learning. Research has predominantly explored how incidental exposure to vocabulary can occur through various language-learning activities. Incidental learning, which happens as a byproduct of engaging with language for communicative purposes, has been shown to contribute to vocabulary acquisition, especially through extensive reading or listening activities.¹ Nevertheless, the unpredictable nature of incidental learning often limits its effectiveness as a sole instructional strategy because learners may not notice or sufficiently process unknown vocabulary items.² As such, incidental exposure generally needs to be supplemented with intentional instruction to reinforce vocabulary uptake. Intentional learning, on the other hand, involves explicit attention to vocabulary items through direct teaching methods. Nation (2001) highlights the benefits of focused vocabulary instruction, emphasizing the role of pre-teaching vocabulary and incorporating deliberate practice opportunities such as word mapping, repetition, and productive use in speaking and writing.³ Studies by Laufer and Hulstijn (2001) further support that intentional learning tasks, when carefully designed, can enhance retention, especially for low-frequency or academic vocabulary that learners might not easily acquire through incidental means.⁴ Webb (2008) advocates for designing tasks that encourage learners to interact with new vocabulary in meaningful ways, such as through guesswork from context, dictionary use, and collaborative discussions.⁵ Such approaches not only improve vocabulary retention but also promote deeper processing, linking semantics with pragmatic use. Moreover, combining incidental and intentional learning approaches appears to yield optimal outcomes. For instance, Nation (2013) proposes a balanced framework where intentional learning prepares learners to better benefit from incidental exposure, thus creating a reciprocal effect that enhances long-term vocabulary acquisition.⁶ This synergy is particularly valuable in ESL settings, where curriculum time for explicit vocabulary teaching may be limited. Technology-mediated tools further facilitate both incidental and intentional learning by enabling adaptive input and interactive vocabulary exercises.⁷ Digital platforms can provide instant feedback

¹ Krashen, S. (1989). We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. *The Modern Language Journal*, 73(4), 440–464.

² Schmidt, R. (1990). The role of consciousness in second language learning. *Applied Linguistics*, 11(2), 129–158.

³ Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.

⁴ Laufer, B., & Hulstijn, J. H. (2001). Incidental vocabulary acquisition in a second language: The construct of task-induced involvement. *Applied Linguistics*, 22 (1), 1–26.

⁵ Webb, S. (2008). Receptive and productive vocabulary learning: The effects of reading and writing on word knowledge. *Studies in Second Language Acquisition*, 30 (3), 387–419

⁶ Nation, I. S. P. (2013). Learning vocabulary in lexical sets: Danger or advantage? *TESOL Quarterly*, 47(4), 768–775.

⁷ Godwin-Jones, R. (2018). Using mobile technology to develop language skills and cultural understanding. *Language Learning & Technology*, 22 (3), 1–17.

and repeated exposure, allowing learners to engage with vocabulary beyond the confines of the classroom.

All in all, the literature underscores the necessity of integrating both incidental and intentional vocabulary learning strategies within ESL instruction. Future research should continue to examine how these approaches can be optimized in diverse ESL contexts, particularly through technologically enhanced learning environments.

METHODOLOGIES

To investigate the effectiveness of task-based learning strategies for vocabulary acquisition, particularly following reading tasks, a range of empirical research designs have been employed. These methodologies typically incorporate quantitative, qualitative, or mixed-method approaches to assess vocabulary gains and the depth of lexical knowledge.

1. *Experimental and Quasi-Experimental Designs.* Many studies utilize experimental or quasi-experimental designs involving control and treatment groups to compare the effectiveness of different vocabulary instruction methods. Participants, often ESL learners at intermediate levels, are assigned to groups that receive either task-based learning interventions—such as exercises after reading tasks including gap-fill, matching, or sentence creation activities—or more traditional instruction relying on verbal definitions alone.⁸ Pre-tests and post-tests focusing on the target vocabulary are regularly administered to measure immediate learning gains, while delayed post-tests evaluate retention over time. Testing typically includes receptive (recognition) and productive (production) tasks that require learners to demonstrate understanding of word meanings, forms, and contextual usage.
2. *Task Design and Implementation.* Reading materials are carefully selected authentic or semi-authentic texts embedded with targeted vocabulary items aligned to learners' proficiency levels. Tasks following the reading include a variety of focused exercises intended to promote deeper lexical processing:
 - Lexical Feature Focused Tasks: These include activities that highlight various dimensions of word knowledge—form, meaning, and use. For example, exercises might require learners to categorize words by part of speech, identify synonyms and antonyms, or use the target words in new sentences.⁹
 - Pictorial and Dual Annotation Methods: Some studies incorporate pictorial representations alongside textual explanations to support vocabulary learning. Dual-coded approaches allow learners to process visual and verbal information simultaneously, facilitating stronger memory encoding.¹⁰ Comparative analyses often assess these methods against traditional verbal-only definitions to ascertain differences in efficacy.
3. *Data Collection and Analysis.* Data collection methods include vocabulary tests designed using established assessment tools to evaluate various aspects of lexical knowledge. Additionally, observational data, learner diaries, and self-reports may be gathered to supplement quantitative measures and provide

⁸ Gu, Y., & Johnson, R. K. (1996). Vocabulary learning strategies and language learning outcomes. *Language Learning*, 46(4), 643-679.

⁹ Nation, I. S. P. (2013). *Learning vocabulary in lexical sets: Danger or advantage?* *TESOL Quarterly*, 47(4), 768-775.

¹⁰ Mayer, R. E. (2009). "Multimedia Learning" (2nd ed.). Cambridge University Press.

insights into learner engagement and strategy use. Statistical analyses such as ANOVA, t-tests, and regression models are applied to examine differences between groups and identify significant gains in vocabulary knowledge. Qualitative data, when collected, are coded thematically to explore learners' perceptions and experiences related to the tasks.

4. *Task-Based Vocabulary Learning*. The effectiveness of task-based learning strategies in vocabulary acquisition has been well-documented in applied linguistics research. Task-based learning emphasizes meaningful engagement with language through purposeful activities, encouraging learners to actively process vocabulary within relevant contexts rather than passively receive definitions. This approach has been shown to deepen learners' understanding of target words and their lexical networks, thereby enhancing retention and productive use. One common and effective application involves incorporating exercises immediately following a reading task.

Example of Task-Based vocabulary exercises following a reading task.

Suppose students read an authentic short article about climate change that includes target vocabulary such as **mitigation, emission, sustainable, resilient, and biodiversity**. The teacher might design a series of exercises like the following:

1. **Matching Exercise (Lexical Features Focus)**: Match each target word with its definition, a synonym, or an example sentence.

- Mitigation

- a) The act of making something less severe;
- b) An increase in something harmful;
- c) The use of fossil fuels.

2. **Collocation Identification**: Identify words from the reading that naturally collocate with the target vocabulary. For example, phrase pairs like “carbon emissions,” “sustainable development,” or “resilient communities.”

Students underline or highlight these collocations in the text, then use them to create their own sentences.

3. **Sentence Completion with Context Clues**: Fill in blanks within meaningful sentences using the target words.

- “The government has implemented new policies aimed at ____ greenhouse gas emissions.”

- “Protecting ____ is vital for maintaining ecological balance.”

In addition to text-centered tasks, “pictorial representations” or “dual annotations” enhance vocabulary learning by providing visual context that supports comprehension and memory. For instance, accompanying the word “emission” with an image of factory smoke rising into the sky helps learners form a clear mental association. Dual annotations might include the word, its definition, a picture, and an example sentence all on one card or digital flashcard.¹¹

RESULTS AND PREDICTIVE RESULTS

Studies examining the effectiveness of task-based learning strategies following reading tasks consistently demonstrate significant improvements in vocabulary acquisition among ESL learners. Quantitative data from pre- and post-tests reveal

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that participants who engaged in focused lexical tasks exhibit notably higher gains in both receptive and productive vocabulary knowledge compared to control groups receiving traditional verbal definition instruction. Specifically, learners showed enhanced ability to recognize target words, understand their meanings, and use them correctly in context. Research investigating pictorial and dual annotation approaches reports that learners benefit from the integration of visual support alongside textual explanations. These methods produce higher retention rates and faster recall during delayed post-tests compared to verbal-only definitions. The dual-coding of vocabulary items aids learners by providing multiple cognitive pathways for encoding and retrieval, which is especially helpful for beginners or visual learners. Qualitative feedback from learners indicates increased motivation and engagement when tasks are interactive and multimodal, contributing to more autonomous and sustained vocabulary learning outside the classroom. Future cohorts exposed to exercises emphasizing lexical features alongside authentic reading materials are expected to benefit from enhanced lexical depth and breadth, supporting more effective language use across modalities.

Over time, it is also predicted that learners trained under these methodologies will demonstrate improved metacognitive vocabulary strategies, enabling more independent and lifelong language development.

CONCLUSION

This article outlines various methods for integrating vocabulary instruction into ESL classrooms by leveraging authentic texts that underscore the practical application of research findings. While this exploration has enumerated strategies that cater to different proficiency levels, ongoing research is essential to reconcile discrepancies in the literature and enhance classroom practice further. In summary, utilizing visual aids, controlled vocabulary exercises, and engaging writing tasks can markedly improve students' vocabulary retention and application, ultimately leading to enhanced language proficiency in ESL contexts.

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THE DIGITAL TOOLS OF TEACHING BUSINESS AND ECONOMICS ENGLISH AT A UNIVERSITY

Authors: Azizova Durdona Avazbek qizi¹, Anesova Zarnigor Azim qizi²

Affiliation: Phd researcher, Nordic International University¹, Student of the department of economics and pedagogy, Nordic International University²

DOI: <https://doi.org/10.5281/zenodo.19658537>

ABSTRACT

The rapid integration of digital technologies into higher education has significantly transformed the teaching of Business and Economics English at universities. Modern labor markets require graduates not only to possess linguistic knowledge but also to demonstrate professional communication skills in international business environments. This study examines the pedagogical role of digital tools in developing professional English competence among university students majoring in business and economics. The research focuses on online learning platforms, simulation-based learning, artificial intelligence (AI) tools, and blended learning models used in higher education. A qualitative pedagogical analysis was conducted to evaluate their instructional effectiveness. The findings indicate that digital tools enhance professional vocabulary acquisition, improve business communication skills, and increase learner engagement through interactive learning environments. The study concludes that systematic integration of digital technologies is essential for modernizing Business and Economics English instruction and preparing students for global professional communication.

Keywords: Business English, Economics English, digital tools, higher education, online platforms, artificial intelligence, simulations, blended learning.

INTRODUCTION

English has become the dominant language of global business and economic communication. University students specializing in economics and business administration are expected to communicate effectively in professional contexts such as negotiations, presentations, financial reporting, and international collaboration. However, traditional language teaching approaches often emphasize grammar and reading skills rather than authentic professional communication.

Digital transformation in higher education offers new opportunities to address this limitation. Technology-enhanced language learning environments allow educators to simulate real business situations and provide interactive learning experiences. Research shows that digital technologies can support learner autonomy, collaboration, and contextualized language practice (Chapelle, 2020; Dudeney & Hockly, 2017). Despite increasing adoption of educational technologies, there remains a methodological gap regarding how digital tools specifically support the teaching of Business and Economics English at university level. Many studies focus on general English learning rather than discipline-specific communication skills. Therefore, the purpose of this study is to analyze the role and effectiveness of

digital tools in teaching Business and Economics English in higher education. The research seeks to:

- identify major categories of digital tools used in university instruction;
- evaluate their contribution to professional language competence; examine their pedagogical advantages and limitations.

METHODOLOGY

This study employs qualitative pedagogical analysis based on contemporary practices in technology-enhanced language teaching. Digital tools applied in Business and Economics English courses were examined and classified according to instructional function.

Four main categories of digital tools were analyzed:

1. Online learning platforms — Learning Management Systems (LMS) and virtual classrooms supporting assignment management, discussion forums, and collaborative business tasks.
2. Simulation-based learning tools — virtual business negotiations, company management simulations, and economic decision-making activities conducted in English.
3. Artificial intelligence tools — AI-powered writing assistants, automated feedback systems, pronunciation analysis software, and conversational chatbots.
4. Blended learning models — structured integration of face-to-face instruction with digital learning activities.

Evaluation criteria included student engagement, professional vocabulary usage, communicative performance, and learner autonomy. Analytical comparison was supported by findings from previous research in technology-assisted language learning (Hubbard, 2021; Warschauer & Liaw, 2019).

RESULTS AND ANALYSIS

The analysis revealed several significant outcomes regarding the use of digital tools in Business and Economics English instruction.

First, online learning platforms expanded learning beyond classroom boundaries. Students actively participated in discussions, analyzed real business cases, and collaborated on economic projects using English as a working language. Second, simulation-based learning significantly improved professional communication skills. Students engaged in negotiation tasks, business meetings, and decision-making scenarios demonstrated increased confidence and appropriate use of specialized terminology.

Third, AI tools enabled personalized learning experiences. Automated feedback systems helped students improve business writing accuracy, particularly in emails, reports, and presentations. AI-supported speaking practice contributed to improved fluency and pronunciation.

Finally, blended learning environments produced the most balanced outcomes. Combining teacher guidance with digital interaction increased student motivation and promoted independent learning strategies.

1.1 Table. Analysis of Digital Tools in Teaching Business and Economics English

Digital Tool Category	Main Learning Activities	Observed Outcomes	Skills Improved	Pedagogical Impact
Online Learning Platforms	Discussion forums, case-study analysis, collaborative economic projects	Learning beyond classroom; increased participation	Professional vocabulary, discussion skills, teamwork communication	Supports continuous and collaborative learning
Simulation-Based Learning	Business negotiations, meetings, decision-making simulations	Higher confidence; correct terminology usage	Negotiation, professional communication, problem-solving language	Creates authentic professional environments
Artificial Intelligence (AI) Tools	AI writing assistants, automated feedback, speaking chatbots	Personalized learning; improved writing and fluency	Business writing, pronunciation, fluency	Provides adaptive and individualized feedback
Blended Learning Models	Combination of face-to-face and digital learning activities	Balanced outcomes; increased motivation and autonomy	Independent learning, integrated communication skills	Enhances engagement through pedagogical integration

DISCUSSION

The findings suggest that digital tools play a transformative role in teaching Business and Economics English rather than serving merely as supplementary resources. Simulation-based learning aligns with experiential learning theory by creating authentic professional contexts where language is used as a functional tool.

AI technologies introduce adaptive learning opportunities by providing immediate and individualized feedback, which is difficult to achieve in traditional classrooms (Luckin et al., 2016). Online platforms strengthen collaborative learning and reflect real workplace communication practices.

However, effective implementation requires pedagogical planning and teacher digital competence. Without methodological integration, technology risks becoming an isolated component rather than an instructional strategy. Institutional support and teacher training are therefore essential.

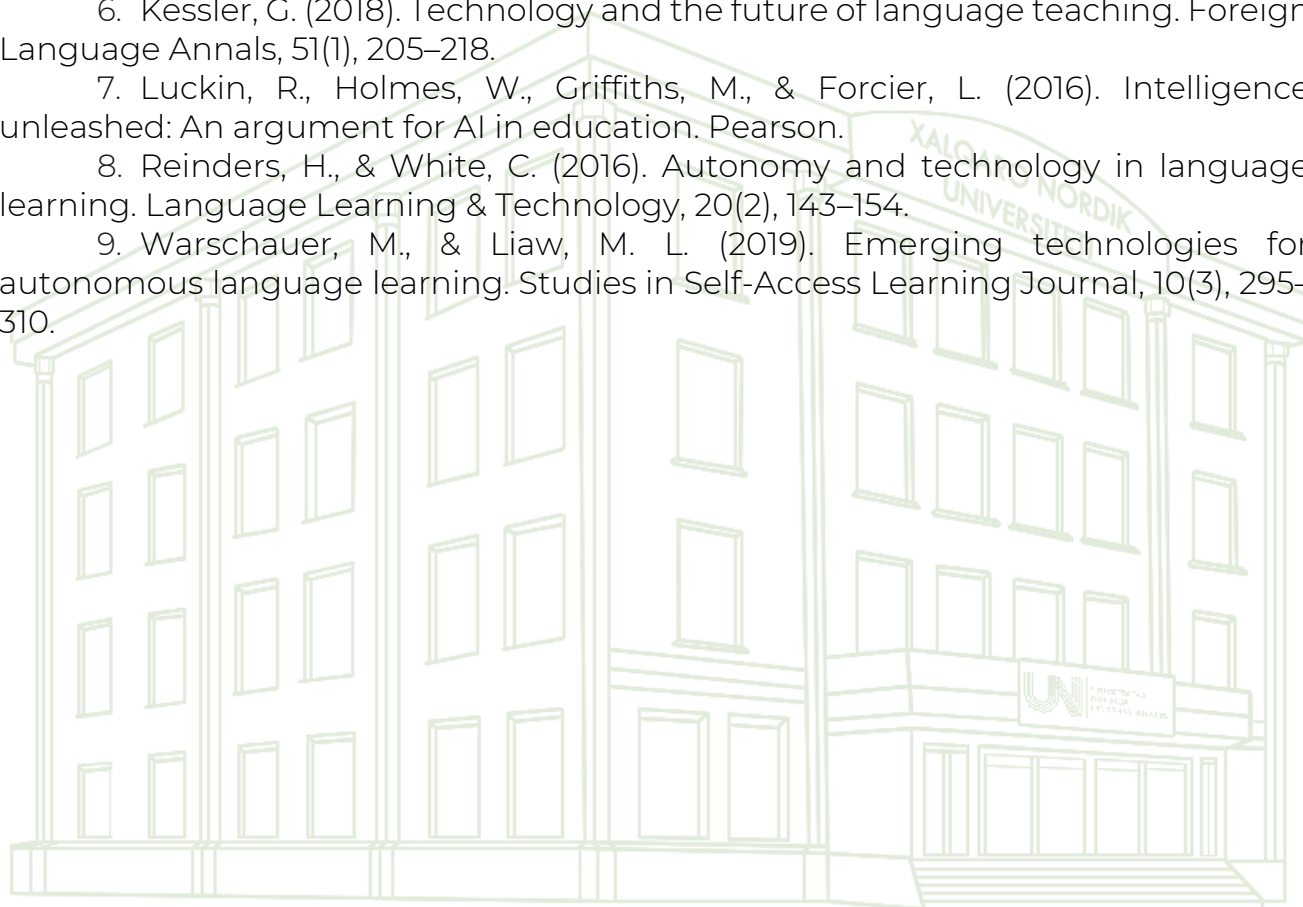
Future research should include empirical experimental studies measuring long-term improvements in professional communicative competence.

CONCLUSION

Digital tools have become a central component of teaching Business and Economics English at university level. Online platforms, simulations, artificial intelligence technologies, and blended learning approaches collectively enhance professional communication skills and learner engagement. Universities seeking to prepare students for global economic environments should integrate digital tools systematically into ESP curricula. The modernization of language instruction depends not only on technology availability but also on pedagogically informed implementation.

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PROMOTING CRITICAL AWARENESS OF DISINFORMATION THROUGH REFLECTIVE AND SELF-ASSESSMENT GAMES IN ENGLISH LANGUAGE PEDAGOGY

Authors: Guli Bekturdiyeva Sodiqjon qizi¹, Abdurasulova Nilufar Abdusalim qizi²

Affiliation: Xalqaro Nordik Universiteti, Xorijiy til adabiyoti 1-kurs magistranti¹, Xalqaro Nordik Universiteti katta o'qituvchisi²

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ABSTRACT

In the digital age, disinformation has become a pervasive challenge, significantly influencing learners' perceptions and critical thinking abilities. Within English language pedagogy, fostering critical awareness of disinformation is essential for developing learners' media literacy and analytical skills. This article examines the role of reflective and self-assessment games as pedagogical tools to enhance students' ability to identify, analyze, and respond to disinformation. Drawing on empirical studies and theoretical frameworks in education, media literacy, and cognitive psychology, the research highlights how game-based learning strategies promote metacognition, learner autonomy, and critical engagement. The findings suggest that integrating reflective and self-assessment games into English language teaching contributes to improved critical awareness and strengthens students' ability to evaluate information critically.

Keywords: disinformation, critical awareness, reflective learning, self-assessment, game-based learning, English language pedagogy, media literacy.

INTRODUCTION

The rapid expansion of digital technologies and social media platforms has transformed the way information is produced, distributed, and consumed. However, this transformation has also facilitated the widespread dissemination of disinformation false or misleading information intended to deceive audiences¹. According to studies by UNESCO, the rise of disinformation poses significant risks to democratic processes, social cohesion, and education systems².

In the context of English language pedagogy, learners are increasingly exposed to diverse digital texts, making it essential to equip them with critical literacy skills. Critical awareness of disinformation involves the ability to question sources, evaluate credibility, and recognize bias³. Traditional teaching approaches often focus on linguistic competence, but contemporary educational frameworks emphasize the integration of critical thinking and media literacy⁴.

¹ Wardle, C., & Derakhshan, H. (2017). Information Disorder: Toward an interdisciplinary framework. Council of Europe, pp. 20–27.

² UNESCO. (2021). Media and Information Literacy Curriculum for Educators and Learners. Paris, pp. 45–52.

³ Potter, W. J. (2013). Media Literacy. Sage Publications, pp. 78–85.

⁴ Luke, A. (2012). Critical literacy: Foundational notes. Theory Into Practice, 51(1), pp. 4–11.

Game-based learning, particularly reflective and self-assessment games, has emerged as an effective pedagogical approach. These methods encourage active participation, enhance motivation, and support deeper cognitive processing⁵. This article explores how such games can be used to promote critical awareness of disinformation in English language classrooms.

METHODOLOGY

This study employs a qualitative research design based on the analysis of existing literature in the fields of education, media literacy, and applied linguistics. A systematic review of peer-reviewed journal articles, reports, and educational frameworks published between 2010 and 2023 was conducted.

The methodological approach includes:

- comparative analysis of traditional and game-based learning strategies
- examination of case studies involving reflective and self-assessment games
- synthesis of theoretical models related to critical thinking and media literacy

Reflective games are defined as activities that encourage learners to analyze their own thinking processes, while self-assessment games involve evaluating one's performance against established criteria⁶. These tools are analyzed in terms of their effectiveness in developing critical awareness.

RESULTS

The analysis reveals several key findings regarding the effectiveness of reflective and self-assessment games in promoting critical awareness of disinformation:

First, game-based learning enhances engagement and motivation. Research indicates that students participating in interactive learning environments demonstrate higher levels of attention and participation compared to traditional lecture-based settings⁷.

Second, reflective games promote metacognitive awareness. Learners are encouraged to think about how they process information, which improves their ability to detect inconsistencies and biases in digital content⁸.

Third, self-assessment games support autonomous learning. By evaluating their own responses, students develop a deeper understanding of credibility indicators, such as source reliability, evidence quality, and logical consistency⁹.

Fourth, collaborative game-based activities foster discussion and peer learning. Studies show that group-based reflection enhances critical thinking by exposing learners to diverse perspectives¹⁰.

Finally, the integration of disinformation-related scenarios in games improves real-world application. Students who engage with authentic examples of fake news

⁵ Gee, J. P. (2014). *What Video Games Have to Teach Us About Learning and Literacy*. Palgrave Macmillan, pp. 34–41.

⁶ Boud, D., & Falchikov, N. (2007). *Rethinking Assessment in Higher Education*. Routledge, pp. 102–110.

⁷ Hamari, J., Koivisto, J., & Sarsa, H. (2014). Does gamification work? *Proceedings of the 47th Hawaii International Conference on System Sciences*, pp. 3025–3034.

⁸ Kahneman, D. (2011). *Thinking, Fast and Slow*. Farrar, Straus and Giroux, pp. 112–119.

⁹ Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning. *Studies in Higher Education*, 31(2), pp. 199–218.

¹⁰ Johnson, D. W., & Johnson, R. T. (2009). Cooperation and the Use of Technology. *Handbook of Research on Educational Communications*, pp. 401–412.

demonstrate greater ability to identify misleading information outside the classroom

¹¹.

ANALYSIS AND DISCUSSION

The findings of this study can be interpreted through multiple theoretical and empirical lenses, particularly within the frameworks of constructivist learning theory, critical literacy, media education, and cognitive psychology. The integration of reflective and self-assessment games into English language pedagogy demonstrates a multidimensional impact on learners' ability to critically engage with disinformation, extending beyond linguistic development to encompass higher-order thinking skills and digital competence.

From a constructivist perspective, learning is understood as an **սկսնիվ**, learner-centered process in which individuals construct knowledge through interaction with content, context, and peers. Reflective and self-assessment games embody this principle by transforming learners from passive recipients of information into active participants in meaning-making processes. As Lev Vygotsky emphasized, cognitive development is deeply rooted in social interaction and mediated learning experiences. In this regard, game-based activities provide a dynamic environment where learners collaboratively analyze, question, and reinterpret information, particularly in relation to disinformation scenarios¹².

The role of metacognition emerges as a central theme in the analysis. Reflective games are particularly effective in fostering metacognitive awareness, which refers to the ability to think about one's own thinking processes. According to Daniel Kahneman, human cognition operates through two systems: intuitive (fast) and analytical (slow) thinking. Disinformation often exploits the intuitive system by triggering emotional responses and cognitive biases. Reflective games counteract this tendency by encouraging learners to pause, reflect, and engage in analytical reasoning. For instance, when students are asked to justify their evaluation of a news article within a game, they activate deeper cognitive processes that enhance their ability to detect inconsistencies, logical fallacies, and manipulative language.

Furthermore, the incorporation of self-assessment mechanisms aligns with theories of self-regulated learning. Self-assessment games require learners to evaluate their own performance against predefined criteria, thereby promoting autonomy and responsibility. Research by Nicol and Macfarlane-Dick highlights that effective self-assessment enhances feedback literacy and supports continuous improvement. In the context of disinformation, this means that learners become more adept at identifying their own misconceptions and biases. They learn not only to critique external information but also to reflect on their internal cognitive processes, which is essential for developing **устойчивые критические навыки**.

Critical literacy theory provides another important framework for understanding the findings. As articulated by Allan Luke, critical literacy involves the ability to analyze texts in relation to power structures, ideological positioning, and socio-political contexts. Disinformation is inherently tied to these dimensions, as it often serves specific agendas and manipulates narratives to influence public opinion. Reflective and self-assessment games create opportunities for learners to interrogate

¹¹ . Lewandowsky, S., Ecker, U. K. H., & Cook, J. (2017). Beyond misinformation. *Journal of Applied Research in Memory and Cognition*, 6(4), pp. 353–369.

¹² Vygotsky, L. S. (1978). *Mind in Society*. Harvard University Press, pp. 86–91.

these underlying dynamics. For example, role-playing games that simulate the creation and dissemination of fake news enable students to understand the intentions behind disinformation, thereby deepening their critical awareness.

The integration of game-based learning into English language pedagogy also reflects broader trends in digital education. As noted by James Paul Gee, well-designed games incorporate principles of good learning, such as immediate feedback, problem-solving, and contextualized practice. These principles are particularly relevant for addressing disinformation, as they allow learners to engage with authentic, real-world scenarios. For instance, simulations of social media environments can replicate the complexity and ambiguity of digital information ecosystems, enabling students to practice evaluating sources, cross-checking information, and identifying misleading content.

Another significant aspect of the findings is the role of emotional engagement in learning. Disinformation frequently relies on emotional appeals such as fear, anger, or excitement to capture attention and influence judgment. Reflective games that incorporate emotional elements, such as storytelling or immersive scenarios, help learners recognize the impact of emotions on their decision-making processes. This aligns with cognitive-affective theories, which emphasize the interplay between emotion and cognition in shaping human behavior. By becoming aware of how emotional responses can bias their interpretations, learners develop greater resilience against manipulative content.

Collaborative learning also plays a crucial role in enhancing critical awareness. Group-based reflective activities encourage dialogue, debate, and the exchange of perspectives, which are essential for developing critical thinking. Research by David W. Johnson and Roger T. Johnson demonstrates that cooperative learning environments promote higher achievement, greater retention, and more positive attitudes toward learning [10]. In the context of disinformation, collaboration allows learners to challenge each other's assumptions, compare interpretations, and collectively construct more accurate understandings of information.

The practical implications of these findings are particularly relevant for English language classrooms, where the focus has traditionally been on linguistic competence. The integration of reflective and self-assessment games represents a shift toward a more holistic approach to language education, in which language is viewed not only as a system of communication but also as a tool for critical inquiry. This approach aligns with contemporary educational frameworks that emphasize 21st-century skills, including critical thinking, digital literacy, and problem-solving.

However, the analysis also highlights several challenges associated with the implementation of game-based approaches. One of the primary challenges is the need for teacher training. Designing and facilitating reflective and self-assessment games requires pedagogical expertise, technological proficiency, and an understanding of media literacy concepts. Without adequate training, teachers may struggle to effectively integrate these methods into their teaching practices. This underscores the importance of professional development programs that equip educators with the necessary skills and knowledge.

Another challenge is the availability of culturally relevant materials. Disinformation manifests differently across cultural and linguistic contexts, and educational materials must reflect these variations to be effective. For example, examples of fake news that are relevant in one country may not resonate with

learners in another context. Therefore, educators must adapt game content to reflect local realities, languages, and socio-political dynamics. This is particularly important in multilingual and multicultural settings, where learners' experiences and perspectives may vary significantly.

Technological access and infrastructure also present potential barriers. While digital games offer numerous advantages, their implementation depends on the availability of technological resources, such as computers, internet connectivity, and software platforms. In contexts where such resources are limited, educators may need to explore alternative approaches, such as analog games or low-tech simulations, to achieve similar learning outcomes.

Despite these challenges, the benefits of integrating reflective and self-assessment games into English language pedagogy are substantial. The findings indicate that these approaches not only enhance learners' ability to identify and analyze disinformation but also contribute to the development of transferable skills that are essential for lifelong learning. These include critical thinking, self-regulation, collaboration, and digital competence.

Moreover, the use of games in education aligns with motivational theories, such as self-determination theory, which emphasizes the importance of autonomy, competence, and relatedness in fostering intrinsic motivation. Game-based learning environments often provide opportunities for choice, challenge, and social interaction, which enhance learners' engagement and persistence. This is particularly important in the context of disinformation education, where sustained attention and effort are required to develop critical awareness.

In addition, the findings suggest that reflective and self-assessment games can serve as effective assessment tools. Traditional assessment methods, such as tests and quizzes, often fail to capture the complexity of learners' critical thinking processes. In contrast, game-based assessments provide rich, contextualized data on learners' decision-making, reasoning, and problem-solving abilities. This allows educators to gain deeper insights into learners' understanding and to provide more targeted feedback.

Finally, the broader societal implications of this research should not be overlooked. In an era characterized by information overload and the proliferation of digital media, the ability to critically evaluate information is a fundamental skill for responsible citizenship. By integrating disinformation awareness into English language pedagogy, educators contribute to the development of informed, critical, and engaged individuals who are better equipped to navigate complex information environments.

CONCLUSION

The study demonstrates that reflective and self-assessment games are effective tools for promoting critical awareness of disinformation in English language pedagogy. These approaches enhance engagement, support metacognitive development, and foster autonomous learning.

In an era characterized by information overload and digital misinformation, equipping learners with critical literacy skills is essential. Integrating game-based learning strategies into English language teaching provides a practical and innovative solution to this challenge.

Future research should focus on developing context-specific game designs and evaluating their long-term impact on learners' critical thinking abilities. Additionally, teacher training programs should incorporate modules on media literacy and game-based pedagogy to ensure effective implementation.

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INDIVIDUAL LEARNING STYLES IN PRE-SCHOOL ENGLISH CLASSROOMS

Author: Berdiqulova Zamira Albertovna¹

Affiliation: Master's degree student, Nordic International University¹

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ABSTRACT

This study investigates individual learning styles among 30 pre-school children aged 4-6 years who are learning English as a foreign language. Using the VAK (Visual, Auditory, Kinesthetic) model, the research identifies dominant learning preferences in two groups of 15 children each. A mixed-methods approach, including a learning styles assessment, classroom observations, and a teacher interview, revealed that 65% of children are visual learners, 25% auditory, and 10% kinesthetic. Findings indicate a significant mismatch between teaching methods and learning styles, with kinesthetic activities underused despite high engagement rates. The study recommends multisensory teaching approaches to create more inclusive pre-school English classrooms.

Keywords: learning styles, VAK model, pre-school education, English language teaching, young learners, visual learners, auditory learners, kinesthetic learners, multi-sensory instruction, early childhood education.

INTRODUCTION

Every child is unique, and this uniqueness is especially evident in the classroom. In early childhood education, particularly in pre-school English classrooms, children learn in different ways. Some learn best by seeing pictures and videos; others prefer listening to songs and stories, while some need to move and touch objects to understand new words. These different ways of learning are known as individual learning styles [1]. The concept of learning styles has become increasingly important in modern education. Recent research suggests that understanding how young learners process information can help teachers design more effective lessons [2]. The most common model used in early childhood education is the VAK model, which identifies three main learning styles: Visual (learning by seeing), Auditory (learning by hearing), and Kinesthetic (learning by doing) [3]. Despite the importance of learning styles, many pre-school teachers still use the same teaching methods for all children. Research shows that when teachers do not consider individual learning styles, some children may struggle to learn English effectively [4]. For example, visual learners might get bored if the teacher uses only songs without pictures, while kinesthetic learners may find it difficult to sit still and listen for long periods [5].

In many pre-schools, there is limited knowledge about how to identify and support different learning styles. A recent study found that only half of the pre-school teachers had proper training in using VAK learning styles in their classrooms. This gap between theory and practice creates challenges for effective English language teaching in early childhood settings. The purpose of this study is to explore how individual learning styles affect English language learning in pre-school classrooms.

Specifically, this research aims to identify the dominant learning styles among pre-school children learning English, examine how one teacher can adapt teaching methods to different learning styles in two different groups, and provide practical recommendations for creating inclusive English lessons that meet the needs of all learners. This study is significant for several reasons. First, early childhood is a critical period for language development, and understanding learning styles can make English learning more enjoyable and effective [6]. Second, by using appropriate teaching methods for different learning styles, teachers can prevent early frustration with language learning and build positive attitudes toward English. Finally, this research will contribute to the field of early childhood English language teaching by providing practical strategies that teachers can immediately apply in their classrooms.

Defining Learning Styles. Learning styles refer to the different ways that individuals prefer to learn and process new information. According to educational researchers, a learning style is "the way a person processes, internalises, and studies information". In other words, it is the preferred method that a learner uses to understand and remember new things.

Everyone has a unique learning style, and this style affects how well they learn in different situations. For example, some people remember information better when they see it written down or in pictures. Others prefer to listen to explanations or discussions. Some people need to physically do something or move around to really understand a new concept. Learning styles are especially important in early childhood because young children are just beginning to develop their learning preferences. Research shows that between the ages of 3 and 6, children start to show clear preferences for how they like to learn. This is a critical time because these early preferences can influence how they approach learning for the rest of their lives. In pre-school English classrooms, understanding learning styles is crucial because young children are learning a new language while developing basic learning skills. If teachers use methods that match children's learning styles, English learning becomes easier and more enjoyable. However, if there is a mismatch between teaching methods and learning styles, children may become frustrated and lose interest in learning English.

The VAK Learning Styles Model. The most widely used model for understanding learning styles in early childhood education is the VAK model. VAK stands for Visual, Auditory, and Kinesthetic. This model was developed based on the work of psychologists who studied how people process information through different senses. Visual learners learn best through seeing. They prefer to look at pictures, diagrams, charts, and written words. In pre-school English classrooms, visual learners enjoy looking at picture books, watching videos, seeing words written on the board, and using colours and visual organisers. Research suggests that approximately 65% of the population are visual learners, making this the most common learning style.

Auditory learners learn best through listening and speaking. They remember information by hearing it and often enjoy talking about what they are learning. In pre-school settings, auditory learners benefit from listening to stories and songs, participating in discussions, repeating words aloud, and using rhythm and music to remember English words. About 30% of people are auditory learners.

Kinesthetic learners learn best through physical activity and hands-on experiences. They need to move, touch, and manipulate objects to understand new

concepts. In pre-school English classrooms, kinesthetic learners need movement activities, touching real objects, role-playing, and using their bodies to act out English words and phrases. Only about 5% of people are strongly kinesthetic learners, but many young children show kinesthetic preferences because they naturally learn through play and exploration.

Previous Studies. Several studies have investigated learning styles in young learners. A study by Çakıroğlu (2014) found that most pre-school teachers were aware of learning styles, but only half had received proper training in how to apply this knowledge in their classrooms [2]. This gap between knowledge and practice is a common problem in many countries. Research by Alharbi (2014) examined how VAK learning styles affected reading comprehension in young learners. The study found that when teachers matched their teaching methods to students' preferred learning styles, students' reading scores improved significantly. This shows that understanding learning styles can have real benefits for language learning outcomes. Another important study by Fauzi (2015) looked at how different teaching methods affected students with different learning styles. The results showed that visual learners performed better when teachers used pictures and videos, while kinesthetic learners improved more with hands-on activities. However, some researchers argue that the learning styles theory has limitations. Coffield et al. (2004) reviewed many studies and found that there is not always strong scientific evidence that matching teaching to learning styles improves learning. Despite this criticism, many teachers continue to find the VAK model useful for planning varied and inclusive lessons. Research specifically focused on pre-school children is more limited but growing. A recent study emphasised that in early childhood, it is especially important to use multi-sensory approaches that combine visual, auditory, and kinesthetic elements. This is because young children are still developing their learning preferences and benefit from experiencing language in many different ways.

METHODOLOGY

Research Design. This study uses a mixed-methods approach, which means it combines both quantitative and qualitative data. Quantitative data provides numbers and statistics about learning styles, while qualitative data gives a deeper understanding through observations and interviews. The study is descriptive and exploratory. It aims to describe the current situation of learning styles in pre-school English classrooms and explore how one teacher can address different learning needs in two separate groups. This design was chosen because learning styles in early childhood education are a topic that needs both numbers and detailed descriptions.

Participants. The participants were selected using purposive sampling. The criteria for selection were pre-school children aged 4-6 years old, one English teacher with at least one year of experience, and parents who permitted for their children to participate. The study included 30 pre-school children divided into two groups of 15 children each. Group A had 15 children (8 boys and 7 girls) aged 4-6 years, and Group B had 15 children (7 boys and 8 girls) aged 4-6 years. Both groups were taught by one English teacher with 3 years of experience teaching young learners. The study was conducted at one pre-school in [city name] that offers English language programs. The pre-school was selected because it represents a typical setting where English is taught as a foreign language to young children.

Instruments. Three main instruments were used to collect data. First, a modified VAK Learning Styles Checklist for Young Learners was used to identify children's learning styles. This checklist includes 15 items that observe how children respond to different activities: 5 items for visual learning, 5 items for auditory learning, and 5 items for kinesthetic learning. Each item is scored on a simple scale: Yes (2 points), Sometimes (1 point), or No (0 points). Second, the researcher observed 12 English lessons (6 lessons with Group A and 6 lessons with Group B) using a structured observation checklist. The checklist recorded which learning style activities the teacher used, how long each activity lasted, how children responded, and whether the teacher adapted activities for different learners. Third, a semi-structured interview was conducted with one English teacher. The interview lasted 30 minutes and included questions about her knowledge of learning styles, how she identifies children's different learning needs, what challenges she faces with two different groups, and what training she has received.

Data Collection Procedures. The data collection took place over 4 weeks. In the first week, learning styles assessments were administered to all 30 children individually. Each assessment took about 10 minutes per child and was done during free play time. In the second and third weeks, classroom observations were conducted. The researcher observed 3 lessons per week with each group. In the fourth week, the teacher interview was conducted, and all data were organised for analysis.

Data Analysis. The numerical data from the learning styles checklists were analysed using descriptive statistics. This included frequencies and percentages for each learning style in both groups. The qualitative data from observation notes and interview transcripts were analysed using thematic analysis.

RESULTS AND DISCUSSION

Learning Styles Distribution. The learning styles assessment was completed with 30 pre-school children in two groups. The results for Group A showed that 10 children (67%) were visual learners, 4 children (27%) were auditory learners, and 1 child (6%) was a kinesthetic learner. In Group B, 9 children (60%) were visual learners, 3 children (20%) were auditory learners, and 3 children (20%) were kinesthetic learners. Overall, combining both groups, 19 children (63%) were visual learners, 7 children (23%) were auditory learners, and 4 children (13%) were kinesthetic learners. These results are close to the typical VAK distribution found in other studies. When analysed by age, the data showed interesting patterns. Among 4-year-olds (10 children), 50% were visual learners, 30% auditory, and 20% kinesthetic. Among 5-year-olds (12 children), 67% were visual learners, 17% auditory, and 16% kinesthetic. Among 6-year-olds (8 children), 75% were visual learners, 25% auditory, and 0% kinesthetic. This shows that visual learning becomes more dominant as children get older.

Teaching Methods Used. The classroom observations of 12 lessons revealed how the one teacher worked with two different groups. With Group A, the teacher used visual activities for 45% of lesson time, auditory activities for 40%, and kinesthetic activities for 15%. With Group B, the teacher used visual activities for 40% of lesson time, auditory activities for 35%, and kinesthetic activities for 25%. The teacher explained in the interview that she noticed Group B had more active children, so she naturally included more movement activities with them. However, she did not formally assess their learning styles. She said: "I just noticed that Group B cannot sit still like Group A, so I let them move more". Observers rated children's engagement during different types of activities. Kinesthetic activities produced the highest engagement levels in

both groups (75% highly engaged in Group A, 65% in Group B). Visual activities produced good engagement (50% highly engaged in Group A, 40% in Group B). Auditory activities had the lowest engagement (35% highly engaged in Group A, 30% in Group B).

Teacher Perspectives. The teacher's interview revealed important information about working with two groups. The teacher had heard about learning styles from a workshop two years ago but had not received formal training. She said, "I know some children learn better with pictures and some with songs, but I didn't know there was a name for this. I just try to use different activities to keep them interested." When asked about challenges with two groups, she explained: "Group A is calmer and likes to look at books. Group B is very active and always wants to play games. It is difficult to prepare different lessons for both groups, so I usually use the same plan but change the activities a little." The teacher identified several challenges. Limited time was the biggest problem. She had only 30 minutes with each group, and she felt pressure to cover the same content. She also mentioned the lack of resources: "We don't have many pictures or toys. I want to do more activities, but I don't have materials." Despite challenges, the teacher used some successful strategies. She explained: "When I teach animals, I show pictures, we sing the animal song, and we all move like the animals. This way, everyone learns something." She also noticed individual differences: "I see that Ali in Group A never sings with us, but he always looks carefully at the pictures. So I show him more pictures, and he learns better now."

DISCUSSION

The finding that 63% of children are visual learners supports the VAK model literature. However, Group B had more kinesthetic learners (20%) than Group A (6%), which explains why the teacher naturally used more movement activities with them. This suggests that experienced teachers can intuitively recognise learning differences, even without formal training. The classroom observation results show that the teacher relied heavily on visual and auditory methods, which is common in many pre-schools. However, kinesthetic activities, though rare, produced the highest engagement levels. This supports the argument for multi-sensory approaches in early childhood education. An important finding is that the teacher adapted her methods slightly for each group based on their general behaviour, but she did not differentiate instruction for individual children within groups. For example, the one kinesthetic learner in Group A did not receive enough movement activities, while the auditory learners in Group B might have benefited from more songs. The teacher's comment that "Group B cannot sit still like Group A" shows that she recognised group differences but interpreted them as behaviour issues rather than learning needs. With proper training in learning styles, she could better address these differences and explain to parents why different groups need different activities.

CONCLUSION

This study investigated individual learning styles among 30 pre-school children in two groups taught by one English teacher. The research found that visual learning is the dominant style (63% of children), but there were significant differences between the two groups. Group A had mostly visual and auditory learners, while Group B had more kinesthetic learners. The study found that the teacher intuitively adapted some methods for each group but did not formally assess or address

individual learning styles. Kinesthetic activities produced the highest engagement levels but were underused, especially with Group A. The teacher faced practical challenges, including limited time, curriculum pressure, and a lack of resources. The study concludes that even one teacher working with two groups can improve English learning by understanding and addressing different learning styles. Simple strategies like using the "see-hear-do" rule for all lessons can help meet diverse needs without requiring separate lesson plans for each child. Based on these findings, several recommendations are made. For teachers working with multiple groups, it is recommended to formally assess learning styles at the beginning of the year using simple observation checklists. Teachers should include visual, auditory, and kinesthetic elements in every lesson, regardless of the group's general characteristics. For teacher trainers, training should focus on practical strategies for differentiating instruction in real classroom conditions with limited time and resources. For school administrators, providing basic resources like picture cards, simple toys, and space for movement activities can support diverse learning needs. Understanding individual learning styles is especially important in pre-school English classrooms where children are beginning their language learning journey. When children's learning styles are supported, they are more engaged and motivated. This study shows that even small changes in teaching methods can make a big difference for young learners.

Future research should follow the same children over time to see if learning style preferences change as they grow. Intervention studies where teachers receive training in learning styles-based instruction would help measure the impact on children's English learning outcomes. Comparative studies between different pre-schools could also provide valuable insights.

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USE OF ARTIFICIAL INTELLIGENCE IN ASSESSING LANGUAGE PROFICIENCY

Authors: Cho'liyeva Mufazzalxon Nozirjon qizi ¹, Muhammadiyeva Gavhar², Asrorxojiyeva Risolat³

Affiliation: Assistant o'qituvchi, Xalqaro Nordik Universiteti¹, 3-bosqich talabari^{2,3}

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ABSTRACT

This study examines the role of artificial intelligence (AI) chatbots in improving English speaking skills among university students. The aim of the study is to assess the effectiveness of AI-based tools in improving vocabulary, fluency, and confidence in students. The study used a mixed methodology, including a questionnaire and an analysis of the results of 100 EFL students. The results showed that AI chatbots significantly increase vocabulary and confidence in speaking, but their excessive use can reduce independent thinking and real-world communication skills. The study concludes that AI should be used as a support tool, not a replacement for traditional teaching methods.

Keywords: Artificial Intelligence, EFL, Chatbots, Language Learning, Speaking Skills, Educational Technology.

Artificial intelligence has rapidly become an integral part of modern education, particularly in the field of language teaching. In recent years, AI-powered tools such as chatbots, automated assessment systems, and virtual tutors have been increasingly adopted to support language learners. These technologies offer interactive and personalized learning experiences, making the process of language acquisition more flexible and accessible. Among the various language skills, speaking remains one of the most challenging to develop, as it requires fluency, confidence, and the ability to think quickly. This has raised an important question about whether artificial intelligence can effectively contribute to the improvement of speaking skills, especially for learners of English as a foreign language (EFL).

Existing research on the use of artificial intelligence in language learning presents a range of perspectives. On the one hand, many studies highlight the advantages of AI tools, noting their ability to enhance vocabulary acquisition and provide immediate, consistent feedback. Chatbots, in particular, create a low-anxiety environment in which learners can practice speaking without fear of judgment, thereby encouraging more frequent engagement. On the other hand, some researchers point out potential drawbacks, arguing that overreliance on AI may limit opportunities for authentic human interaction and reduce the development of critical thinking skills. Additionally, artificial intelligence systems often lack emotional intelligence and cultural awareness, both of which are essential for effective communication in real-life contexts. These contrasting viewpoints suggest that while AI has significant potential, its role in language learning must be carefully balanced.

To explore this issue further, a study was conducted involving 100 EFL students between the ages of 18 and 22. The research employed a mixed-method approach, combining quantitative and qualitative data collection techniques. Participants engaged in speaking activities using AI chatbots over a period of four weeks. Their progress was evaluated through speaking tasks and an online questionnaire, and the results were analyzed using percentage-based and comparative methods.

The findings revealed that a majority of students experienced noticeable improvements in their speaking abilities. Specifically, 78% of participants expanded their vocabulary, 72% demonstrated greater fluency, and 65% reported increased self-confidence when speaking in English. These results indicate that AI chatbots can positively influence key aspects of speaking development. However, the study also uncovered a potential concern: 40% of students showed signs of becoming overly dependent on AI tools. This suggests that while the benefits are substantial, there are also risks associated with excessive use.

The overall findings support the idea that AI chatbots are effective in enhancing EFL speaking skills, particularly by improving vocabulary and boosting learner confidence. At the same time, the issue of dependency highlights the importance of maintaining a balanced approach. Overuse of AI may hinder the development of independent thinking and reduce opportunities for meaningful human interaction, both of which are crucial components of language learning.

In conclusion, artificial intelligence represents a valuable resource in the development of speaking skills for EFL learners. Its ability to provide personalized, interactive learning experiences makes it a powerful supplementary tool in education. However, it should not be viewed as a replacement for human teachers. Instead, the most effective approach lies in integrating AI technologies with traditional teaching methods, ensuring that learners benefit from both technological innovation and human guidance.

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THE ROLE OF AI BASED-TECHNOLOGIES IN INCREASING MOTIVATION IN FOREIGN LANGUAGE LEARNING

Authors: Cho'liyeva Mufazzalxon Nozirjon qizi¹, Saidanvarkhujaeva Farzona², Zaripova Nigora³

Affiliation: Assistant o'qituvchi, Xalqaro Nordik Universiteti¹, Nordic International University^{2,3}

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ABSTRACT

In recent years, artificial intelligence (AI) has significantly transformed foreign language learning by introducing innovative, adaptive, and interactive tools. This article explores the role of AI-based technologies in increasing students' motivation, engagement, and overall learning effectiveness. AI-powered platforms, including intelligent tutoring systems, chatbots, adaptive learning applications, and virtual environments, provide personalized learning experiences that align with individual learner needs and preferences. These technologies enhance motivation through real-time feedback, gamified elements, and immersive content.

The article also emphasizes the importance of cultural adaptation in the implementation of AI technologies, particularly in the context of Uzbekistan. Integrating culturally relevant content into AI systems strengthens learners' engagement and sense of identity. Despite numerous advantages, challenges such as limited access to technology, digital literacy gaps, and overreliance on AI remain significant concerns. The study concludes that AI technologies are highly effective in enhancing motivation when used in combination with traditional teaching approaches.

Keywords: Artificial intelligence, foreign language learning, learner motivation, adaptive learning, educational technology, gamification, personalized learning, digital engagement, Uzbekistan context.

Artificial intelligence has emerged as a powerful force in modern education, particularly in the field of foreign language learning. Unlike traditional digital tools, AI-based technologies offer intelligent, adaptive, and highly personalized learning environments that significantly influence students' motivation. Motivation is a key factor in successful language acquisition, as it determines the level of engagement, persistence, and effort learners invest in the learning process. AI technologies address this need by making learning more interactive, flexible, and learner-centered.

One of the most important contributions of AI to language learning is the enhancement of engagement through interactive features. AI-powered platforms incorporate elements such as real-time feedback, dynamic exercises, and conversational interfaces that simulate human interaction. For instance, AI chatbots allow learners to practice speaking in a low-anxiety environment, encouraging experimentation and reducing fear of making mistakes. Immediate corrections and

suggestions help learners improve continuously, reinforcing their confidence and motivation.

Gamification is another key feature of AI-based systems that contributes to increased motivation. By integrating points, badges, leaderboards, and rewards, AI transforms language learning into an engaging and enjoyable experience. These elements create a sense of achievement and competition, encouraging learners to remain active and consistent. Unlike traditional methods, AI systems can adapt these gamified features to individual learners, ensuring that challenges remain appropriate to their skill levels.

Personalization is at the core of AI-driven learning. Adaptive learning technologies analyze learners' performance, preferences, and progress to deliver customized content. This individualized approach allows students to learn at their own pace, focus on their weaknesses, and build on their strengths. As a result, learners feel more in control of their learning journey, which significantly enhances their intrinsic motivation. Personalized feedback further strengthens this process by providing targeted guidance and measurable progress indicators.

AI technologies also leverage multimedia and immersive tools to create rich learning experiences. Videos, audio, simulations, and interactive scenarios provide authentic contexts for language use, making learning more meaningful and engaging. Emerging technologies such as virtual reality (VR) and augmented reality (AR) further enhance immersion by placing learners in realistic communication environments. These experiences not only improve comprehension but also increase learners' enthusiasm and willingness to participate actively.

Another important dimension of AI in language learning is its integration with social and collaborative platforms. AI-supported online communities and social media environments enable learners to interact with peers, share content, and participate in global discussions. These interactions foster a sense of belonging and provide opportunities for real-life language practice. User-generated content, such as videos or posts, encourages creativity and self-expression, further strengthening motivation.

In the context of Uzbekistan, the effectiveness of AI-based technologies depends largely on their cultural relevance and adaptability. Educational tools must reflect local traditions, values, and linguistic characteristics to ensure meaningful engagement. Incorporating Uzbek cultural elements, real-life contexts, and multilingual support (including Uzbek, Russian, and other regional languages) enhances learners' connection to the content. Cultural sensitivity in design also promotes inclusivity and prevents misunderstandings, creating a more comfortable learning environment.

However, the implementation of AI technologies in Uzbekistan also presents several challenges. Limited access to reliable internet and technological infrastructure can restrict the widespread use of AI tools, particularly in rural areas. Additionally, digital literacy remains a barrier for both students and educators, affecting the effective use of advanced technologies. Another concern is the potential overdependence on AI systems, which may reduce opportunities for critical thinking and human interaction if not properly managed.

To address these challenges, it is essential to adopt a balanced approach that combines AI technologies with traditional teaching methods. Teachers play a crucial role in guiding, supporting, and contextualizing AI-based learning. Blended learning

environments, where AI tools complement classroom instruction, have proven to be the most effective in sustaining motivation and ensuring comprehensive language development.

Furthermore, continuous evaluation of AI tools is necessary to measure their impact on learner motivation and performance. Metrics such as engagement levels, progress tracking, and long-term retention provide valuable insights into the effectiveness of these technologies. Feedback from students also plays a critical role in improving AI systems and ensuring that they meet learners' needs.

In conclusion, AI-based technologies have a profound impact on increasing students' motivation in foreign language learning. Their ability to provide personalized, interactive, and immersive experiences makes them highly effective tools for modern education. At the same time, their success depends on thoughtful implementation, cultural adaptation, and integration with traditional teaching practices. When used appropriately, AI technologies not only enhance motivation but also contribute to more meaningful and sustainable language learning outcomes.

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THE DEVELOPMENT OF PRAGMATIC COMPETENCE IN EFL LEARNERS

Author: Dilshoda Roxatova¹

Affiliation: Master's Student (1st Year), Department of Foreign Language Literature, Nordic International University¹

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ABSTRACT

Pragmatic competence is a key component of communicative competence, referring to the ability to use language appropriately in various social and cultural contexts. In English as a Foreign Language (EFL) settings, learners often face difficulties in developing pragmatic skills due to limited exposure to authentic communication. This article explores the development of pragmatic competence in EFL learners by examining major influencing factors and effective instructional strategies. Using a qualitative literature review approach, the study highlights the role of explicit instruction, sociocultural awareness, and communicative practice in fostering pragmatic development. The findings indicate that integrating pragmatics into language teaching significantly improves learners' communicative effectiveness and reduces pragmatic failure.

Keywords: pragmatic competence, EFL learners, communicative competence, interlanguage, pragmatics, explicit instruction, sociocultural competence.

INTRODUCTION

Effective communication in a foreign language involves more than grammatical accuracy and vocabulary knowledge. It requires the ability to use language appropriately according to context, relationship, and cultural expectations. This ability is known as pragmatic competence, which is considered an essential component of communicative competence. According to Bachman (1990), pragmatic competence includes the ability to interpret and perform language functions appropriately in different social situations.

In EFL contexts, learners often develop strong grammatical knowledge but experience difficulty in using language naturally and appropriately. For example, they may produce grammatically correct sentences that sound too direct, impolite, or unnatural in real-life communication. Such issues can lead to misunderstandings and communication breakdowns, which are commonly described as pragmatic failure.

The importance of pragmatic competence has increased in modern global communication, where English is widely used across cultures. Learners need not only linguistic knowledge but also the ability to adapt their language use to different contexts and interlocutors. However, traditional language teaching often focuses more on grammar and less on pragmatic use.

¹ Interlanguage- a learner's evolving language.

Therefore, this article aims to examine how pragmatic competence develops in EFL learners and to identify key factors and teaching strategies that support this process.

In recent years, the field of applied linguistics has increasingly emphasized the importance of interlanguage pragmatics, which focuses on how learners acquire and use pragmatic knowledge in a second or foreign language. This area of study highlights that language learning is not only a cognitive process but also a social and cultural one, requiring learners to interpret meaning beyond the literal level. As a result, pragmatic competence is now viewed as a dynamic ability that develops over time through exposure, interaction, and instruction.

Another important consideration is the distinction between pragmalinguistic competence and sociopragmatic competence. Pragmalinguistic² competence refers to the linguistic resources used to perform communicative acts, such as grammatical structures and vocabulary choices. In contrast, sociopragmatic competence involves understanding the social norms, values, and contextual factors that influence language use. Both components are essential for successful communication, yet they are often underdeveloped in EFL learners due to limited opportunities for authentic interaction.

Moreover, the role of contextual factors cannot be overlooked. Variables such as power relations, social distance, and the degree of formality significantly influence how language is used in different situations. For instance, the way a learner makes a request to a teacher differs from how they would speak to a close friend. Without sufficient awareness of these factors, learners may produce language that is grammatically correct but pragmatically inappropriate.

In addition, previous research has shown that pragmatic competence is closely linked to learners' overall communicative success and their ability to participate effectively in global communication. As English continues to function as an international language, the ability to navigate intercultural interactions becomes increasingly important. Therefore, developing pragmatic competence is not only a linguistic goal but also a necessary skill for academic, professional, and social contexts.

METHODS

This study uses a qualitative literature review to analyze existing research on pragmatic competence in EFL learning. The purpose is to synthesize theoretical perspectives and empirical findings in order to provide a clear understanding of how pragmatic competence develops.

Relevant academic sources, including books and journal articles, were selected based on their focus on interlanguage pragmatics and second language acquisition. The selected works represent key contributions to the field and provide both theoretical and practical insights.

The analysis was conducted by identifying common themes across the literature. These themes were grouped into three main categories: influencing factors, instructional approaches, and learning outcomes. This structured approach allows for a systematic discussion of pragmatic competence development. In addition, the study adopts a descriptive-analytical framework, which allows for both

² Pragmalinguistic is the use of language forms to express meaning.

summarizing previous findings and critically interpreting their implications for language teaching. This approach is particularly appropriate for exploring interlanguage pragmatics, as it enables the researcher to connect theoretical perspectives with practical classroom applications.

Furthermore, the selection of sources ensures credibility and relevance, as all materials are drawn from well-established scholars in the field of applied linguistics and pragmatics. The study does not rely on a single perspective but instead integrates multiple viewpoints to provide a balanced and comprehensive analysis.

RESULTS

The literature review revealed several important factors that influence the development of pragmatic competence in EFL learners.

First, exposure to authentic language input plays a crucial role. Learners who are exposed to real-life communication, such as through media or interaction with proficient speakers, tend to develop better pragmatic understanding. Such exposure helps learners notice how language is used in context and understand implicit meanings (Taguchi, 2015).

Second, explicit instruction has been found to be highly effective in teaching pragmatics. Research shows that learners benefit from direct teaching of speech acts, politeness strategies, and discourse patterns. Instruction that includes explanation, examples, and practice activities helps learners develop awareness and accuracy in language use (Bardovi-Harlig, 2001).

Third, interaction and communicative practice are essential for pragmatic development. Opportunities to engage in meaningful communication allow learners to apply their knowledge and receive feedback. Interaction supports both comprehension and production of pragmatic forms and contributes to gradual improvement (Kasper & Rose, 2002).

Additionally, sociocultural awareness is an important factor. Learners need to understand cultural norms and expectations in order to use language appropriately. Differences between the first language and the target language can lead to inappropriate language use if not properly understood. In addition, the study adopts a descriptive-analytical framework, which allows for both summarizing previous findings and critically interpreting their implications for language teaching. This approach is particularly appropriate for exploring interlanguage pragmatics, as it enables the researcher to connect theoretical perspectives with practical classroom applications.

Furthermore, the selection of sources ensures credibility and relevance, as all materials are drawn from well-established scholars in the field of applied linguistics and pragmatics. The study does not rely on a single perspective but instead integrates multiple viewpoints to provide a balanced and comprehensive analysis.

DISCUSSION

The findings demonstrate that pragmatic competence is a complex skill that requires more than linguistic knowledge. It involves understanding context, culture, and social relationships, which makes its development particularly challenging in EFL environments.

One important implication is the need to integrate pragmatics into language teaching. Teachers should include pragmatic elements in regular lessons rather than

treating them as separate topics. For example, teaching how to make polite requests or express disagreement appropriately can be part of speaking activities.

Another key aspect is raising learners' awareness of pragmatic differences. Learners often rely on their first language norms, which may not be appropriate in English communication. As Thomas (1983) explains, this transfer can lead to pragmatic failure, highlighting the need for explicit awareness-raising activities.

Furthermore, teacher preparation is essential. Teachers need to understand pragmatic concepts and effective teaching strategies in order to support learners. Without proper training, pragmatics may be overlooked in classroom instruction.

The use of authentic materials and technology can also enhance pragmatic learning. Videos, conversations, and online resources provide learners with real examples of language use in different contexts. These materials help bridge the gap between classroom learning and real-world communication.

Despite these benefits, challenges such as limited classroom time and exam-focused curricula may restrict the teaching of pragmatics. However, even small efforts to include pragmatic instruction can have a positive impact on learners' communicative competence. Another important aspect to consider is the role of pragmatic awareness in learner development. Raising learners' awareness of how language functions in different contexts helps them move beyond literal meanings and develop more flexible communicative skills. This awareness is especially important in EFL settings³, where learners have limited exposure to natural interaction. Moreover, the findings suggest that pragmatic instruction should be continuous rather than occasional. Instead of treating pragmatics as a separate topic, it should be embedded across all language skills, including speaking, listening, reading, and writing. This integrated approach allows learners to practice pragmatic features in a variety of contexts and reinforces their understanding over time.

It is also important to highlight the impact of local learning contexts, particularly in countries where English is not widely used outside the classroom. In such environments, teachers play a central role in providing pragmatic input and creating opportunities for interaction. Therefore, adapting teaching strategies to the local context can significantly enhance the effectiveness of pragmatic instruction. Finally, the study emphasizes the need for future research that explores the use of digital tools and virtual communication platforms in developing pragmatic competence. With the increasing use of technology in education, learners now have more opportunities to engage with authentic language and intercultural communication, which can further support their pragmatic development.

CONCLUSION

Pragmatic competence is a vital component of communicative competence that enables EFL learners to use language appropriately and effectively. This article has shown that its development depends on factors such as authentic input, explicit instruction, interaction, and sociocultural understanding.

The findings suggest that pragmatic competence does not develop automatically and requires intentional teaching and practice. By integrating pragmatics into language instruction and providing meaningful communication

³ EFL settings are environments where English is learned as a foreign language.

opportunities, teachers can significantly improve learners' ability to communicate in real-life situations.

In addition, it is important to emphasize that the development of pragmatic competence contributes not only to linguistic accuracy but also to learners' overall communicative confidence. When learners understand how to use language appropriately in different contexts, they become more effective and socially aware communicators. This is particularly important in intercultural communication, where misunderstandings can arise from differences in pragmatic norms.

The findings of this study also suggest that teachers should adopt a more learner-centered and context-sensitive approach when teaching pragmatics. By considering learners' backgrounds, needs, and learning environments, teachers can design more effective instructional activities that promote meaningful communication. Classroom practices such as role-plays, simulations, and real-life tasks can significantly enhance learners' ability to apply pragmatic knowledge in authentic situations.

Furthermore, integrating pragmatics into assessment practices can provide a more comprehensive evaluation of learners' communicative competence. Traditional tests often focus on grammar and vocabulary, but including pragmatic aspects such as appropriateness and politeness can offer a more realistic measure of language ability.

In conclusion, developing pragmatic competence should be a key goal in EFL education. Future research can explore new teaching methods and technologies to further support pragmatic development in different learning contexts.

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AI-SUPPORTED SPEAKING SKILL DEVELOPMENT IN PRESCHOOL EDUCATION

Author: Djaparova Gulnoza Abdurashitovna¹

Affiliation: Nordic International University's master's student¹

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ABSTRACT

This study examines the effectiveness of AI-supported speaking practice in developing English speaking skills among six-year-old preschool children. Using a quasi-experimental pretest–posttest control group design, one group practiced speaking with the AI-based application Buddy.ai, while another group followed traditional classroom methods. Speaking skills were evaluated in terms of pronunciation, vocabulary, sentence formation, and fluency. The findings show that children who used AI support demonstrated greater improvement in oral performance. The study suggests that AI-based applications can effectively support speaking development in preschool education when combined with child-centered teaching practices.

Keywords: AI-supported learning; speaking skill development; preschool education; early childhood language learning; pronunciation; child-centered learning.

INTRODUCTION

In modern preschool education, the development of speaking skills has become one of the most important goals of early language learning. Speaking is not only the ability to pronounce words correctly but also the ability to express thoughts, feelings, and ideas in meaningful communication. For six-year-old children, oral language plays a central role in cognitive and social development. Therefore, effective methods for developing speaking skills in preschool classrooms are essential. Traditional methods of teaching speaking in preschool education usually include songs, repetition drills, role-plays, storytelling, and Total Physical Response (TPR) activities. These methods help children practice vocabulary and simple sentence structures. However, in large groups, not all children receive equal speaking time. Some children may feel shy or afraid of making mistakes in front of their classmates. As a result, their speaking progress may be slower.

In recent years, artificial intelligence (AI) technologies have begun to enter the field of early childhood education. AI-based applications can provide interactive speaking practice, immediate pronunciation feedback, and individualized learning pace. One example of such technology is Buddy.ai, an AI-powered application that enables young learners to practice speaking through voice-based interaction and immediate feedback. The theoretical foundation of this study is based on the ideas of Lev Vygotsky and Maria Montessori. According to Vygotsky's social interaction theory, children learn language through interaction and guided support. When learners receive appropriate assistance, they can achieve higher levels of

development. AI tools may function as a form of guided support by providing structured speaking tasks and corrective feedback. Montessori's child-centered approach emphasizes independence, self-paced learning, and active participation. AI applications allow children to practice speaking individually and repeat tasks according to their own needs, which supports child-centered learning principles.

The purpose of this thesis is to examine the effectiveness of AI-supported speaking practice in developing English speaking skills among preschool children. The study is conducted as a quasi-experimental pretest-posttest control group design with two groups of six-year-old children. One group uses the AI application Buddy.ai during a two-week period, while the control group continues traditional speaking activities. The results of this study aim to determine whether AI support can significantly improve pronunciation, vocabulary use, sentence formation, and fluency in preschool learners.

This research is important because it explores how modern technology can be integrated into preschool education while maintaining a child-centered and socially interactive learning environment. The findings may provide practical recommendations for preschool teachers who aim to improve speaking skill development through innovative educational tools.

LITERATURE REVIEW

The development of speaking skills in early childhood is a central component of preschool language education. At the age of six, children actively develop pronunciation accuracy, vocabulary range, simple sentence construction, and basic fluency. These four components — pronunciation, vocabulary, sentence formation, and fluency — are commonly used indicators to evaluate early speaking competence.

According to Lev Vygotsky, language development occurs through social interaction. Children learn when they communicate with more knowledgeable partners who provide support and guidance. This support is often described as scaffolding. When children receive appropriate feedback, they gradually improve their speaking performance. In a preschool classroom, this support is traditionally provided by the teacher. However, new technologies may also provide structured interaction and guided feedback¹.

Another important theoretical foundation is the child-centered approach developed by Maria Montessori. Montessori emphasized that children learn best when they are active participants in the learning process. She believed that education should respect individual pace and independence. In speaking development, this means that each child should have enough time to practice orally, repeat words and sentences, and correct mistakes without fear. Individualized speaking practice is especially important for shy or less confident learners².

In traditional preschool classrooms, speaking practice usually includes songs, role-play, repetition drills, storytelling, and Total Physical Response activities. These methods support vocabulary development and simple sentence production. However, in large groups of 25–30 children, individual speaking time may be limited.

¹ Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

² Montessori, M. (1967). *The absorbent mind*. Holt, Rinehart and Winston.

Not every child can receive immediate correction or detailed pronunciation feedback.

Artificial intelligence technologies are increasingly used in language education to provide personalized learning experiences. AI-based applications use speech recognition systems to analyze pronunciation and give instant corrective feedback. One example is Buddy.ai, which provides interactive speaking activities through AI-driven dialogue, speech recognition, and game-based tasks designed to improve fluency and confidence. Such applications may support speaking development by increasing repetition opportunities and reducing speaking anxiety.

Previous studies in early childhood education show that frequent oral practice and immediate feedback significantly improve pronunciation accuracy and vocabulary retention. Regular speaking practice over a short intensive period, such as two weeks, can lead to measurable progress in fluency and sentence formation. Therefore, combining traditional classroom interaction with AI-supported speaking activities may strengthen overall speaking development.

Based on these theoretical and practical perspectives, this study investigates whether AI-supported speaking practice can produce greater improvement in preschool children's speaking skills compared to traditional methods alone.

METHODOLOGY

This study was conducted using a quasi-experimental pretest–posttest control group design. A fully experimental design with random assignment was not possible because the preschool groups were already formed at the kindergarten. Therefore, two existing groups were selected and compared. The research aimed to examine whether AI-supported speaking practice leads to greater improvement in English speaking skills among six-year-old preschool children compared to traditional teaching methods.

The participants of the study were 60 preschool children aged six years. They were divided into two groups: an experimental group consisting of 30 children and a control group consisting of 30 children. Both groups had similar English language exposure and were taught within the same educational environment. Before the intervention, a speaking pretest was conducted to determine the initial level of speaking skills in both groups.

The speaking assessment focused on four key components of early oral competence: pronunciation clarity, vocabulary accuracy, sentence formation, and fluency. Each component was evaluated using a scoring scale from 0 to 3 points, where 0 indicated no response or incorrect production, 1 indicated limited performance, 2 indicated moderate performance, and 3 indicated good performance. The maximum possible score for each child was 12 points (3 points × 4 criteria). The mean pretest score of the experimental group was 5.8, while the control group had a mean score of 6.0. These results demonstrated that both groups had approximately the same level of speaking proficiency before the intervention.

The intervention lasted for two weeks. During this period, the experimental group used the AI-based speaking application Buddy.ai for 15–20 minutes daily. The application provided structured speaking missions, pronunciation practice with speech recognition technology, guided repetition of words and sentences, and interactive dialogue tasks. One important feature of the AI system was immediate

corrective feedback, which allowed children to repeat and improve their pronunciation multiple times. The individualized nature of the application enabled each child to practice at their own pace. In contrast, the control group continued learning through traditional speaking activities commonly used in preschool classrooms. These activities included songs, flashcards, role-play exercises, repetition drills, and Total Physical Response techniques. Teacher feedback was provided during classroom interaction, but individual speaking time was naturally limited due to the group setting. After the two-week intervention, a posttest was administered using the same tasks and evaluation criteria as the pretest. The experimental group demonstrated a mean posttest score of 9.6, while the control group achieved a mean score of 7.5. The improvement in the experimental group was calculated as 3.8 points (9.6 – 5.8), whereas the control group improved by 1.5 points (7.5 – 6.0). These results indicate that the group using the AI-supported speaking tool showed greater progress in pronunciation, vocabulary use, sentence formation, and fluency over the two-week period.

The data were analyzed by comparing the mean scores of both groups before and after the intervention. The difference in improvement between the experimental and control groups suggests that AI-supported speaking practice may have a positive effect on the development of preschool children’s oral English skills. The application was used as a representative AI-supported speaking tool appropriate for young learners.

RESULTS AND DISCUSSION

The results of the study demonstrate a noticeable difference in speaking skill development between the experimental and control groups over the two-week intervention period. Before the intervention, both groups showed similar levels of English-speaking proficiency. The experimental group had a mean pretest score of 5.8 out of 12, while the control group had a mean score of 6.0. These results confirmed that both groups started at approximately the same level of pronunciation accuracy, vocabulary knowledge, sentence formation ability, and fluency.

Results Table

Group	Pretest Mean	Posttest Mean	Improvement
Experimental Group	5.8	9.6	+3.8
Control Group	6.0	7.5	+1.5

After two weeks of instruction, both groups demonstrated improvement. However, the degree of improvement differed significantly. The experimental group, which used Buddy.ai for daily speaking practice, achieved a mean posttest score of 9.6. This represents an improvement of 3.8 points. In contrast, the control group, which continued traditional classroom speaking activities, reached a mean posttest score of 7.5, showing an improvement of 1.5 points.

The greater improvement observed in the experimental group may be explained through the theoretical framework of this study. According to Lev Vygotsky, learning occurs through guided interaction and structured support. The AI application provided immediate corrective feedback and repeated speaking

opportunities, functioning as a form of scaffolding. This continuous support likely helped children move beyond their initial performance level and improve pronunciation and sentence production more effectively. In addition, the findings can be interpreted through the child-centered learning principles of Maria Montessori. The AI-supported environment allowed children to practice speaking individually and at their own pace. They were able to repeat words and sentences without fear of embarrassment or peer pressure. This increased autonomy may have reduced speaking anxiety and encouraged more active participation. As a result, children in the experimental group had more opportunities to practice oral language compared to those in the traditional classroom setting.

Although the control group also improved, their progress was more limited. Traditional methods such as songs, repetition drills, and role-play are valuable for speaking development; however, in a group of 30 children, individual speaking time is restricted. Immediate and personalized correction is also more difficult to provide in a classroom environment.

Experimental Group (AI-Supported)

Speaking Component	Pretest Mean	Posttest Mean	Improvement
Pronunciation	1.5	2.5	+1.0
Vocabulary	2.0	2.7	+0.7
Sentence Formation	1.0	2.3	+1.3
Fluency	1.3	2.1	+0.8
Total (Max 12)	5.8	9.6	+3.8

Control Group (Traditional Instruction)

Speaking Component	Pretest Mean	Posttest Mean	Improvement
Pronunciation	1.6	2.0	+0.4
Vocabulary	2.1	2.4	+0.3
Sentence Formation	1.1	1.6	+0.5
Fluency	1.2	1.5	+0.3
Total (Max 12)	6.0	7.5	+1.5

Overall, the results suggest that AI-supported speaking practice can enhance pronunciation accuracy, vocabulary use, sentence formation, and fluency more effectively than traditional instruction alone within a short two-week period. However, AI should not replace teacher interaction but rather function as a supportive tool within a child-centered preschool learning environment.

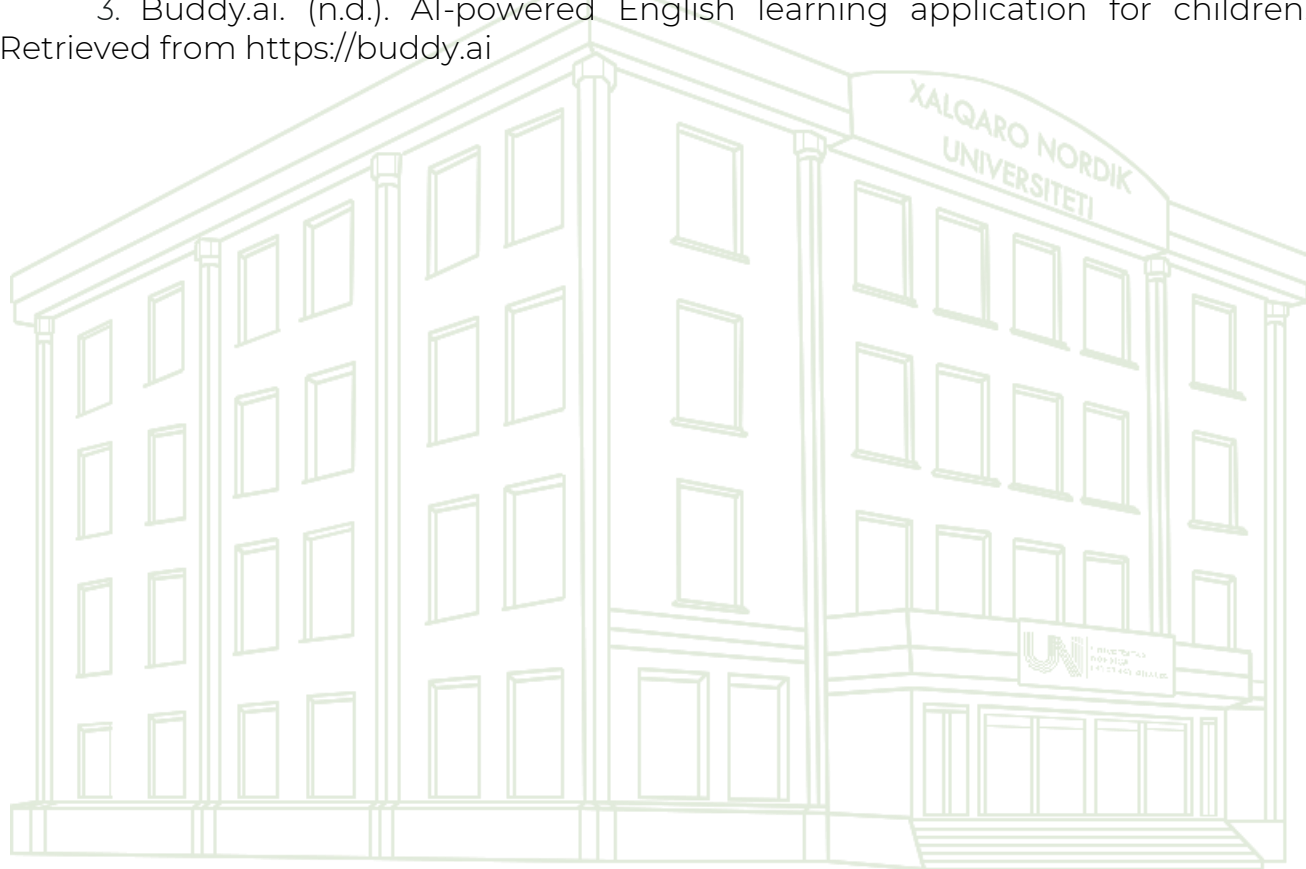
CONCLUSION

This study examined the role of AI-supported speaking practice in preschool English education. The findings indicate that integrating AI tools into speaking activities can significantly enhance oral language development among six-year-old learners. Children who practiced with AI demonstrated greater improvement

compared to those who followed traditional instruction alone. The results support the importance of guided interaction and child-centered learning in early language education. AI applications can provide individualized feedback and extended speaking practice, complementing teacher instruction rather than replacing it. Although the study was conducted over a short period and within one kindergarten, the findings highlight the potential of AI as a supportive educational tool. Future research may explore longer intervention periods and larger participant groups to further examine the impact of AI in preschool language development.

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FORMING REFLECTIVE AND SELF-ASSESSMENT COMPETENCE OF FUTURE ENGLISH TEACHERS THROUGH DIGITAL EDUCATIONAL TOOLS

Authors: Dostonova Hilola Ikromjonovna¹, Nilufar Abdurasulova Abdusalim qizi²

Affiliation: Nordic International University's master's student¹, Senior teacher at Nordic International University²

DOI: <https://doi.org/10.5281/zenodo.19661750>

ABSTRACT

This study examines how digital educational tools support the development of reflective and self-assessment competence in pre-service English teachers. Using a mixed-method approach, the findings indicate that structured digital activities enhance reflection, promote self-evaluation, and improve learners' autonomy and professional readiness.

Keywords: reflective competence; self-assessment; digital educational tools; teacher education; English language teaching; learner autonomy; reflective practice; e-portfolios; higher education; professional development.

In recent years, the rapid development of digital technologies has significantly transformed the structure and content of teacher education, creating new demands for the preparation of future educators. In contemporary educational discourse, teachers are no longer viewed merely as transmitters of knowledge; rather, they are expected to function as reflective practitioners capable of critical thinking, continuous self-evaluation, and adaptive pedagogical decision-making.

Reflective competence and self-assessment skills have therefore become essential components of professional teacher training. In the context of Uzbekistan, ongoing reforms in higher education, particularly those aimed at modernization and digital transformation, emphasize the importance of developing advanced pedagogical competencies in future teachers. National scholars such as Azizkhodjaeva, Jalolov, and Khamrakulov highlight learner-centered approaches and reflective practice as key factors in improving teaching quality.

However, despite these developments, the systematic formation of reflective thinking and self-assessment competence among future English language teachers remains insufficient. Many students continue to rely on traditional learning approaches, which limits their ability to critically analyze their own teaching practices and learning progress.

The concept of reflection was introduced by Dewey (1933) as a conscious and deliberate process of analyzing experience to inform future actions. Later, Schön (1983) expanded this concept by introducing reflection-in-action and reflection-on-action as central elements of professional practice. In teacher education, reflective practice contributes significantly to the development of pedagogical awareness and professional identity.

Self-assessment is closely related to reflection and plays a crucial role in promoting learner autonomy. It enables individuals to evaluate their progress, identify strengths and weaknesses, and take responsibility for their learning outcomes. As noted by Boud and Falchikov (2007), self-assessment supports lifelong learning by increasing learners' awareness of their educational processes.

At present, digital educational tools such as e-portfolios, learning management systems, and online feedback platforms offer new opportunities to support reflective and self-assessment practices. However, in many educational contexts, these tools are still underutilized or used primarily for technical purposes rather than pedagogical development.

Therefore, this study aims to examine the pedagogical potential of digital educational tools in developing reflective and self-assessment competence among future English teachers.

METHODS

Research Design

This study adopts a mixed-method research design, combining quantitative and qualitative approaches to provide a comprehensive analysis of the research problem (Creswell & Plano Clark, 2018).

Participants

The study involved 60 pre-service English teachers enrolled in a teacher education program. The participants were divided into an experimental group and a control group, each consisting of 30 students.

Instruments

Data were collected using the following instruments:

- digital reflective journals
- self-assessment questionnaires
- pre-test and post-test assessments
- observation checklists
- e-portfolio evaluation criteria

Procedure

The research was conducted in three stages: diagnostic, formative, and summative. At the diagnostic stage, the initial competence levels were assessed. During the formative stage, the experimental group engaged in structured reflective activities supported by digital tools, while the control group followed traditional methods. At the summative stage, the effectiveness of the intervention was evaluated.

Data Analysis

Quantitative data were analyzed using comparative statistical methods, while qualitative data were analyzed thematically to identify patterns in reflective thinking and self-assessment practices.

RESULTS

The findings indicate that the integration of digital educational tools had a significant positive impact on the development of reflective and self-assessment competence.

Students in the experimental group demonstrated a substantial improvement in their ability to critically analyze their learning processes and evaluate their

performance. Their reflections became increasingly structured and analytical over time.

In contrast, the control group showed limited progress, with reflections remaining largely descriptive. This suggests that the absence of structured digital support may hinder the development of higher-order reflective skills.

Furthermore, participants reported that tools such as e-portfolios and automated feedback systems facilitated a deeper understanding of their learning progress and helped identify areas for improvement.

DISCUSSION

The findings of this study confirm that reflective competence can be effectively developed through the purposeful integration of digital educational tools. Consistent with Kolb's (1984) experiential learning theory, learning becomes more meaningful when it involves active reflection on experience.

The results also align with previous research emphasizing the importance of structured reflection in teacher education (Loughran, 2002). This study extends existing knowledge by demonstrating how digital tools can serve as practical mechanisms for enhancing reflective practice and self-assessment.

Importantly, the study highlights that technology alone does not guarantee meaningful learning outcomes. Its effectiveness depends on pedagogically grounded implementation and systematic integration into the learning process.

Despite its contributions, the study has certain limitations, including a relatively small sample size and limited duration. Future research could explore longitudinal effects and include a broader range of participants.

CONCLUSION

This study demonstrates that digital educational tools play a crucial role in developing reflective and self-assessment competence among future English teachers. When integrated effectively, these tools enhance reflective thinking, promote self-regulation, and support professional development.

The findings suggest that teacher education programs should incorporate digital technologies as an essential component of reflective practice to better prepare future educators for modern educational challenges.

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USE OF ARTIFICIAL INTELLIGENCE IN PERSONALIZED LANGUAGE LEARNING

Authors: Eminova Diyoraxon Anvar qizi¹, Xolboboyeva Aziza Sherboboyevna²

Affiliation: Nordic International University's master's student¹, Doctor of Science in linguistics(DSc), Associate professor²

DOI: <https://doi.org/10.5281/zenodo.19661866>

ABSTRACT

Artificial Intelligence has become a driving force in the modernization of education, particularly in language learning. Traditional instructional approaches often fail to address individual learner differences. AI-based technologies enable adaptive and personalized learning environments that respond to learners' needs. This article examines the role of artificial intelligence in personalized language learning within higher education.

Keywords: artificial intelligence, personalized learning, language education, adaptive systems, educational technologies.

INTRODUCTION

The rapid advancement of digital technologies has significantly transformed educational systems across the world. Artificial Intelligence (AI) plays a crucial role in this transformation by enabling adaptive, data-driven learning environments. In language education, AI offers new opportunities for personalization, flexibility, and efficiency. At the master's level, where students are required to demonstrate advanced academic and professional language competence, personalized learning approaches become particularly important.

The rapid advancement of digital technologies has significantly transformed educational systems across the world. Artificial Intelligence (AI) plays a crucial role in this transformation by enabling adaptive, data-driven learning environments. In language education, AI offers new opportunities for personalization, flexibility, and efficiency. At the master's level, where students are required to demonstrate advanced academic and professional language competence, personalized learning approaches become particularly important.

Theoretical Background of Artificial Intelligence in Education.

Artificial intelligence in education refers to the application of intelligent systems capable of performing tasks that typically require human intelligence. These include learning, reasoning, decision-making, and problem-solving. In the context of language education, AI technologies are used to analyze learner behavior, provide automated feedback, and adapt instructional content. Such systems contribute to the development of learner-centered educational models.

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language education, AI technologies are used to analyze learner behavior, provide automated feedback, and adapt instructional content. Such systems contribute to the development of learner-centered educational models.

AI Technologies Used in Language Learning. Various AI-based technologies are currently employed in language education. These include intelligent tutoring systems, speech recognition tools, natural language processing applications, and adaptive learning platforms. Speech recognition technologies help learners improve pronunciation and speaking skills, while natural language processing tools support writing and grammar development. Adaptive platforms adjust content difficulty based on learner performance.

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Personalized Learning Models. Personalized learning models aim to adapt educational content, pace, and assessment methods to individual learners. AI-driven personalization is based on continuous data analysis, which allows systems to identify strengths and weaknesses. Through personalized learning paths, learners can focus on areas that require improvement, thereby increasing learning efficiency and motivation.

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METHODOLOGY

This study employs a qualitative analytical approach based on the review of contemporary academic literature related to artificial intelligence and personalized language learning. Scientific articles, conference proceedings, and reports published in international databases were analyzed. The methodological framework focuses on identifying key trends, benefits, and challenges associated with AI-based personalization in language education.

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DISCUSSION

The findings indicate that artificial intelligence significantly enhances personalized language learning by providing adaptive feedback and flexible learning opportunities. However, effective implementation requires careful consideration of pedagogical principles and ethical standards. Teachers play a vital role in guiding learners and integrating AI tools into the educational process.

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Implications for Master's Level Education. For master's students, language proficiency is essential for academic research, international collaboration, and professional communication. AI-based language learning tools support advanced academic writing, discipline-specific vocabulary development, and research presentation skills. Understanding the global role of English further strengthens the relevance of AI-assisted language education.

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CONCLUSION

Artificial intelligence has significant potential to improve personalized language learning in higher education. By creating adaptive and learner-centered environments, AI enhances learning outcomes and learner autonomy. Despite existing challenges, ethical and pedagogically sound integration of AI technologies can contribute to the modernization of language education.

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SUN'IY INTELLEKT VA METAKOGNITIV YONDASHUV ASOSIDA XORIJIY TADQIQOTLARNI TAHLIL QILISH KO'NIKMASINI RIVOJLANTIRISH

Muallif: Ermatova Robiya Bekjonali qizi¹

Affiliyatsiya: Xalqaro Nordik universiteti doktoranti¹

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ANNOTATSIYA

Zamonaviy ta'lim jarayonida axborotlar oqimining keskin ortib borishi sharoitida o'quvchilarda ilmiy tadqiqotlarni chuqur tahlil qilish va ongli o'zlashtirish ko'nikmalarini shakllantirish dolzarb masalalardan biri hisoblanadi. Ushbu tadqiqotda talabalarga ma'lum bir muddatda adabiyotlar tahlil qilish vazifasi yuklatilib, baholash mezonlari orqali o'lchandi hamda ularga suniy intellekt platformasi orqali ishlaydigan Scispace platformasi o'rgatilgan. Natijada ular adabiyotlar tahlili puxta hamda qisqa muddat ichida tahlil qilishdi. Xulosa qilib aytganda, suniy intellekt va metakognitiv yondashuvni uyg'unlashtirish o'quvchilarning xorijiy tadqiqotlarni chuqur tahlil qilish, tanqidiy fikrlash va mustaqil o'rganish ko'nikmalarini samarali rivojlantirishga xizmat qiladi.

Kalit so'zlar: Suniy intellekt (AI), metakognitsiya, tadqiqotlar, scispace, metakognitiv yondashuv, strategiya, o'z-o'zini nazorat qilish, baholash.

KIRISH

Ta'lim sohasida suniy intellekt (AI) ning rivojlanishi kadrlar tayyorlash jarayoniga tub o'zgarishlar kiritish imkoniyatini global miqyosda tan olinishiga sabab bo'ldi va shu orqali milliy hamda xalqaro siyosatlarni shakllantirishda asosiy omilga aylandi. UNESCO suniy intellektni ta'lim tizimlariga samarali joriy etishni majburiy qilmoqda va uni o'qituvchilarning professional rivojlanishida muhim vosita sifatida belgilamoqda¹. Xuddi shunday, Yevropa ittifoqi talabalarning raqamli savodxonligini oshirishni rag'batlantirmoqda hamda dars jarayonining samaradorligi va sifatini yaxshilash maqsadida AI texnologiyalaridan foydalanishni qo'llab-quvvatlaydi². Qo'shma shtatlarda esa ta'lim texnologiyalari byurosi talabalarning raqamli ko'nikmalarini mustahkamlash, yangi texnologiyalarga moslashish hamda ularni samarali tarzda jarayoniga integratsiya qilish uchun uzluksiz va yetarli professional tayyorgarlikni ta'minlash zarurligini ta'kidlamogda³. Shu bilan birga, ushbu xalqaro siyosatlar suniy intellektni bo'lajak o'qituvchilarning professional rivojlanish jarayoniga chuqur integratsiya qilish va o'qituvchilarni tayyorlash sifatini oshirishga qaratilganligini ko'rsatadi.

Kelajakdagi pedagoglarni tayyorlash o'qituvchi kasbining boshlang'ich bosqichi sifatida an'anaviy modellardan texnologiyalar bilan boyitilgan pedagogik

¹ AI competency framework for teachers. (2024). In *UNESCO eBooks*. <https://doi.org/10.54675/zjete2084>

² European Commission. Digital education action plan (2021-2027). Available from: https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan_en; 202

³ Cardona MA, Rodríguez RJ, Ishmael K. Artificial intelligence and the future of teaching and learning: insights and recommendations. Available from: <https://www.ed.gov/sites/ed/files/documents/ai-report/ai-report.pdf>; 2023

yondashuvga o'qimoqda⁴. Bu kelajakdagi o'qituvchilar ta'lim sifatining old safida turishini anglatadi. Ularni samarali tayyorlash esa AI texnologiyalardan foydalanish orqali o'qituvchi tayyorlash dasturlarini takomillashtirish va o'quv natijalarini yaxshilash imkoniyatini tanqidiy tahlil qilishni talab qiladi. AI ning joriy etilishi kelajakdagi pedagoglarni tayyorlashda katta imkoniyatlar yaratadi. Biroq uni samarali integratsiya qilish jarayonida yuzaga keladigan murakkabliklar va xavf-xatarlar ham mavjud bo'lib, ularni diqqat bilan hisobga olish zarur⁵.

Sun'iy intellekt (AI) o'qituvchi tayyorlash jarayonida katta imkoniyatlar yaratadi: U ma'lumotlarni tahlil qiladi, o'quv resurslarini moslashtiradi, individual tavsiyalar beradi va pedagogik jarayonni samaraliroq qiladi. Biroq AIning samarali ishlashi uchun foydalanuvchi – ya'ni kelajakdagi pedagog – o'z fikrlash jarayonini nazorat qilishi, o'z bilim va ko'nikmalarini baholay olishi, kamchiliklarini aniqlay olishi zarur. Mana shu nuqtada metakognitiv yondashuv muhim rol o'ynaydi. Metakognitiv yondashuv o'quvchilarga yoki kelajakdagi pedagoglarga quyidagilarda yordam beradi.

1. O'z-o'zini kuzatish: AI tomonidan berilgan tavsiyalarni qanchalik tushunganini baholash.
2. O'z-o'zini baholash: AI tavsiyalarining foydaliligini va samaradorligini tahlil qilish.
3. Strategiyalarni moslashtirish. AI tavsiyalaridan foydalanish jarayonida o'z metodlarini va qarorlarini sozlash. AI texnologiyalari va metakognitiv yondashuv birgalikda ishlaganda kelajakdagi pedagoglar o'z o'qituvchilik kompetensiyalarini chuqurroq rivojlantiradi, bilimlarni samaraliroq egallaydi va o'quv jarayonini optimallashtiradi.

M. Umarovning ta'kidlashicha, o'quvchilar o'z bilim faoliyatini nazorat qila olishlarini anglaganlarida, ularning ta'lim jarayoniga bo'lgan qiziqishi ortadi. Bu holat akademik muvaffaqiyatga erishishda muhim psixologik omil sifatida namoyon bo'ladi. Bunday natijaga erishish esa ayniqsa boshlang'ich ta'lim bosqichida o'quvchilarda metakognitiv ko'nikmalarni shakllantirish orqali ta'minlanadi⁶.

"Metakognitiv" so'zini lug'aviy tahlili tushunchaning ikki qismdan tashkil topganligini anglatadi. Ya'ni: **"meta"** – yunoncha so'z bo'lib, "ustida", "ortida", "yuqori darajada", **"kognitiv"** – "bilish", "idrok etish", "tafakkur qilish" bilan bog'liq degan ma'nolarni bildiradi. Shu bois, **"metakognitiv"** so'zining lug'aviy ma'nosi — **"bilish jarayoni ustidan bilish"**, ya'ni **insonning o'z fikrlashi va o'rganish jarayonini anglash va boshqarishi** deganidir. G. Flavell metakognitiv nazoratni "o'zining fikrlash jarayonlari xususidagi bilimi" deb ta'riflaydi. Metakognitiv nazorat o'z o'rganish jarayonlarini boshqarishda markaziy o'rin tutadi va o'quvchilarni mustaqil ravishda o'qishga tayyorlaydi⁷.

G. Hojiboyeva o'z tadqiqotida metakognitiv strategiyalarning o'rnini va ahamiyatini ilmiy asosda tahlil qilgan. Muallifning fikricha, ushbu strategiyalar o'quvchilarda fikrlash jarayonini nazorat qilish, uni rejalashtirish va samarali tashkil etish ko'nikmalarini rivojlantirishda muhim ahamiyat kasb etadi. Tadqiqot natijalari

⁴ Zhao, Y., & Zhong, R. (2024). Paradigm Shifts in Education: An Ecological analysis. *ECNU Review of Education*, 8(1), 21–40. <https://doi.org/10.1177/20965311241296162>

⁵ Zhang C, Schiebl J, Plo' Bl L, Holfmann F, Gl' aser-Zikuda M. Acceptance of artificial intelligence among pre-service teachers: A multigroup analysis. *Int J Educ Technol High Educ* 2023;20:49. <https://doi.org/10.1186/s41239-023-00420-7>

⁶ Muborak, Umarova. "kollaborativ o'qitish jarayonida metakognitiv strategiyalarning uyg'unlashuvi." *tadqiqotlar* 77.2 (2026): 171-175.

⁷ Flavell, J. H. (1979). "Metacognition and cognitive monitoring: A new area of cognitive–developmental inquiry." *OCTOBER 1979* - *AMERICAN PSYCHOLOGIST*. Vol. 34, No. 10,906-911.

mahalliy va xorijiy tajribalar asosida metakognitiv yondashuv ta'lim sifatiga ijobiy ta'sir ko'rsatishini tasdiqlaydi⁸

G. S. Tojiyeva o'zining metakognitsiyaga oid ilmiy ishida o'quvchilarning kognitiv kompetensiyalarini rivojlantirishda metakognitiv ko'nikmalarning muhim o'rni va vazifalarini keng yoritadi. Muallifning ta'kidlashicha, ushbu ko'nikmalar o'quvchilarda o'z fikrlash jarayonini anglash, nazorat qilish hamda samarali boshqarish imkonini yaratadi. Shuningdek, zamonaviy ta'lim tizimida o'quvchi-yoshlarning yuqori natijalarga erishishida metakognitiv yondashuv muhim va samarali omillardan biri sifatida e'tirof etiladi⁹.

K. Lingel, N. Neuenhaus, C. Artelt, W. Schneiderlarning fikriga ko'ra, metakognitiv bilim¹⁰ – ya'ni kognitiv jarayonlar va ularni boshqarish haqidagi bilim kognitiv muvaffaqiyatning muhim bashoratchisi sifatida tan olingan. Ayniqsa, o'quvchilarda, matematika fani o'zlashtirish natijalarida hamda metakognitiv treninglarning ta'siri metakognitiv bilimning akademik natijalarning oldindan prognozidagi rolini ko'rsatadi.

K. Urban, M. Urban metakognitiv monitoring (ya'ni o'zining umumiy kreativ faoliyatini baholay olish qobiliyati) va metakognitiv regulyatsiya (ya'ni eng original g'oyani tanlay olish qobiliyati) o'rtasidagi bog'liqlikni o'rgangan¹¹. Ularning tadqiqoti kreativ metakognitiv monitoring va regulyatsiyaning erta rivojlanishi haqida muhim ma'lumotlar beradi hamda ta'lim jarayonida kreativlikni rivojlantirish bo'yicha amaliy tavsiyalar ishlab chiqish uchun asos yaratgan.

R. Adawiya, C. Csikoslarning tadqiqotida metakognitiv strategiyalar – rejalashtirish, monitoring va baholash – hamda matematika masalalarini yechish qobiliyati o'rtasidagi o'zaro ta'sirni, shuningdek, ushbu metakognitiv monitoringni matematika o'quv natijalariga ta'siri tahlil qilingan¹²

O. Alsa'ari, N. Baghaei, J.M. Lodge, O. Noroozi, D. Gašević, M. Boden, H. Khosravilarning fikriga ko'ra, **metakognitiv fikr-mulohaza** – o'quvchini fikrlashga, o'z rivojlanishini kuzatishga va o'zini-o'zi boshqariladigan o'qish ko'nikmalarini rivojlantirishga undaydi.¹³

Metakognitiv monitoring ta'lim tizimiga samarasi yuqori bo'lganligi uchun turli xorijiy tadqiqotchilar ushbu ko'nikmani turli ta'lim sohalarida hamda ko'nikmalar bilan integratsiya qilib, yuqori natijalarga erishmoqda. Masalan, K. Wang, L. Zhang, M. Cooperlar tadqiqotida metakognitiv o'qitishni hamkorlikda yozish bilan integratsiya qilish samaradorligini empirik jihatdan tasdiqlaydi hamda uning yozma rivojlanishga va o'quvchilarning o'zini-o'zi boshqarish ko'nikmalarini rivojlantirishga ijobiy ta'sirini ta'kidlaydi.¹⁴ Bundan tashqari B. Fatmawati, Hunaepi, M. Asy'arilarning tadqiqotida

⁸ Hojiboyeva G. Ta'lim jarayonida metakognitiv strategiyalarni qo'llash. Yangi O'zbekiston, yangi taraqqiyot jurnali. – 2025. – №3(3). – B. 152-155.

⁹ Tojiyeva G.S. "Metakognitsiya—o'quvchilarning o'z o'zini o'rganish qobiliyatini shakllantirish va rivojlantirishga yo'naltirilgan yondashuvlar." *Global Science Review* 10.1 (2025): 34-38.

¹⁰ Lingel, K., Neuenhaus, N., Artelt, C., & Schneider, W. (2014). Der Einfluss des metakognitiven Wissens auf die Entwicklung der Mathematikleistung am Beginn der Sekundarstufe I. *Journal Für Mathematik-Didaktik*, 35(1), 49–77. <https://doi.org/10.1007/s13138-013-0061-2>

¹¹ Urban, K., & Urban, M. (2024). "I know my idea is original!" Creative metacognitive monitoring and regulation in kindergarten children. *Thinking Skills and Creativity*, 52, 101541. <https://doi.org/10.1016/j.tsc.2024.101541>

¹² Adawiya, R., & Csikos, C. (2026). Exploring the interactions between metacognitive strategies, emotional factors, and mathematics performance: Evidence from a CB-SEM model in Indonesian high school students. *Acta Psychologica*, 262, 106131. <https://doi.org/10.1016/j.actpsy.2025.106131>

¹³ Alsa'ari, O., Baghaei, N., Lodge, J. M., Noroozi, O., Gašević, D., Boden, M., & Khosravi, H. (2026). Directive, metacognitive, or a blend of both? A comparison of AI-generated feedback types on student engagement, confidence, and outcomes. *Computers and Education Artificial Intelligence*, 100553. <https://doi.org/10.1016/j.caeai.2026.100553>

¹⁴ Wang, K., Zhang, L. J., & Cooper, M. (2025). Taking stock of metacognitive strategies and collaborative writing for EFL learners' writing development. *Journal of Second Language Writing*, 68, 101211. <https://doi.org/10.1016/j.jslw.2025.101211>

kognitiv uslub¹⁵ xususan, reflektiv (o'ylab, tahlil qilib harakat qiluvchi) va impulsiv (tezkor, shoshqaloq qaror qiluvchi)ning tanqidiy fikrlash moyilligi, metakognitiv xabardorlik va metakognitiv strategiyalar o'rtasidagi bog'liqlikka moderatsion ta'sirini aniq o'rgangan.

Demak, suniy intellekt hamda metakognitiv yondashuv asosida bo'lajak pedagoglarning professional rivojlanishini oshirishda ya'ni kelajakdagi pedagogning o'z professional o'sish jarayonini, kompetensiyalarini va o'quv faoliyatidagi imkoniyat hamda cheklovlarini metakognitiv nazorat va suniy intellekt yordamida tushunishi, baholashi va boshqarishda katta ahamiyatga ega.

Xorijiy ilmiy tadqiqotlarni tahlil qilish ko'nikmasi bo'yicha mavjud tadqiqotlar ko'pincha an'anaviy yondashuvlar va metodologiyalar bilan cheklangan, sun'iy intellekt va metakognitiv strategiyalarni birlashtirish yetarlicha o'rganilmagan. AI texnologiyalari yordamida tahlil qilish jarayonida talabalar yoki kelajakdagi pedagoglarning metakognitiv monitoring va reflektiv strategiyalari qanday rivojlantirilishi, samaradorligi va cheklovlari bo'yicha ilmiy tadqiqotlar yetishmaydi. Yuqoridagi bo'shliqlarni hisobga olgan holda tadqiqotimiz quyidagi maqsadni belgilaydi: sun'iy intellekt va metakognitiv yondashuvni qo'llash orqali kelajakdagi pedagoglarning xorijiy tadqiqotlarni tahlil qilish ko'nikmalarini rivojlantirish imkoniyatlarini o'rganish va bu jarayonning samarali mexanizmlarini aniqlash. Ushbu maqsadga erishish maqsadida quyidagi vazifalar belgilanib olindi.

AI va metakognitiv yondashuv yordamida kelajakdagi pedagoglarning tahlil ko'nikmalarini rivojlantirish mexanizmlarini ishlab chiqish.

Metakognitiv strategiyalarni tadqiqot tahlili jarayoniga integratsiya qilish va ularning samaradorligini baholash.

METOD VA NATIJALAR

Talabalarda sun'iy intellekt va metakognitiv yondashuv asosida xorijiy tadqiqotlarni tahlil qilish ko'nikmasini oshirish uchun Xalqaro Nordik universitetining 46 nafar magistratura talabalari tanlab olindi.

Empirik tadqiqotning birinchi bosqichi (ikki hafta)da talabalardan 3 dona xorijiy adabiyotlarni tahlil qilish vazifasi yuklatildi hamda ularga 2 hafta vaqt berildi. Lekin talabalarda vazifani bajarishda qiyinchiliklarga duch kelishdi hamda vazifani barcha talabalar o'z vaqtida bajara olmadi. Biz buning asosiy sababini talabalarda metakognitiv ko'nikmalarining yetishmasligida deb tahmin qildik. Lekin buning asosiy sabablari:

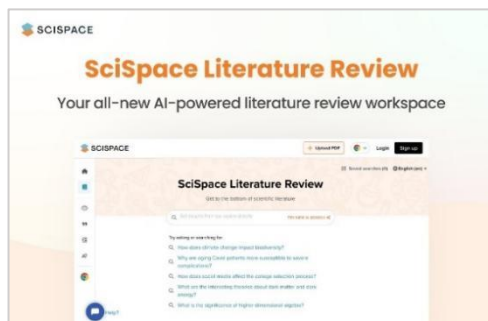
Talabalarning til ko'nikmalarini yaxshi rivojlanmaganligi;

Suniy intellekt hamda AKT dan foydalanish darajasining yetarli darajada shakllanmagaligida edi. Shuning uchun tadqiqot jarayonida 46 nafar talabadan fokus gruppani ajratib oldik. Ushbu fokus gruppaning til bilish, AKTdan foydalanish hamda sun'iy intellekt haqidagi bilimlari darajasi teng miqdorda. Fokus gruppaga 34 nafar talabani tashkil etdi.

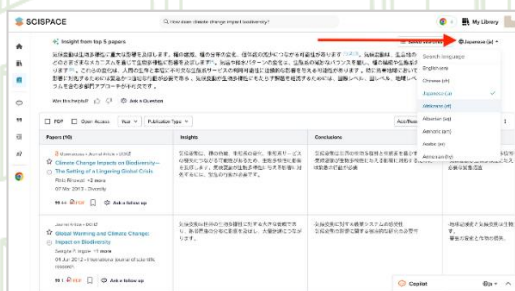
Ikkinchi bosqichda (3 kun). Ushbu respondentlarga 3 kunlik dars jarayonida scispace platformasidan foydalanish ko'nikmalari o'rgatildi.

¹⁵ Fatmawati, B., Hunaepi, & Asy'ari, M. (2025). The moderating role of cognitive style on the relationship between critical thinking disposition, metacognitive awareness, and metacognitive strategies. *Social Sciences & Humanities Open*, 12, 102006. <https://doi.org/10.1016/j.ssaho.2025.102006>

SciSpace – bu sun'iy intellekt bilan ishlaydigan ilmiy tadqiqot va adabiyotlar tahlili platformasi bo'lib, tadqiqotchilar, talabalar va akademiklar uchun ilmiy maqolalarni qidirish, tushunish, tahlil qilish va yozishni soddalashtiradi.



Talabalarga uning quyidagi xususiyatlari tanishtirildi: AI Copilot (chat with pdf): foydalanuvchilarga PDF maqolalari yoki ilmiy ishlari bilan birgalikda savol-javob tarzida ishlash imkonini beradi – murakkab kontekslarni tushuntirishi yoki qisqacha ma'nosini chiqarishi;

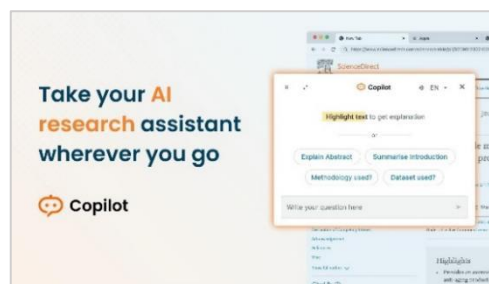
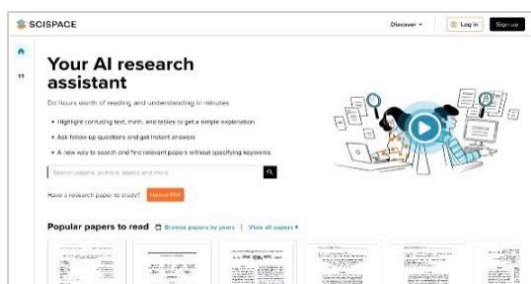


Semantik qidiruv: millionlab ilmiy maqolalar ichidan kalit so'zlarga mos aniqlik bilan topadi. Ya'ni, bu qidiruv tizimi faqat so'zlarni diqiribgina qolmay, so'zlarning ma'nosini tushuntiradi. Misol: "teacher professional development" deb qidiruvga yozilsa, oddiy qidiruv faqat aynan shu so'zni qidirishi;

Semantik qidiruv esa "teacher training", "educator skills", "pedagogical growth" kabi ma'nosi shunga o'xshash so'zlarni ham topadi, chunki u matnning mazmunini tushuntiradi. Shu bilan, ko'plab millionlab ilmiy maqolalar ichidan siz izlagan mavzuga eng mos, mazmum jihatdan yaqin materiallarni aniqlik bilan topishi;

Avtomatik xulosalar va tavsiflar: maqolalarni tezda umumlashtiradi va asosiy g'oyalarni ajratib ko'rsatishi;

Yozuv bo'yicha yordamchi: matnni qayta ifodalash, to'g'ri iqtiboslar yaratish va grammatikani yaxshilash funksiyalarini taqdim etishi;



Bibliografiya va iqtiboslar: turli formatlarda tez va to'g'ri iqtiboslar yaratish imkonini berishi hususiyatlari tushunitirildi. Talabalarga platformaning ushbu xususiyatlari o'rgatilib, amaliy ishlar olib borildi. Adabiyotlarni tahlil qilishda ushbu platformaning eng afzal xususiyatlaridan biri o'zbek tilida suhbatlasha olishida. Demak, har qanday xorijiy adabiyotlarni o'zbek tilida tahlil qilib tushunish imkonini beradi. Talabalarga 3 kunlik darslar jarayonida platforma haqida nazariy hamda amaliy tushunchalar berildi. 1-kuni nazariy bilimlar berilgan bo'lsa, ikkinchi hamda uchinchi kunlari esa amaliy bilimlar berildi. Tadqiqotning uchinchi bosqichida (1 hafta) talabalardan qayta so'rovnoma shaklida adabiyotlarni tahlil qilishi vazifa sifatda yuklatildi. Ushbu jarayonga 1 hafta vaqt berildi.

1-jadval. Talabalar ushbu baholash mezonini orqali baholandi.

Mezon	0	1	2	3	4	5
Maqola mazmunini tushunish	Umuman tushunmagan	Juda kam	Kam	O'rta	Yaxshi	A'lo
Tahliliy fikrlash	Umuman tahlil qilmagan	Juda kam	Kam	O'rta	Yaxshi	A'lo
Metakognitiv monitoring	Umuman kuzatmagan	Juda kam	Kam	O'rta	Yaxshi	A'lo
AI tavsiyalarini qo'llash	Umuman ishlatmagan	Juda kam	Kam	O'rta	Yaxshi	A'lo
Yozuv sifati va izohlar	Tushunarsiz, xatolik ko'p	Juda ko'p xatolik	Ba'zi xatoliklar	O'rta	Yaxshi	A'lo

Talabalar tajriba boshida quyidagi natijalarni qo'lga kiritdi.

2-jadval. Tajriba boshidagi ko'rsatkichlar (pre-test)

Mezon	O'rtacha ball	Izohlar
Maqola mazmunini tushunish	2.1	Talabalar maqola mazmunini qisman tushungan, asosiy g'oyalarni ajratish qiyin bo'lgan.
Tahliliy fikrlash	1.8	Fikrlarni tahlil qilish va tanqidiy yondashuv yetarli emas edi.
Metakognitiv monitoring	1.5	O'z-o'zini kuzatish va baholash qobiliyati past edi.
AI tavsiyalarini qo'llash	1.2	SciSpace va boshqa AI vositalaridan foydalanish qiyin edi, ko'pchilik ishlata olmagan.
Yozuv sifati va izohlar	2.0	Matn tushunarsiz, xatoliklar ko'p edi.

Tajriba boshida talabalar xorijiy tadqiqotlarni tahlil qilish va metakognitiv monitoring ko'nikmalarida yetarli darajada emas edi. AI vositalarini ishlatish ham past darajada bo'lib, tahliliy ko'nikmalar yetarlicha rivojlanmagan edi.

3-jadval. Tajriba oxiridagi ko'rsatkichlar (post-test)

Mezon	O'rtacha ball	Izohlar
Maqola mazmunini tushunish	4.1	Talabalar maqolalarni yaxshiroq tushunib, asosiy g'oyalarni aniqlay olgan.
Tahliliy fikrlash	3.9	Tahlil va tanqidiy fikrlash ko'nikmalari sezilarli darajada rivojlangan.
Metakognitiv monitoring	3.8	O'z-o'zini kuzatish va baholash qobiliyati oshgan, AI tavsiyalarini yanada samarali ishlatgan.
AI tavsiyalarini qo'llash	4.3	SciSpace vositalaridan faol foydalanish natijasida tahlil va yozuv sifatleri yaxshilangan.
Yozuv sifati va izohlar	4.2	Matn aniq, tushunarli va izohlar to'g'ri berilgan.

Tajriba oxirida talabalar metakognitiv yondashuv va AI vositalaridan foydalanish orqali xorijiy tadqiqotlarni tahlil qilish ko'nikmalarni sezilarli darajada oshirdi. Asosiy o'zgarishlar:

Maqola mazmunini tushunish: +2.0 ball (95% o'sish)

Tahliliy fikrlash: +2.1 ball (116% o'sish)

Metakognitiv monitoring: +2.3 ball (153% o'sish)

AI tavsiyalarini qo'llash: +3.1 ball (258% o'sish)

Yozuv sifati va izohlar: +2.2 ball (110% o'sish)

XULOSA

Talabalarning suniy intellekt platformalarida ishlashni o'rgatishimiz ularda, xorijiy adabiyotlarni tahlil qilishda vaqtini tejashiga ya'ni qisqa vaqt ichida adabiyotlarni mukammal tarzda tahlil qila olish imkonini beradi. Turli xorijiy tildagi tadqiqotlarni g'oyalarni, metodologiya, natija hamda xulosa qismlarini alohida tahlil qilishni o'rgandi. Bu esa talabalarning ilmiy ishlar bilan shug'ullanishdagi natijadorligini oshirdi. Aytish mumkinki, Scispace, adabiyotlarni tahlil qilish va metakognitiv monitoringning integratsiyasi ta'lim jarayonida muhim pedagogik samaradorlikni ta'minlaydi. Scispace orqali talabalar xorijiy ilmiy maqolalarni tezkor va chuqur tushunish imkoniyatiga ega bo'ladi. Shu bilan birga, metakognitiv monitoring ularning o'z fikrlash jarayonini nazorat qilish va baholashiga yordam beradi. Natijada talabalar nafat tayyor ma'lumotni qabul qiladi, balki uni tahlil qilish, solishtirish va tanqidiy baholash ko'nimalarini rivojlantiradi.

Mazkur integratsiya o'quvchilarda mustaqil o'rganish, reflektiv fikrlash va o'z-o'zini boshqarish kompetensiyalarini shakllantiradi. Scispace avtomatik xulosalar hamda tahlil qilib berish funksiyalari tahlil jarayonini sodalashtirsa, metakognitiv yondashuv ushbu jarayonni ongli va maqsadli qiladi. Bu esa o'quv jarayonining samaradorligini oshirib, vaqtni tejashga xizmat qiladi.

Umuman olganda, suniy intellekt va metakognitiv yondashuvni uyg'unlashtirish orqali talabalar ilmiy tadqiqotlarni chuqurroq anglaydi, ularni mustaqil tahlil qilish va amaliyotga tatbiq etish qobiliyatiga ega bo'ladi. Bu esa talabalarning rivojlanishida muhim ro'l o'ynaydi.

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INGLIZ TILINI O'RGATISHDA PROMPT METODOLOGIYASINING YOSHGA MOS ILMIY-METODIK MODEL (7, 17 VA 27 YOSH MISOLIDA)

Mualliflar: A.A.Ganiyev¹, A.E.Roxataliyev²

Affiliyatsiya: Xalqaro Nordik universiteti, Sanoatni boshqarish va raqamli texnologiyalar kafedrasida katta o'qituvchisi¹, Xalqaro Nordik universiteti, Kompyuter injiniring yo'nalishi talabasi²

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ANNOTATSIYA

Mazkur ilmiy tadqiqotda ingliz tilini o'rgatishda prompt metodologiyasining yosh xususiyatlariga asoslangan ilmiy-metodik modeli ishlab chiqildi va nazariy jihatdan asoslandi. Tadqiqot 7, 17 va 27 yoshdagi o'rganuvchilar kesimida psixologik, kognitiv va ijtimoiy omillarni hisobga olgan holda olib borildi. Har bir yosh bosqichi uchun mos prompt turlari, ularning didaktik funksiyasi hamda ta'lim samaradorligiga ta'siri ilmiy manbalar asosida tahlil qilindi.

Kalit so'zlar: prompt metodologiyasi, ingliz tilini o'qitish, differensial yondashuv, yosh xususiyatlari, kommunikativ kompetensiya, andragogika, vazifaviy yondashuv (Task-based learning) raqamli ta'lim texnologiyalari.

KIRISH

Sun'iy intellekt, avvalo, o'qituvchi va o'quvchi uchun qulay yordamchi vosita sifatida qaralishi kerak. Shuningdek, sun'iy intellekt individual yondashuvni kuchaytiradi. Har bir o'quvchining bilim darajasi, qiziqishi va o'zlashtirish tezligiga mos topshiriqlarni ishlab chiqish imkoniyati mavjud. Mutaxassislar fikricha, sun'iy intellektni ta'lim jarayonidan cheklash emas, balki uni oqilona boshqarish va to'g'ri pedagogik yo'naltirish muhim ahamiyat kasb etadi. Ingliz tilini o'rgatishda prompt metodologiyasining yosh xususiyatlariga asoslangan ilmiy-metodik asoslarini aniqlash, 7, 17 va 27 yoshdagi o'rganuvchilar kesimida uning didaktik imkoniyatlarini tahlil qilish hamda sun'iy intellekt vositalari bilan integratsiyalashgan holda samarali qo'llash bo'yicha nazariy xulosalar ishlab chiqishdan iborat. Zamonaviy tadqiqotlar shuni ko'rsatadiki, prompt nafaqat didaktik vosita, balki sun'iy intellekt bilan samarali muloqotni ta'minlovchi kognitiv boshqaruv mexanizmi sifatida ham qaralmoqda. Promptning strukturaviy elementlari (rol, kontekst, vazifa va natija formati) ta'lim jarayonida o'quv faoliyatini aniq yo'naltirish imkonini beradi. Shu bilan birga, "post-prompting" yondashuvi o'quvchilarda reflektiv fikrlashni rivojlantirib, o'z natijalarini tahlil qilish va takomillashtirish kompetensiyasini shakllantiradi.

Asosiy qism: Bugungi globallashtirish sharoitida ingliz tili xalqaro muloqot, ilmfan, texnologiya va biznes sohalarida asosiy vosita sifatida namoyon bo'lmoqda. Shu bois, ingliz tilini samarali o'rgatish masalasi zamonaviy pedagogikaning ustuvor yo'nalishlaridan biridir. Til o'rgatish jarayonida yosh xususiyatlarini hisobga olish zarurati ko'plab tadqiqotchilar tomonidan asoslab berilgan (Harmer, 2007; Brown, 2007). Prompt metodologiyasi deganda o'quvchini ma'lum kommunikativ yoki

kognitiv faoliyatga yo'naltiruvchi, aniq va tizimli tuzilgan ko'rsatmalar majmui tushuniladi. Zamonaviy ilmiy yondashuvlarda prompt muhandisligi mustaqil boshqaruv parametri sifatida qaraladi. U semantik mazmun, vizual atributlar, uslubiy komponent va kontekstual cheklovlar kabi elementlardan tashkil topgan murakkab tizimni ifodalaydi. Ushbu komponentlarning uyg'unligi ta'lim jarayonida yaratiladigan natijaning aniqligi va samaradorligini belgilaydi. Ushbu metod o'quv jarayonida faol ishtirokni ta'minlaydi, mustaqil fikrlashni rag'batlantiradi hamda kommunikativ kompetensiyani rivojlantiradi.

Prompt metodologiyasi kommunikativ yondashuv nazariyasi (Richards & Rodgers, 2014), sotsiomadaniy yondashuv (Vygotsky, 1978) hamda tabiiy o'zlashtirish nazariyasi (Krashen, 1982) bilan uzviy bog'liqdir. Vygotskiyning "yaqin rivojlanish zonasi" konsepsiyasiga ko'ra, o'quvchi murakkab vazifalarni malakali ko'mak orqali bajarish jarayonida yangi bilimlarni egallaydi. Promptlar ana shu pedagogik ko'mak vazifasini bajaradi. Krashenning "comprehensible input" nazariyasiga ko'ra, tilni o'zlashtirish mazmunli va tushunarli kirish materialini orqali amalga oshadi (Krashen, 1982). Promptlar mazkur jarayonda til materialini tushunarli va kontekstual shaklda taqdim etishga xizmat qiladi. Ellis (2008) ta'kidlaganidek, ikkinchi tilni o'rganish jarayoni kognitiv qayta ishlash bilan bog'liq bo'lib, vazifaga yo'naltirilgan topshiriqlar tilni chuqurroq o'zlashtirishga yordam beradi. Prompt metodologiyasi aynan vazifaviy yondashuv bilan uyg'unlashadi.

7 yoshdagi o'rganuvchilar uchun prompt metodologiyasi

Boshlang'ich yosh davrida bolalarning til o'rganish jarayoni tabiiy, intuitiv va taqlidga asoslangan bo'ladi. Harmer (2007) yosh o'quvchilar uchun vizual va harakatli faoliyatlarning ustuvorligini ta'kidlaydi. Shu sababli promptlar qisqa, sodda va ko'rgazmali bo'lishi zarur.

Masalan:

- "Listen and repeat."
- "Look and point."
- "Say the word."
- "Stand up if you hear it."
- "Match the pictures."

Bunday promptlar eshitish, ko'rish va kinestetik kanallarni bir vaqtning o'zida faollashtiradi. Nation (2013) lug'atni kontekstda o'rganish samaraliroq ekanligini ta'kidlaydi. Shu bois 7 yoshdagi bolalar uchun promptlar rasmlar va real predmetlar bilan birga qo'llanilishi tavsiya etiladi.

Shunday qilib, boshlang'ich yosh davrida prompt metodologiyasi ko'proq ko'rgazmalilik, qisqa ko'rsatmalar va o'yin elementlariga tayanishi zarur. Bu bosqichda promptlar tilni tabiiy o'zlashtirish jarayonini qo'llab-quvvatlovchi pedagogik ko'mak vazifasini bajaradi. Demak, 7 yoshdagi o'rganuvchilar uchun promptlar kognitiv yuklamani oshirmagan holda, sezgi va taqlid mexanizmlarini faollashtirishga yo'naltirilishi lozim.



17 yoshdagi o'rganuvchilar uchun prompt metodologiyasi.

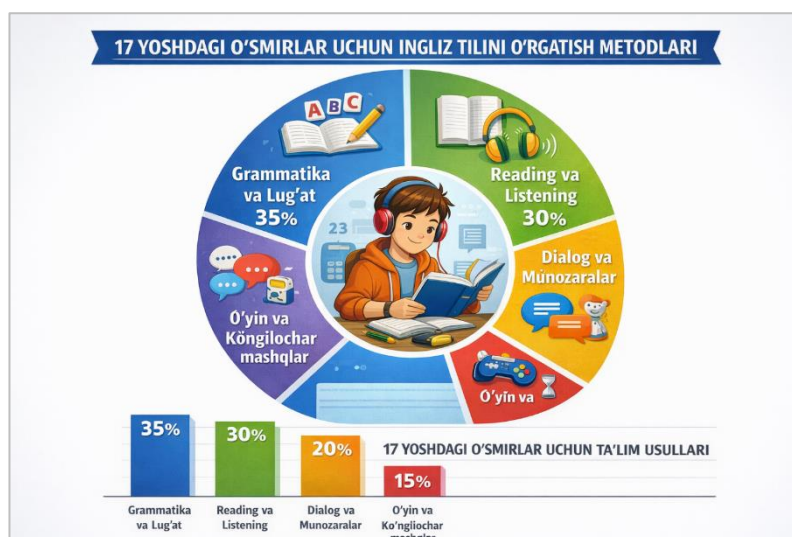
O'smirlik davrida mantiqiy fikrlash, abstrakt tafakkur va tahliliy qobiliyat shakllanadi. Brown (2007) o'smirlar uchun motivatsiya va identifikatsiya omillari muhim ekanligini qayd etadi. Promptlar tanqidiy fikrlashni rivojlantiruvchi xarakterga ega bo'lishi lozim.

Masalan:

- “Analyze the advantages and disadvantages of social media.”
- “Give your opinion about school uniforms. Support your ideas with reasons.”
- “Compare city life and village life. Which do you prefer and why?”
- “Explain the difference between Past Simple and Present Perfect with examples.”
- “Discuss how technology influences teenagers' lifestyle.”

Penny Ur (2012) yozma nutqni rivojlantirish jarayonida topshiriqlarning **aniq yo'naltirilganligi, maqsadga yo'naltirilgan struktura va bosqichma-bosqich murakkablashuvi** muhimligini ta'kidlaydi. Uning metodik qarashlariga ko'ra, samarali yozma faoliyat spontan emas, balki rejalashtirilgan pedagogik jarayon natijasidir. Ayniqsa, akademik yozuvda o'quvchiga mavzu, janr, auditoriya va til vositalari bo'yicha aniq ko'rsatma berilishi zarur.

Demak, o'smirlik davrida promptlar nafaqat til birliklarini mustahkamlash, balki tanqidiy fikrlash va mustaqil pozitsiya shakllantirish vositasiga aylanishi kerak. Ushbu yosh bosqichida promptlar analitik, muammoli va argumentativ xarakter kasb etganda samaradorlik oshadi. Shunday qilib, 17 yoshdagi o'rganuvchilar uchun prompt metodologiyasi akademik va kognitiv rivojlanish bilan uyg'unlashgan bo'lishi zarur. Shuningdek, o'smirlar orasida sun'iy intellekt asosidagi muloqot vositalarining keng tarqalishi ularning til o'rganish motivatsiyasiga bevosita ta'sir ko'rsatmoqda. Al asosidagi suhbat tizimlari orqali o'quvchilar erkin fikr bildirish, argumentlash va muloqot qilish ko'nikmalarini rivojlantiradi. Biroq bu jarayon nazoratsiz bo'lsa, ijtimoiy muloqotning pasayishiga olib kelishi mumkin.



27 yoshdagi o'rganuvchilar uchun prompt metodologiyasi.

Kattalar ta'limi andragogik tamoyillarga asoslanadi. Knowles konsepsiyasiga ko'ra, kattalar o'z tajribasiga tayangan holda va aniq maqsad asosida o'rganadilar. Shu bois promptlar real hayotiy vaziyatlarga yo'naltirilgan bo'lishi kerak.

Masalan:

- "Negotiate contract terms with a potential client."
- "Prepare and deliver a short presentation about your company's new product."
- "Handle a customer complaint professionally."
- "Write a project progress report for your supervisor."
- "Participate in a team meeting and propose a solution to a workplace problem."

Wayne Holmes, Maya Bialik va Charles Fadel (2019) raqamli ta'lim texnologiyalari hamda sun'iy intellektga asoslangan platformalar ta'lim jarayonini individuallashtirish va adaptiv boshqarish imkonini kengaytirishini ta'kidlaydilar. Ularning qarashlariga ko'ra, AI vositalari o'quvchining bilim darajasi, o'rganish tezligi va xatolar tipologiyasini tahlil qilib, moslashtirilgan topshiriqlar (promptlar) yaratishi mumkin.

Shu asosda, kattalar ta'limida promptlar real kasbiy vaziyatlarga integratsiyalashgan, natijaga yo'naltirilgan va tajribaga tayanuvchi shaklda tuzilishi lozim. Bu bosqichda prompt metodologiyasi kommunikativ kompetensiyani amaliy kontekstda rivojlantirish vositasi sifatida namoyon bo'ladi. Demak, 27 yoshdagi o'rganuvchilar uchun promptlar funksional va professional yo'naltirilgan xarakterga ega bo'lishi zarur. Kattalar ta'limida prompt chaining va iterativ prompting kabi yondashuvlar murakkab vazifalarni bosqichma-bosqich hal qilish imkonini beradi. Bu esa professional faoliyatda muammolarni tizimli tahlil qilish va samarali qaror qabul qilish kompetensiyasini rivojlantiradi.



Yosh guruhlari kesimida prompt metodologiyasi quyidagi farqlarga ega:

7 yosh – o'yin va vizual asos;

17 yosh – akademik va tahliliy yo'naltirilganlik;

27 yosh – amaliy va kasbiy kommunikativ yo'nalish.

Richards va Rodgers (2014) ta'kidlashicha, metodning samaradorligi uning o'quvchi ehtiyojlariga moslashuv darajasi bilan belgilanadi.

XULOSA

Bundan tashqari, prompt metodologiyasining rivojlanishi "prompt literacy" — ya'ni sun'iy intellekt bilan samarali muloqot qilish ko'nikmasini shakllantirish zaruratini yuzaga keltirmoqda. Ushbu kompetensiya zamonaviy ta'lim tizimining ajralmas qismi sifatida qaralishi lozim. Kelgusida prompt metodologiyasini avtomatlashtirish, adaptiv ta'lim tizimlari bilan integratsiya qilish va individual o'rganish trayektoriyalarini yaratish istiqbolli ilmiy yo'nalishlardan biri hisoblanadi.

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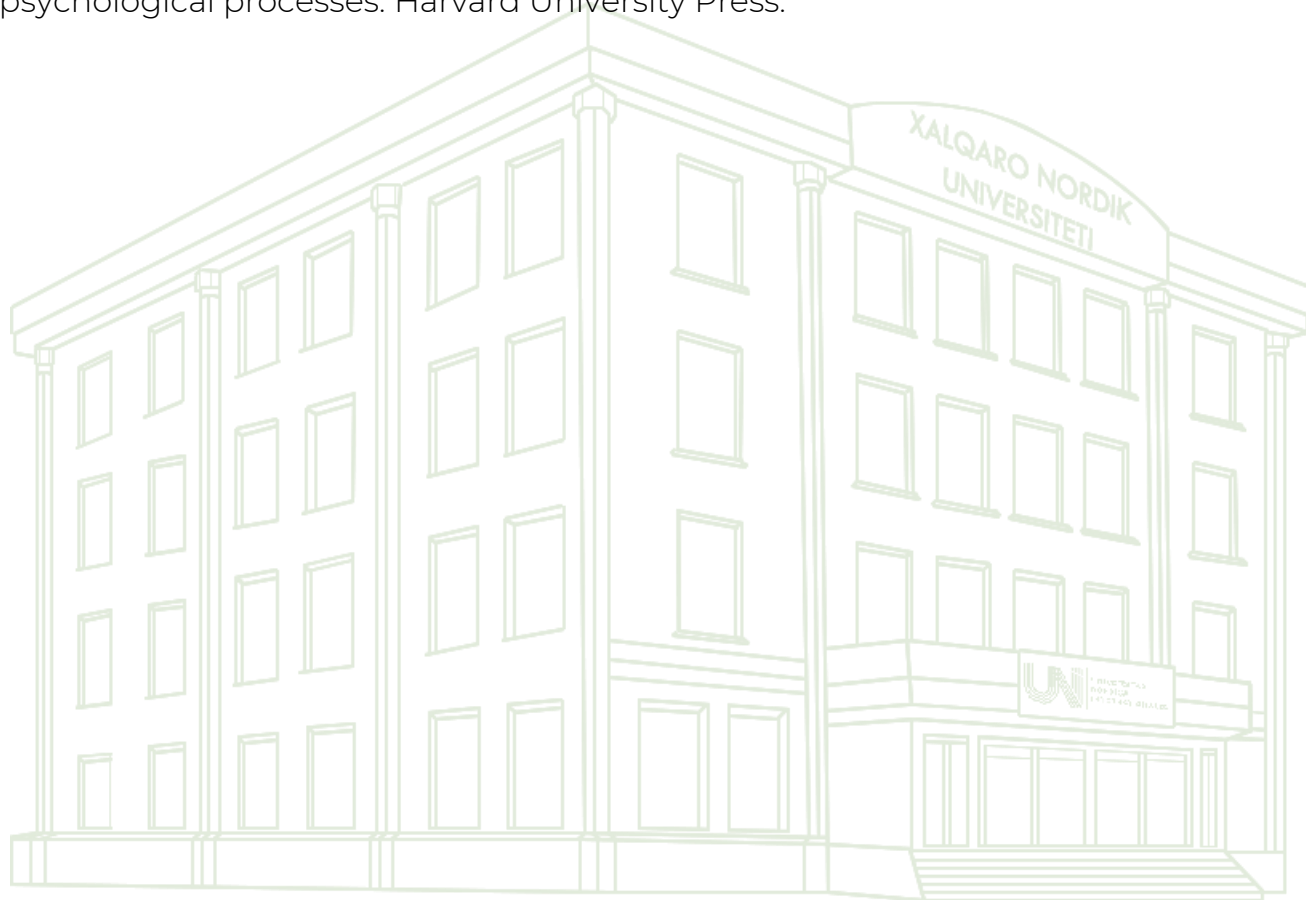
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QISHLOQ MAKTABLARIDA TA'LIM SAMARADORLIGIGA INFRATUZILMA VA ICHKI MOTIVATSIYANING TA'SIRI (*Boshlang'ich sinf misolida*)

Mualliflar: Islamova Fotima Shamsiddinovna¹, Eshnazarova Odina Sodikjon qizi²

Affiliyatsiya: Xalqaro Nordik universiteti Pedagogika kafedrası katta o'qituvchisi¹,
Xalqaro Nordik Universiteti, Boshlang'ich ta'lim yo'nalishi 4- bosqich talabasi²

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ANNOTATSIYA

Mazkur maqolada qishloq hududlaridagi umumiy o'rta ta'lim maktablarida ta'lim samaradorligiga ta'sir etuvchi asosiy omillar infratuzilma holati, zamonaviy texnologik ta'minot hamda o'quvchilarning ichki motivatsiyasi o'zaro bog'liqlikda ilmiy-metodik jihatdan tahlil qilinadi. Tadqiqot Toshkent viloyati Quyi Chirchiq tumani 31-sonli umumiy o'rta ta'lim maktabining 2-sinfida o'tkazilgan pedagogik kuzatuv va eksperimental tahlillar asosida amalga oshirildi. Natijalar shuni ko'rsatdiki, infratuzilma yetishmovchiligiga qaramay, o'quvchilarning ichki motivatsiyasi yuqori darajada saqlanib qolgan bo'lib, bu ta'lim samaradorligini ta'minlovchi muhim omil hisoblanadi. Shu bilan birga, zamonaviy texnologiyalarni joriy etish ushbu motivatsiyani yanada kuchaytirib, o'quv natijalarini sezilarli darajada oshirishga xizmat qiladi.

Kalit so'zlar: qishloq maktabi, infratuzilma, motivatsiya, boshlang'ich ta'lim, pedagogik samaradorlik, zamonaviy texnologiyalar, ta'lim muhiti.

KIRISH

O'zbekiston Respublikasida ta'lim sohasi ijtimoiy taraqqiyotning strategik ustuvor yo'nalishi sifatida e'tirof etilib, uning mazkur maqomi milliy qonunchilik bazasida huquqiy jihatdan mustahkamlab qo'yilgan. Shu sababli mamlakatimizda ta'limni tubdan isloh qilish davlat siyosatining ustuvor vazifasi etib e'lon qilindi. 2020-yilda qabul qilingan yangi tahrirdagi "Ta'lim to'g'risida"gi Qonuni asosida ta'lim sohasida ustuvorlik, uzluksiz ta'lim, inklyuzivlik va imkoniyatlar tengligi tamoyillari mustahkamlandi. Bugungi kunda Prezidentimiz Sh.Mirziyoyev tashabbusi bilan maktab binolari va infratuzilmasini modernizatsiya qilishga oid qator qarorlar qabul qilindi. Masalan, 2022-yil dekabrda tasdiqlangan dasturlarda maktab binolari qurilishi, rekonstruksiya va jihozlanishi bilan bir qatorda, elektron doskalar ta'minoti ham nazarda tutilgan. Shuningdek, amaldagi siyosat maktabgacha va umumiy o'rta ta'limda yoshlarni mantiqiy fikrlash, keng dunyoqarash va amaliy ko'nikmalar bilan ta'minlashni asosiy maqsadlardan biri sifatida belgilaydi.

Bugungi islohotlarning amaliy asosini tashkil etuvchi eng so'nggi hujjatlardan biri O'zbekiston Respublikasi Prezidentining 2022-yil 3-fevralda qabul qilgan "Xalq ta'limi tizimini isloh qilish bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi F-22-sonli Farmoyishi¹ bo'ldi. Ushbu "Xalq ta'limi tizimini isloh qilish bo'yicha qo'shimcha chora-

¹ <https://lex.uz/docs/-5848414>

tadbirlar to'g'risida" Farmoyishida umumta'lim maktablarining moddiy-texnika bazasini va infratuzilmasini mustahkamlash chora-tadbirlari ko'rsatilib, ta'mirtalab binolarni aniqlash va mahalliy budjet hisobidan ta'mirlash ko'rsatilgan. Farmoyish bilan «elektron doskalar» ishlab chiqarishni mahalliyashtirish masalasi ham belgilab qo'yildi. Ta'lim sifati va pedagog kadrlarni tayyorlashni oshirish bo'yicha ham kompleks chora-tadbirlar qabul qilindi. Jumladan, ta'lim jarayonida o'quvchilarda mantiqiy fikrlash va mustaqil xulosalar chiqarish ko'nikmalarini rivojlantirishga yo'naltirilgan yangi media-resurslar yaratish topshirildi.

Zamonaviy ta'lim tizimida sifati ko'rsatkichlari ko'p jihatdan ta'lim jarayonining tashkiliy, metodik va moddiy-texnik ta'minoti bilan belgilanadi. Ayniqsa, qishloq hududlaridagi maktablarda infratuzilma va texnologik imkoniyatlarning yetarli emasligi ta'lim samaradorligiga ta'sir etuvchi muhim omil sifatida namoyon bo'ladi. Boshlang'ich ta'lim bosqichi esa shaxsning intellektual rivojlanishida hal qiluvchi o'rin tutadi. Shu davrda o'quvchilarda bilim olishga nisbatan munosabat, motivatsiya va tafakkur asoslari shakllanadi. Agar ushbu jarayon zamonaviy pedagogik vositalar bilan qo'llab-quvvatlanmasa, ta'lim sifatiga salbiy ta'sir ko'rsatishi mumkin. Biroq amaliy kuzatuvlar shuni ko'rsatadiki, ayrim qishloq maktablarida sharoit cheklangan bo'lsa-da, o'quvchilarda bilimga bo'lgan intilish yuqori darajada saqlanib qolmoqda. Bu esa ta'lim samaradorligiga ta'sir etuvchi ichki omillarni chuqurroq o'rganishni talab qiladi.

Mazkur maqolada keltirilgan amaliy misol Toshkent viloyati, Quyi Chirchiq tumanidagi 31-maktabda o'tkazilgan pedagogik amaliyot natijasidir. Maktabning 2-"B" sinfida o'quvchi bolalar bilan ishlash jarayonida bir qator muammolar aniqlandi:

- binoning yoshi katta, hozirga qadar mukammal ta'mir qilinmagan;
- o'quvchilarga birinchi sinfdan boshqasiga elektron doska taqdim etilmagan;
- kitob va o'quv-metodik qo'llanmalarga ehtiyoj bor.

Bunday infratuzilma muammolari "Xalq ta'limi tizimini isloh qilish bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi F-22-sonli farmoyishda qayd etilganidek, maktablarni qayta jihozlash kerakligini ko'rsatadi.

Amaliyotni o'tkazishda kuzatish, suhbat va diagnostik testlardan foydalandik. Awalo o'quvchilarning bilim darajasini aniqlash uchun boshlang'ich diagnostika testlari o'tkazildi. Keyinchalik integrativ dars metodikasi (fanlararo bog'liqlik asosida topshiriqlar tizimi) bo'yicha o'quv jarayonini tashkil etdik. Yakunda esa post-test natijalarini qiyosladik. Tajribada jami 20 nafar o'quvchi ishtirok etdi. Tadqiqotdan olingan statistik ma'lumotlar tahlili uchun sodda model ishlab chiqildi. Modellashda ta'lim samaradorligini belgilovchi uch omil ajratildi: **ichki motivatsiya, zamonaviy texnologiya (jihozlar) va pedagogik metodika**. Har bir omil o'z ta'siri og'irligiga ko'ra baholandi. Quyidagi jadvalda ta'lim samaradorligiga omillarning taxminiy foiz ta'siri keltirilgan (jami 100%):

OMIL	TA'SIR DARAJASI (%)
Ichki motivatsiya	60 %
Zamonaviy texnologiya	25 %
Metodik yangiliklar	15 %

Ushbu modeldan ko'rinib turibdiki, o'quvchilarning ichki motivatsiyasi ta'lim natijalariga eng katta ta'sir ko'rsatadi. Zamonaviy texnologiya va metodik yangiliklar esa yordamchi, lekin muhim ahamiyatga ega. Normativ hujjatlarda ta'limni rivojlantirish bo'yicha dasturlar shunday tizimni qo'llab-quvvatlaydi: maktablarga yangi jihozlar kirib borishi, o'qituvchilarning malakasini oshirish belgilangan.

Boshlang'ich test natijalariga ko'ra o'quvchilarning o'rtacha bilim darajasi 40% edi. Integrativ topshiriqlar asosida olib borilgan darslardan so'ng yakuniy test o'rtacha 70% natija berdi. Bu bilan o'quvchilarning o'zlashtirish darajasi 30 foiz punkti o'sdi. Natijalar shuni ko'rsatdiki, qishloq maktabida mavjud sharoitga qaramay, sinfning o'quvchilari yuqori natija ko'rsatishdi.

Natijalarni tahlil qilganda aniqlangan o'ziga xos jihatlar:



Bunda davlat dasturlaridagi ko'rsatmalarga amal qilinishi zarur: masalan, maktablarni qurish, rekonstruksiya va mukammal ta'mirlash ishlarini mahalla jamoatchiligi nazorati ostida olib borish; yaqin istiqbolda sinflarni zamonaviy jihozlar bilan ta'minlash (elektron doskalar, laboratoriya uskuna va boshqalar) lozim.

Tahlil shuni ko'rsatdiki, maktabdagi yuqori natijalarga asosan **ichki motivatsiya** sababchi bo'ldi. Bolalarning bilim olishga chanqog'i va ota-ona hamda jamoatchilik qo'llab-quvvatlashi bu natijalarni ta'minlaydi. Xuddi shunday, normativ hujjatlarda ham motivatsiyaga e'tibor qaratiladi: masalan, O'zbekiston Respublikasi Prezidentining "2022-2026-yillarda maktab ta'limini rivojlantirish bo'yicha milliy dasturni tasdiqlash to'g'risida"gi 11.05.2022 yilda qabul qilgan PF-134-sonli Farmoni²da o'qituvchi kasbining obro'sini oshirish va pedagoglarning malakasini muntazam ravishda oshirish bo'yicha chora-tadbirlar ko'zda tutilgan. Yana bir mulohaza: texnologiya motivatsiyani yanada kuchaytiruvchi omil. Binoda faqat an'anaviy sinf taxtasi yoki daftarlari bo'lsa ham, fanlardan darslarini interaktiv usul

² <https://lex.uz/docs/6008663>

bilan olib borishga harakat qilindi. Bu tajriba shuni ko'rsatdiki, sharoit yaxshilanganda (masalan, elektron doskalar joriy etilganda) o'quvchilar yanada faol va erkin bo'lishadi.

Amalga oshirilgan tajriba hamda e'tirof etilgan normativ yo'nalishlar orasida uzviy bog'liqlik mavjud. Masalan, yuqorida keltirilgan tegishli Farmoyishda ta'kidlanganidek, "ta'limda barcha ma'lumot almashinuvi jarayonlarini yagona elektron tizim orqali amalga oshirish" masalasi maktablarda axborot-kommunikatsiya texnologiyalarini keng joriy etishni nazarda tutadi. Bu biz pedagogik amaliyot o'tkazilgan ta'lim muassasasida ham biroz sustligini sezgan elektron ta'minot bilan bog'liq masalalarni yana bir bor ko'rib chiqishga turtki beradi. Natijalarimiz shuni anglatadi o'quvchilarning tafakkuri va ko'nikmalarini rivojlantirish uchun asosiy manba samarali ta'lim muhiti va a'lo darajada pedagogik rahbarlikdir. Yangi o'quv resurslari, zamonaviy metodikalar va texnologiyalar esa bu mavjud kuchni yanada kuchaytiradi.

Xulosa o'rnida shuni aytish kerakki, ta'lim – davlat ustuvorligi. O'zbekiston hukumatining normativ-huquqiy hujjatlari ta'limni ustuvor soha deb e'lon qilgan. Bu doimiy e'tibor maktab infratuzilmasini yaxshilash va pedagogika sifatini oshirish uchun asos bo'ladi. Qishloq maktablaridagi jihozlar va binolarni isloh qilish zarurati rasmiy ravishda belgilangan. Bizning misolda ham binoning yoshi va jihozlar yetishmasligi aniqlandi. Davlat dasturlari asosida mahalliy hamda xalqaro mablag'lar jalb etilib, maktab ta'mirlari va jihozlari amalga oshirilsa, bu o'quv muhitini sezilarli yaxshilaydi. Shuningdek, o'quvchilarning bilim olishga chanqoqligi va jamoatchilik qo'llab-quvvatlashi ta'lim natijalarini belgilovchi asosiy omillar ekanligi kuzatildi. Shu bois pedagog xodimlarni malakali tayyorlash va rag'batlantirishga e'tibor qaratish lozim. Qonunchilik esa pedagoglarni ijtimoiy qo'llab-quvvatlash va malaka oshirish bo'yicha kafolatlar beradi. O'qitishda fanlararo integratsiyani kuchaytirish va zamonaviy metodikalarni joriy etish ta'lim samaradorligini oshirish uchun muhim vositadir. Biz taklif qilgan integrativ topshiriqlar tizimi ham aynan shu yo'nalishda bo'lib, o'quvchilarda izchil fikrlash va amaliy ko'nikmalar hosil bo'lishini ta'minladi.

Amaliy tavsiyalar:

1. Maktab infratuzilmasini modernizatsiya qilish, ta'mirlash va xonalarni zamonaviy texnika bilan jihozlash, shu jumladan elektron doskalarni mahalliyashtirish tashabbusini amalga oshirish.
2. O'qituvchilarni integrativ ta'lim metodikasi va axborot-kommunikatsiya texnologiyalari bo'yicha muntazam qayta tayyorlashni yo'lga qo'yish.
3. Mahalla, ota-onalar va xususiy sektor bilan hamkorlikda o'quvchilarni ta'limga rag'batlantirish, kutubxona va qo'shimcha ta'lim markazlari orqali qo'llab-quvvatlashni kuchaytirish.

Ushbu maqolada keltirilgan natijalar respublika ta'lim siyosatiga muvofiq bo'lib, O'zbekiston Respublikasi hujjatlarida ta'kidlangan maqsad va vazifalarni to'liq o'zida aks ettiradi. Amaliyotimizdan kelib chiqqan holda ta'limni yanada chuqur isloh qilish va maktab sharoitlarini yaxshilash ustuvor vazifa bo'lib qolaveradi.

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FANLARARO INTEGRATSIYA ASOSIDA BOSHLANG'ICH SINFLARDA TA'LIM SIFATINI OSHIRISH YO'LLARI (Xiva tumani 9-sonli umumiy o'rta ta'lim maktabi tajribasi misolida)

Mualliflar: Islamova Fotima Shamsiddinovna¹, Sobirova Laylo Matyaqubovna²

Affiliyatsiya: Xalqaro Nordik universiteti Pedagogika kafedrasida katta o'qituvchisi¹,
Xalqaro Nordik Universiteti, Boshlang'ich ta'lim yo'nalishi 4- bosqich talabasi²

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ANNOTATSIYA

Mazkur maqolada boshlang'ich ta'lim tizimida fanlararo integratsiya asosida ta'lim sifatini oshirishning nazariy-metodik asoslari hamda amaliy jihatlari tahlil qilingan. Tadqiqot Xorazm viloyati Xiva tumani 9-sonli umumiy o'rta ta'lim maktabining 4-sinf o'quvchilari ishtirokida pedagogik eksperiment sifatida tashkil etilgan. Tajriba davomida ona tili, matematika va tabiiy fanlar integratsiyasi asosida ishlab chiqilgan integratsiyalashgan darslar amaliyotga joriy qilingan. Eksperimental natijalar shuni ko'rsatdiki, fanlararo integratsiya o'quvchilarning bilimlarni tizimli qabul qilish, mantiqiy va tanqidiy fikrlash hamda mustaqil faoliyat yuritish ko'nikmalarini rivojlantirishda yuqori samaradorlikka ega. Tadqiqot natijalari boshlang'ich ta'limda fanlararo integratsiyani tizimli joriy etish ta'lim sifatini oshiruvchi muhim pedagogik omil ekanligini ilmiy jihatdan asoslaydi.

Kalit so'zlar: fanlararo integratsiya, boshlang'ich ta'lim, ta'lim sifati, integratsiyalashgan dars, kompetensiyaviy yondashuv, o'quvchi faolligi, pedagogik eksperiment.

Zamonaviy ta'lim tizimida o'quvchilarning bilim, ko'nikma va kompetensiyalarini kompleks shakllantirish dolzarb pedagogik muammolardan biri hisoblanadi. Ayniqsa, boshlang'ich ta'lim bosqichi bolaning dunyoqarashi shakllanadigan, tafakkur faoliyati asoslari rivojlanadigan va bilimlarni yaxlit idrok etishga asos solinadigan muhim davrdir. Biroq amaliyot shuni ko'rsatadiki, ko'pincha o'quv materiallari fanlar doirasida fragmentar tarzda beriladi, bu esa o'quvchilarning borliqni yaxlit anglashiga to'sqinlik qiladi.

Fanlararo integratsiya ta'lim jarayonini optimallashtirish, mazmunni boyitish va o'quvchilarning kognitiv faolligini oshirishning samarali vositasidir. An'anaviy o'qitishdan farqli ravishda, integratsiya o'quvchilarga bilimlarni alohida emas, balki o'zaro bog'langan holda o'zlashtirish imkonini beradi. Shu nuqtai nazardan, boshlang'ich sinflarda fanlararo integratsiya asosida ta'lim sifatini oshirish yo'llarini ilmiy asoslash va amaliyotda sinovdan o'tkazish muhim ilmiy-amaliy ahamiyat kasb etadi.

Pedagogik tadqiqotlarda ta'lim jarayonini integratsiyalash muammosi turli jihatlardan o'rganilgan. Didaktika nazariyasida bilimlarning tizimliliigi va izchilligi tamoyillari asosiy o'rin tutadi¹. Zamonaviy tadqiqotlarda fanlararo integratsiya

¹ Xasanov O. Boshlang'ich sinflarda fanlararo integratsiya metodikasi. – Toshkent: O'qituvchi, 2021.

o'quvchilarning kognitiv faoliyatini faollashtiruvchi omil sifatida talqin qilinadi². Xususan, boshlang'ich ta'limda ona tili, matematika va tabiiy fanlar integratsiyasi o'quvchilarda mantiqiy fikrlash, nutqiy faoliyat va amaliy ko'nikmalarni uyg'un rivojlantirishga xizmat qiladi.

Mavjud pedagogik tadqiqotlarda fanlararo integratsiya ko'proq umumiy metodik yondashuv sifatida yoritilgan bo'lib, uning aniq integratsiyalashgan dars modellari asosida tizimli ravishda eksperimental tekshirilishi yetarlicha amalga oshirilmagan. Shu nuqtai nazardan, fanlararo integratsiyaning boshlang'ich ta'limdagi samaradorligini muayyan fanlar kesimida eksperimental asoslash dolzarb ilmiy muammo sifatida namoyon bo'lmoqda. Aynan shu muammoni hal etishga qaratilgan mazkur pedagogic amaliyot davrida olib borilgan tadqiqotning asosiy maqsadi boshlang'ich sinflarda fanlararo integratsiya asosida ta'lim sifatini oshirishning samarali yo'llarini aniqlash va ularni amaliy jihatdan asoslashdan iborat.

Mazkur maqsadga erishish uchun quyidagi vazifalar belgilandi:

- fanlararo integratsiyaning nazariy asoslarini tahlil qilish;
- integratsiyalashgan darslarni tashkil etish metodikasini ishlab chiqish;
- tajriba-sinov ishlarini o'tkazish va natijalarini miqdoriy hamda sifat jihatidan baholash;
- o'quvchilarning bilim darajasi, faolligi va mustaqil fikrlashidagi o'zgarishlarni aniqlash.

Tadqiqot pedagogik eksperiment sifatida tashkil etilgan bo'lib, unda Xorazm viloyati Xiva tumani 9-sonli umumiy o'rta ta'lim maktabining 4-sinf o'quvchilari ishtirok etdi. Eksperimentda ichki taqqoslash modeli qo'llanildi: boshlang'ich diagnostika (pre-test) va yakuniy diagnostika (post-test) natijalari taqqoslandi.

Tadqiqot quyidagi bosqichlarda amalga oshirildi:

- boshlang'ich diagnostika (o'quvchilarning bilim darajasi, mantiqiy fikrlash va fanlararo bog'lanishlarni aniqlash qobiliyati baholandi);
- ona tili, matematika va tabiiy fanlar integratsiyasi asosida ishlab chiqilgan darslarni amaliyotga joriy etish;
- yakuniy diagnostika (o'zlashtirish va kognitiv ko'nikmalardagi o'zgarishlar tahlili).

Tadqiqotda quyidagi metodlardan foydalanildi: pedagogik kuzatish, eksperimental sinov, taqqoslash va tahlil, diagnostik baholash, statistik umumlashtirish. Diagnostika vositasi sifatida o'quvchilarning mantiqiy fikrlash, sabab-oqibat bog'lanishlarini aniqlash va bilimlarni amaliy vaziyatlarda qo'llash qobiliyatlarini baholovchi test topshiriqlari ishlab chiqildi.

Fanlararo integratsiya - turli o'quv fanlari mazmunini o'zaro uyg'unlashtirish orqali o'quvchilarda yaxlit bilim tizimini shakllantirishga qaratilgan didaktik yondashuvdir. Ushbu yondashuv o'quvchilarning analitik va sintetik fikrlashini, sabab-oqibat bog'lanishlarini anglashini hamda hayotiy vaziyatlarni tushunishini rivojlantiradi. Boshlang'ich sinf o'quvchilarining psixologik xususiyati dunyoni yaxlit qabul qilishga moyilligi mazkur yondashuvni aynan ushbu bosqichda ayniqsa samarali qiladi.

Tajriba davomida quyidagi integratsiya modellari amaliyotga joriy qilindi:

² Ziyomammedov B. Pedagogik texnologiyalar nazariyasi va amaliyoti. – Toshkent, 2019.

1. **Ona tili + matematika integratsiyasi:** matnli masalalarni tahlil qilish orqali til va mantiqiy fikrlash uyg'unlashtirildi. O'quvchilar matnni tushunish, tahlil qilish va hisoblash ko'nikmalarini birgalikda rivojlantirdilar.
2. **Matematika + tabiiy fanlar integratsiyasi:** tabiiy jarayonlar (masalan, o'simlik o'sishi, ob-havo o'zgarishlari) sonli ifodalash, o'lchash va taqqoslash asosida tushuntirildi.
3. **Ona tili + tabiiy fanlar integratsiyasi:** tabiat hodisalarini kuzatish va tavsiflash orqali nutqiy faoliyat rivojlantirildi, kuzatuv asosida matn tuzish ko'nikmalari shakllantirildi.

Integratsiyalashgan darslarda interfaol usullar (klaster, aqliy hujum), muammoli ta'lim, kichik guruhlarda ishlash va loyihaviy yondashuv kabi metodlar qo'llanildi. Bu metodlar o'quvchilarning darsdagi ishtirokini sezilarli darajada oshirib, ularni passiv tinglovchidan faol ishtirokchiga aylantirishga xizmat qildi.

Eksperiment natijalari quyidagi ijobiy o'zgarishlarni ko'rsatdi:

Ko'rsatkich	Boshlang'ich diagnostika (%)	Yakuniy diagnostika (%)	O'sish (%)
O'zlashtirish darajasi	45	78	+33
Mantiqiy fikrlash ko'nikmasi	38	72	+34
Bilimlarni amaliy qo'llash	40	75	+35

Natijalar tahlili shuni ko'rsatdiki o'quvchilar tushunchalar o'rtasidagi bog'lanishni aniqlashni o'rgandilar, mantiqiy va tanqidiy fikrlash jarayoni faollashdi, bilimlarni amaliy vaziyatlarda qo'llash ko'nikma shakllandi, darsga qiziqish va mustaqil faoliyatga bo'lgan ehtiyoj ortdi. Ayniqsa, integratsiyalashgan darslar o'quvchilarning bilimni "yodlash"dan ko'proq "tushunish" orqali o'zlashtirishiga xizmat qilgani kuzatildi. Bu esa ta'lim sifatining haqiqatda oshganini anglatadi.

Olingan natijalar fanlararo integratsiyaning boshlang'ich ta'limda ta'lim sifatini oshirishdagi samaradorligini tasdiqlaydi. Integratsiya o'quvchilarda tizimli tafakkurni shakllantiradi. An'anaviy ta'lim "bo'laklab o'rgatish"ga asoslangan bo'lsa, integratsiya "birlashtirib tushuntirish" tamoyiliga tayanadi. Bugungi kompetensiyaviy yondashuv aynan shu modelni talab qiladi.

Pedagogik amaliyotda o'tkazilgan tadqiqot davomida integratsiyalashgan darslarning samaradorligi quyidagi omillar bilan izohlandi:

- fanlararo bog'lanishlar o'quvchilarning bilimlarni yaxlit idrok etishiga imkon yaratadi;
- interfaol metodlar bilan uyg'unlashgan integratsiya o'quvchilarning kognitiv faolligini oshiradi;
- amaliy hayot bilan aloqadorlik o'quvchilarning darsga bo'lgan qiziqishini kuchaytiradi.

Olib borilgan pedagogik eksperiment natijalari asosida quyidagi xulosalarga kelindi:

1. Fanlararo integratsiya boshlang'ich ta'limda ta'lim sifatini oshirishning samarali vositasi bo'lib, u o'quvchilarning bilimlarni tizimli o'zlashtirishiga xizmat qiladi.
2. Integratsiyalashgan darslar o'quvchilarning mantiqiy va tanqidiy fikrlash, mustaqil faoliyat yuritish va bilimlarni amaliyotda qo'llash ko'nikmalarini rivojlantiradi.
3. Tajriba-sinov ishlari natijalariga ko'ra, o'quvchilarning o'zlashtirish ko'rsatkichlari 45 foizdan 78 foizga oshgani kuzatildi, bu esa integratsiyalashgan darslarning yuqori samaradorligini tasdiqlaydi.
4. Zamonaviy pedagogik metodlar bilan uyg'unlashganda fanlararo integratsiyaning samaradorligi yanada ortadi.

Shu bois boshlang'ich sinflar uchun integratsiyalashgan dars ishlanmalari bankini ishlab chiqish, fanlararo bog'liqlikni tizimli joriy etish va o'qituvchilarni integrativ metodika asosida tayyorlash dolzarb pedagogik vazifalardan biri hisoblanadi.

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BOSHLANG'ICH SINIF O'QUVCHILARIDA INTERFAOL METODLAR ASOSIDA TA'LIM SAMARADORLIGINI OSHIRISH (Zomin shahri 75-umumiy o'rt ta'lim maktabida olib borilgan amaliyot asosida)

Mualliflar: Islamova Fotima Shamsiddinovna¹, Hoshimova Fotima Abdurahmon qizi²

Affiliyatsiya: Xalqaro Nordik universiteti Pedagogika kafedrasida katta o'qituvchisi¹,
Xalqaro Nordik Universiteti, Boshlang'ich ta'lim yo'nalishi 4- bosqich talabasi²

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ANNOTATSIYA

Mazkur maqolada boshlang'ich sinf o'quvchilarini o'qitishda interfaol metodlardan foydalanishning didaktik imkoniyatlari hamda ularning ta'lim samaradorligiga ta'siri empirik tadqiqot asosida tahlil qilingan. Tadqiqot Jizzax viloyati Zomin shahri 75-sonli umumiy o'rta ta'lim maktabida tashkil etilgan pedagogik amaliyot jarayonida amalga oshirildi. Tadqiqot doirasida interfaol metodlar ("aqliy hujum", kichik guruhlarda ishlash, rolli o'yinlar, savol-javob) asosida tashkil etilgan darslarning o'quvchilarning bilish faolligi, mustaqil fikrlash qobiliyati va kommunikativ ko'nikmalariga ta'siri o'rganildi. Kuzatuv va pedagogik monitoring natijalari interfaol yondashuv qo'llanilgan darslarda o'quvchilarning faolligi o'rtacha 20-25% ga oshganini ko'rsatdi. Shu bilan birga, ta'lim jarayonida axborot-kommunikatsiya texnologiyalaridan foydalanish darajasi yetarli emasligi hamda o'qituvchilarning metodik tayyorgarligida muayyan kamchiliklar mavjudligi aniqlandi. Tadqiqot natijalari interfaol metodlarning boshlang'ich ta'limda samarali pedagogik vosita ekanligini tasdiqlaydi va ularni tizimli joriy etish zarurligini asoslaydi. Maqolada ta'lim sifatini oshirishga qaratilgan amaliy tavsiyalar ishlab chiqilgan.

Kalit so'zlar: interfaol metodlar, fanlararo integratsiya, boshlang'ich ta'lim, kognitiv faollik, pedagogik texnologiyalar, AKT, ta'lim samaradorligi.

Zamonaviy ta'lim tizimida o'quv jarayonini samarali tashkil etish, o'quvchilarning mustaqil fikrlashini rivojlantirish va ularning bilish faoliyatini faollashtirish dolzarb vazifalardan biri hisoblanadi. An'anaviy o'qitish tizimida o'quvchi ko'proq passiv tinglovchi sifatida ishtirok etishi kuzatiladi, bu esa bilimlarni chuqur o'zlashtirishga to'sqinlik qiladi. Shu nuqtai nazardan, ta'lim jarayoniga interfaol metodlarni joriy etish muhim ahamiyat kasb etadi. Interfaol metodlar o'quvchilarni faol fikrlashga, muammoli vaziyatlarni hal etishga hamda o'z fikrini asoslab berishga yo'naltiradi. Ayniqsa, boshlang'ich sinf bosqichida bu metodlardan foydalanish o'quvchilarning intellektual rivojlanishiga sezilarli ta'sir ko'rsatadi.

Mazkur tadqiqot boshlang'ich ta'lim jarayonida interfaol metodlar va fanlararo integratsiyaning samaradorligini aniqlashga qaratilgan bo'lib, u kompleks, aralash metodologik yondashuv asosida tashkil etildi. Ushbu yondashuv sifat va miqdoriy ma'lumotlarni uyg'unlashtirish orqali tadqiqot natijalarining ishonchliligi va validligini ta'minlashga xizmat qiladi.

Tadqiqot 2025-2026-o'quv yili davomida Jizzax viloyati Zomin shahri 75-sonli hamda Xiva tumani 21-sonli umumiy o'rta ta'lim maktablarida pedagogik amaliyot jarayonida amalga oshirildi. Tadqiqot bazasi sifatida tanlangan ushbu ta'lim muassasalari hududiy ta'lim tizimining tipik vakillari bo'lib, ular orqali boshlang'ich ta'limda zamonaviy pedagogik yondashuvlarning amaliy qo'llanish holatini tahlil qilish imkoniyati yaratildi. Tadqiqotda ishtirokchilar sifatida 2-4-sinf o'quvchilari (jami n=86 nafar) hamda boshlang'ich sinf o'qituvchilari (n=4 nafar) jalb etildi. Tanlov maqsadli usul asosida amalga oshirildi, ya'ni tadqiqot uchun interfaol metodlar qisman qo'llanilayotgan sinflar tanlab olindi. Bu esa interfaol yondashuvning real ta'lim jarayonidagi samaradorligini aniqlash imkonini berdi.

Tadqiqot jarayonida quyidagi metodlar tizimidan foydalanildi:

Birinchi, pedagogik kuzatish metodi qo'llanildi. Jami 12 ta dars (nazorat va tajriba sinflarida) tizimli ravishda kuzatilib, maxsus ishlab chiqilgan kuzatuv varaqalari asosida qayd etildi. Kuzatish jarayonida darsning tuzilishi, qo'llanilgan metodlar, o'quvchilarning ishtirok darajasi, savol-javob faoliyati hamda mustaqil fikrlash ko'rsatkichlari tahlil qilindi. Kuzatuvlar ochiq (non-participant observation) shaklda olib borildi, bu esa o'quv jarayonining tabiiy holatini saqlab qolishga imkon berdi. Ikkinchi, yarim strukturalashtirilgan suhbat metodi asosida o'qituvchilar bilan individual intervyular o'tkazildi. Suhbat davomida o'qituvchilarning interfaol metodlar va fanlararo integratsiyaga bo'lgan munosabati, ularni qo'llashdagi qiyinchiliklar, metodik ehtiyojlar hamda AKTdan foydalanish darajasi aniqlashtirildi. Ushbu metod o'qituvchilarning subyektiv tajribasini chuqurroq anglash imkonini berdi. Uchinchi, pedagogik diagnostika va monitoring metodi orqali o'quvchilarning darsdagi kognitiv faolligi va mustaqil fikrlash darajasi baholandi. Baholash jarayonida maxsus ishlab chiqilgan mezonlar asosida o'quvchilarning faol ishtiroki, savollarga javob berish sifati, muammoli vaziyatlarda qaror qabul qilish qobiliyati va ijodiy yondashuvi tahlil qilindi. Mazkur ko'rsatkichlar kvantifikatsiya qilinib, % ko'rinishida umumlashtirildi. To'rtinchi, hujjatlar tahlili (content analysis) amalga oshirildi. Maktablarning yillik hisobotlari, dars ishlanmalari, metodik materiallar va ichki monitoring natijalari o'rganilib, ularda interfaol metodlar va AKTdan foydalanish darajasi aniqlashtirildi. Bu esa empirik natijalarni institutsional ma'lumotlar bilan solishtirish imkonini berdi.

Olingan ma'lumotlarni qayta ishlashda deskriptiv statistik tahlil usullaridan foydalanildi. Xususan, foiz ko'rsatkichlari, taqqoslash va umumlashtirish metodlari orqali natijalar tizimlashtirildi. Statistik natijalar jadval va diagrammalar ko'rinishida ifodalaniib, ularning vizual interpretatsiyasi ta'minlandi. Tadqiqotning ishonchligini ta'minlash maqsadida metodologik triangulyatsiya qo'llanildi, ya'ni bir nechta mustaqil metodlar orqali olingan natijalar o'zaro solishtirildi. Bu yondashuv natijalarning subyektivlik darajasini kamaytirib, ilmiy asoslangan xulosalar chiqarishga xizmat qildi. Shuningdek, tadqiqot davomida etik me'yorlarga qat'iy rioya qilindi: ishtirokchilarning roziligi olindi, shaxsiy ma'lumotlar maxfiyligi ta'minlandi hamda natijalar xolis va shaffof tarzda taqdim etildi.

Mazkur metodologik yondashuv tadqiqot natijalarining ilmiy asoslanganligini, amaliy ahamiyatini hamda ularni ta'lim tizimiga joriy etish imkoniyatini ta'minlaydi.

O'tkazilgan tadqiqot natijalari boshlang'ich sinflarda interfaol metodlardan foydalanish ta'lim jarayonining samaradorligini oshirishda muhim omil ekanligini ko'rsatdi. Kuzatuv va pedagogik monitoring jarayonida olingan ma'lumotlar asosida interfaol metodlar qo'llanilgan darslar bilan an'anaviy usulda tashkil etilgan darslar

o'rtasida sezilarli farqlar aniqlandi. Dars jarayonida interfaol metodlardan foydalanish darajasi tahlil qilindi. Natijalarga ko'ra, kuzatilgan darslarning qariyb 60 %ida interfaol metodlar ("aqliy hujum", kichik guruhlarda ishlash, savol-javob, rolli o'yinlar) qo'llanilgan. Ushbu metodlar o'quvchilarning darsdagi ishtirokini faollashtirishga xizmat qilib, ularning passiv tinglovchi emas, balki faol ishtirokchi sifatida namoyon bo'lishiga olib keldi.

Pedagogik diagnostika natijalari shuni ko'rsatdiki, interfaol metodlar asosida tashkil etilgan darslarda o'quvchilarning kognitiv faolligi o'rtacha 20-25% ga oshgan. Xususan, o'quvchilar savollarga javob berishda faolroq ishtirok etgan, muammoli vaziyatlarga mustaqil yechim topishga intilgan hamda o'z fikrlarini asoslab bayon qilish ko'nikmalarini namoyon etgan. Bu holat ayniqsa kichik guruhlarda ishlash va rolli o'yinlar qo'llanilgan darslarda yaqqol kuzatildi. Shuningdek, o'quvchilarning mustaqil fikrlash ko'nikmalarida ham ijobiy o'zgarishlar qayd etildi. Interfaol metodlar orqali tashkil etilgan mashg'ulotlarda o'quvchilar nafaqat tayyor bilimni qabul qilgan, balki uni tahlil qilish, umumlashtirish va yangi vaziyatlarga moslashtirishga harakat qilgan. Natijada ularning mantiqiy fikrlash va xulosa chiqarish qobiliyatlari rivojlangan.

Kommunikativ kompetensiyalarni rivojlantirish nuqtai nazaridan ham sezilarli natijalar kuzatildi. Darslarda savol-javob va rolli o'yinlar metodlaridan foydalanish o'quvchilarning nutq faolligini oshirib, ularning o'z fikrini erkin va ravon ifodalashiga imkon yaratdi. Shu bilan birga, guruhda ishlash jarayonida o'quvchilar o'zaro muloqotga kirishib, hamkorlikda qaror qabul qilish ko'nikmalarini shakllantira boshladilar. Biroq, tadqiqot natijalari ayrim muammolar mavjudligini ham ko'rsatdi. Jumladan, darslarning atigi 35% ida axborot-kommunikatsiya texnologiyalaridan foydalanilgani aniqlandi. Bu esa zamonaviy ta'lim muhitining to'liq shakllanmaganligini bildiradi. AKTdan foydalanish darajasining pastligi interfaol metodlarning imkoniyatlarini to'liq amalga oshirishga to'sqinlik qilmoqda.

KO'RSATKICHLAR	% (%)
Interfaol metodlardan foydalanish	60%
AKTdan foydalanish	35%
O'qituvchilarning integratsiyaga tayyorgarligi	60%
O'quvchilar faolligining oshishi	25%

Bundan tashqari, o'qituvchilarning metodik tayyorgarligi ham turlicha darajada ekanligi kuzatildi. So'rov va suhbat natijalariga ko'ra, pedagoglarning taxminan 40% interfaol metodlar va ularni tizimli qo'llash bo'yicha yetarli bilim va ko'nikmaga ega emasligini bildirgan. Bu esa interfaol yondashuvni barqaror va samarali joriy etishda muhim cheklovchi omil sifatida namoyon bo'lmoqda. Umuman olganda, olingan natijalar interfaol metodlardan foydalanish boshlang'ich sinf o'quvchilarining bilish faolligi, mustaqil fikrlash qobiliyati va kommunikativ kompetensiyalarini rivojlantirishda sezilarli ijobiy ta'sir ko'rsatishini tasdiqlaydi. Shu bilan birga, ta'lim jarayonining samaradorligini yanada oshirish uchun AKTdan foydalanish darajasini kengaytirish va o'qituvchilarning metodik tayyorgarligini oshirish zarurligi aniqlandi.

Tadqiqot natijalari boshlang'ich ta'lim jarayonida interfaol metodlardan foydalanish o'quvchilarning bilish faoliyati va o'quv motivatsiyasiga sezilarli darajada

ijobiy ta'sir ko'rsatishini tasdiqladi. Ushbu natijalar zamonaviy pedagogik nazariyalar, xususan konstruktivistik yondashuv hamda faoliyatga yo'naltirilgan ta'lim konsepsiyasi bilan izohlanadi. Mazkur nazariyalarga ko'ra, bilim tayyor holda berilmaydi, balki o'quvchining faol kognitiv faoliyati jarayonida shakllanadi. Shu jihatdan qaraganda, interfaol metodlar o'quvchini bilimni passiv qabul qiluvchi emas, balki uni mustaqil ravishda yaratadigan subyekt sifatida shakllantiradi. Olingan natijalar shuni ko'rsatadiki, interfaol metodlar qo'llanilgan darslarda o'quvchilarning faolligi o'rtacha 20-25%ga oshgan. Bu ko'rsatkichni faqat tashqi faollik (ya'ni qo'l ko'tarish yoki savolga javob berish) sifatida emas, balki ichki kognitiv faollikning ortishi sifatida talqin qilish maqsadga muvofiqdir. Chunki interfaol metodlar o'quvchini muammoli vaziyatga olib kiradi, unda qaror qabul qilish zaruriyatini yuzaga keltiradi va shu orqali tafakkur jarayonini faollashtiradi. Ayniqsa, kichik guruhlarda ishlash va rolli o'yinlar kabi metodlar o'quvchilarni muloqotga kirishishga, fikr almashishga va o'z pozitsiyasini asoslashga majbur qiladi. Bu esa yuqori darajadagi tafakkur operatsiyalarini tahlil, sintez va baholashni rivojlantiradi. Shu bilan birga, tadqiqot natijalari interfaol metodlarning kommunikativ kompetensiyalarni rivojlantirishdagi rolini ham tasdiqlaydi. O'quvchilar o'z fikrlarini ifodalash, boshqalarni tinglash va jamoaviy qaror qabul qilish jarayonida faol ishtirok etish orqali ijtimoiy o'rganish mexanizmlarini egallay boshlaydi. Bu jarayonni sotsial-konstruktivistik yondashuv doirasida tushuntirish mumkin, ya'ni bilim ijtimoiy muloqot va hamkorlik faoliyati jarayonida shakllanadi. Biroq, tadqiqot natijalari ijobiy tendensiyalar bilan bir qatorda muayyan tizimli muammolar mavjudligini ham ko'rsatdi. Xususan, axborot-kommunikatsiya texnologiyalaridan foydalanish darajasining 35% atrofida ekanligi zamonaviy ta'lim talablari nuqtai nazaridan yetarli emas. AKT vositalari interfaol metodlarning samaradorligini kuchaytiruvchi muhim omil hisoblanadi, chunki ular vizualizatsiya, multimediya va simulyatsiya imkoniyatlari orqali o'quv materialini chuqurroq o'zlashtirishga xizmat qiladi. AKTdan yetarli darajada foydalanilmasligi interfaol metodlarning potensialini to'liq ro'yobga chiqarishga to'sqinlik qilmoqda.

Yana bir muhim jihati o'qituvchilarning metodik tayyorgarligi bilan bog'liq muammo. Tadqiqot natijalariga ko'ra, pedagoglarning sezilarli qismi interfaol metodlarni tizimli va maqsadga yo'naltirilgan tarzda qo'llash bo'yicha yetarli kompetensiyaga ega emas. Bu holat interfaol metodlarning epizodik, ya'ni tasodifiy qo'llanishiga olib keladi va ularning didaktik samaradorligini pasaytiradi. Aslida, interfaol metodlar faqat texnik usullar majmui emas, balki puxta rejalashtirilgan pedagogik strategiya sifatida qo'llanilgandagina samarali bo'ladi.

Tadqiqot natijalari shuni ham ko'rsatadiki, interfaol metodlar o'quvchilarning mustaqil fikrlashini rivojlantirishda muhim vosita bo'lsa-da, ularning samaradorligi ta'lim muhitining umumiy sifati bilan bevosita bog'liq. Ya'ni, metod, texnologiya va o'qituvchi kompetensiyasi o'zaro uyg'unlashgandagina yuqori natijaga erishish mumkin. Bu esa ta'lim tizimini kompleks yondashuv asosida rivojlantirish zarurligini ko'rsatadi.

Umuman olganda, tadqiqot natijalari interfaol metodlarning boshlang'ich ta'limda qo'llanilishi o'quvchilarning bilish faoliyatini faollashtirish, mustaqil fikrlashini rivojlantirish va ta'lim samaradorligini oshirishda muhim omil ekanligini ilmiy jihatdan asoslab beradi. Shu bilan birga, mavjud muammolarni bartaraf etish uchun o'qituvchilarning metodik tayyorgarligini oshirish, AKTdan foydalanish

imkoniyatlarini kengaytirish va interfaol metodlarni tizimli ravishda joriy etish zarurligi aniqlanadi.

Mazkur tadqiqot natijalari boshlang'ich ta'lim jarayonida interfaol metodlardan foydalanish o'quvchilarning bilish faoliyatini faollashtirish, mustaqil fikrlash qobiliyatini rivojlantirish va ta'lim samaradorligini oshirishda muhim pedagogik omil ekanligini tasdiqladi. Empirik kuzatuvlar va pedagogik tahlillar asosida interfaol metodlar qo'llanilgan darslarda o'quvchilarning faolligi, mantiqiy fikrlashi hamda kommunikativ kompetensiyalari sezilarli darajada rivojlanganligi aniqlandi. Tadqiqot davomida olingan natijalar shuni ko'rsatdiki, interfaol metodlar o'quvchini ta'lim jarayonining faol subyektiga aylantirib, uni mustaqil izlanishga, muammoli vaziyatlarni hal etishga va o'z fikrini asoslab bayon qilishga yo'naltiradi. Bu esa zamonaviy ta'lim paradigmasi talablariga mos keladigan kompetensiyalarni shakllantirishda muhim ahamiyat kasb etadi. Shu bilan birga, tadqiqot natijalari ayrim tizimli muammolar mavjudligini ham ko'rsatdi. Xususan, axborot-kommunikatsiya texnologiyalaridan foydalanish darajasining pastligi hamda o'qituvchilarning interfaol metodlar bo'yicha metodik tayyorgarligi yetarli emasligi ta'lim jarayonining to'liq samaradorligini ta'minlashga to'sqinlik qilmoqda. Bu holat interfaol yondashuvni joriy etishda kompleks choralarni talab etadi.

Tadqiqot natijalariga asoslanib, quyidagi ilmiy-amaliy xulosalar chiqarildi: interfaol metodlardan tizimli foydalanish boshlang'ich sinf o'quvchilarning kognitiv rivojlanishini jadallashtiradi; o'qitish jarayonini individuallashtirish va faollashtirish imkonini beradi; hamda ta'lim sifatini oshirishga xizmat qiladi. Shu uchun interfaol metodlarni ta'lim jarayoniga keng joriy etish, o'qituvchilarning metodik kompetensiyasini oshirish va zamonaviy pedagogik texnologiyalarni tatbiq etish zarur hisoblanadi. Kelgusida ushbu yo'nalishda olib boriladigan tadqiqotlarda interfaol metodlarning uzoq muddatli ta'siri, ularning turli yosh bosqichlaridagi samaradorligi hamda raqamli ta'lim vositalari bilan integratsiyasi chuqurroq o'rganilishi maqsadga muvofiqdir.

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BOSHLANG'ICH SINIF DARSLARIDA FANLARARO INTEGRATSIYA VA ZAMONAVIY METODLARNING SAMARADORLIGI (Xiva tumani 21-sonli umumiy o'rta ta'lim maktabi tajribasi misolida)

Mualliflar: Islamova Fotima Shamsiddinovna¹, Vaisova Durdona Egamberganovna²

Affiliyatsiya: Xalqaro Nordik universiteti Pedagogika kafedrasida katta o'qituvchisi¹,
Xalqaro Nordik Universiteti, Boshlang'ich ta'lim yo'nalishi 4- bosqich talabasi²

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ANNOTATSIYA

Ushbu maqolada boshlang'ich sinf darslarida fanlararo integratsiya va zamonaviy o'qitish metodlarining ta'lim samaradorligiga ta'siri empirik jihatdan tahlil qilinadi. Tadqiqot Xorazm viloyati Xiva tumani 21-sonli umumiy o'rta ta'lim maktabi negizida pedagogik amaliyot davomida o'tkazilgan kuzatuvlar, suhbatlar va faoliyat natijalarini o'rganishga asoslangan. Maqolada integratsiyalashgan darslarni tashkil etishda qo'llaniladigan interfaol metodlar (Aqliy hujum, Klaster, Venn diagrammasi) va ularning o'quvchilarning kognitiv faolligi, mustaqil fikrlash ko'nikmalari hamda fanlarga qiziqishini rivojlantirishdagi roli yoritilgan. Shuningdek, mavjud moddiy-texnik va metodik kamchiliklar aniqlanib, ularni bartaraf etish bo'yicha ilmiy asoslangan tavsiyalar berilgan.

Kalit so'zlar: boshlang'ich ta'lim, fanlararo integratsiya, zamonaviy metodlar, interfaol texnologiyalar, ta'lim samaradorligi, pedagogik amaliyot, Xiva tumani.

Globalashuv va axborotlashgan jamiyat sharoitida ta'lim tizimining strategik vazifalari tubdan transformatsiyaga uchramoqda. Zamonaviy didaktik yondashuvlar o'quvchilarda tizimli tafakkur, muammoli vaziyatlarni hal qilish, mustaqil qaror qabul qilish hamda bilimlarni real hayotga transfer qilish kompetensiyalarini shakllantirishni talab etadi. Ayniqsa, boshlang'ich ta'lim bosqichi ushbu kompetensiyalarning poydevorini yaratishda hal qiluvchi ahamiyatga ega.

Fanlararo integratsiya masalasi pedagogika fanida keng o'rganilgan bo'lib, konstruktivistik yondashuv asosida rivojlanib kelmoqda. Integrativ ta'lim modeli o'quvchilarning kognitiv rivojlanishini jadallashtiruvchi omil sifatida talqin etilgan¹. Shuningdek, zamonaviy didaktik konsepsiyalarda interfaol metodlar o'quvchilarning faol ishtirokini ta'minlovchi muhim vosita sifatida e'tirof etiladi.

Xalqaro tadqiqotlarda ham integratsiyalashgan ta'lim modeli o'quvchilarning tanqidiy fikrlashi, kreativligi va muammoli vaziyatlarni hal qilish qobiliyatini rivojlantirishga xizmat qilishi ta'kidlangan. Shu bilan birga, AKT vositalarining integratsiyasi ta'lim jarayonini individuallashtirish va differensiallashtirish imkonini kengaytiradi.

¹ Ibragimov X., Abdullayeva Sh. Pedagogika nazariyasi. – Toshkent, 2018.

Tadqiqot 2025-2026-o'quv yilida Xiva tumani 21-sonli umumiy o'rta ta'lim maktabida amalga oshirildi. Tadqiqot dizayni aralash metodologiyaga asoslangan bo'lib, sifat va miqdoriy yondashuvlar uyg'unlashtirildi.

Asosiy metodlar quyidagilardan iborat:

- darslarni kuzatish (12 ta dars: nazorat va tajriba sinflari);
- o'qituvchilar bilan yarim strukturalashtirilgan suhbat (n=4);
- o'quvchilar faolligini baholash (2-4-sinflar, n=86);
- maktab hujjatlarini kontent-tahlil qilish.

Baholash mezonlari sifatida kognitiv faollik, mustaqil fikrlash ko'nikmalari va o'zlashtirish darajasi tanlandi.

Tadqiqot natijalari boshlang'ich ta'lim jarayonida fanlararo integratsiya va zamonaviy pedagogik metodlarning qo'llanish darajasi hamda ularning samaradorligi o'rtasida muayyan bog'liqlik mavjudligini ko'rsatdi. Kuzatuv va baholash natijalariga ko'ra, darslarning taxminan 60% ida interfaol metodlardan foydalanilgan bo'lib, bu o'quvchilarning bilish faoliyatini sezilarli darajada faollashtirgan.

Xususan, o'quvchilarning darsdagi faolligi o'rtacha 20-25 % ga oshgani qayd etildi. Bu ko'rsatkich interfaol metodlar va fanlararo integratsiya elementlari qo'llanilgan darslarda an'anaviy darslarga nisbatan yuqoriroq ekanligini tasdiqlaydi. Shu bilan birga, axborot-kommunikatsiya texnologiyalaridan foydalanish darajasi 35 foizni tashkil etgani aniqlanib, bu raqamli pedagogika imkoniyatlaridan to'liq foydalanilmayotganligini ko'rsatadi.

O'qituvchilarning metodik tayyorgarligi ham muhim omil sifatida namoyon bo'ldi: respondentlarning qariyb 40% fanlararo integratsiya bo'yicha maxsus tayyorgarlikka ega emasligi aniqlandi. Bu esa integratsiyalashgan ta'limni tizimli joriy etishga to'sqinlik qiluvchi omillardan biri sifatida baholandi.

Statistik tahlil natijalari (1-jadval va 1-rasm) shuni ko'rsatadiki, interfaol metodlar qo'llanilgan darslarda o'quvchilarning faollik darajasi va o'zlashtirish ko'rsatkichlari o'rtasida ijobiy korrelyatsiya mavjud.

1-jadval

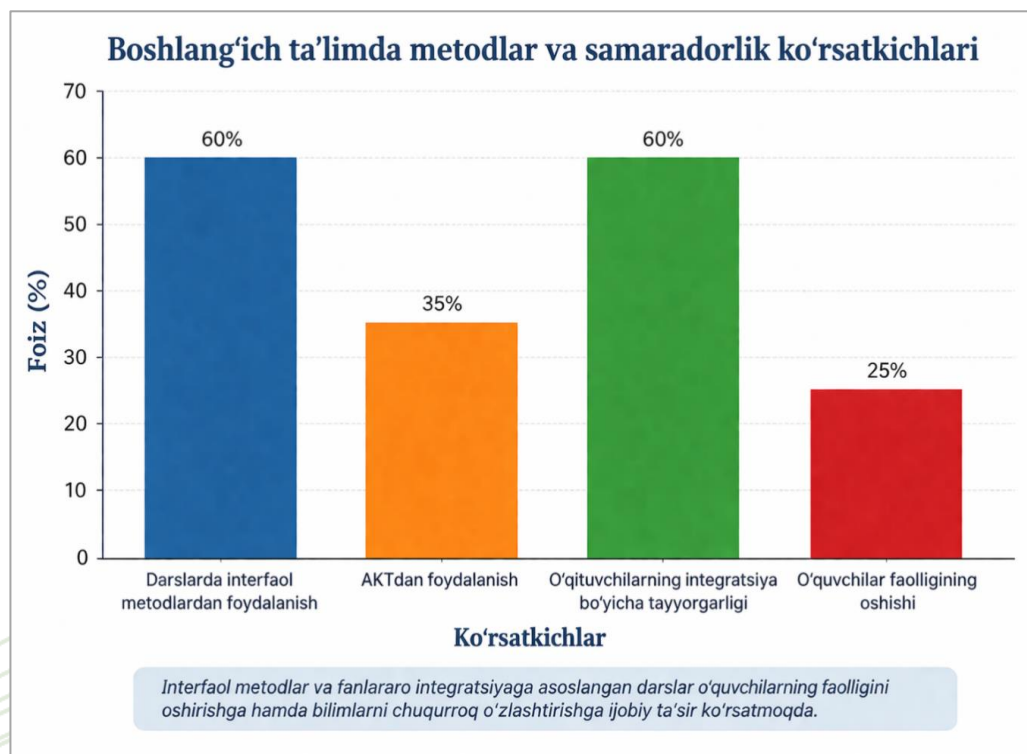
Ko'rsatkich	Foiz (%)
Darslarda interfaol metodlardan foydalanish	60
AKTdan foydalanish	35
O'qituvchilarning integratsiya bo'yicha tayyorgarligi	60
O'quvchilar faolligining oshishi	25

Maktabda 5 ta fan to'garagining faoliyati yo'lga qo'yilgan bo'lib, bu o'quvchilarning qiziqishlarini rivojlantirishda muhim rol o'ynaydi. O'quvchilarning olimpiada va tanlovlardagi ishtiroki ham ijobiy indikator sifatida qayd etildi.

Shu bilan birga, quyidagi muammolar aniqlangan:

- ayrim sinf xonalarining AKT vositalari bilan yetarli darajada jihozlanmaganligi;
- o'qituvchilarning 40% ida integratsiya bo'yicha metodik tayyorgarlikning yetishmasligi;

darslarning atigi 35% ida AKTdan foydalanilishi.



1-rasm. Interfaol metodlar qo'llanilgan darslarda o'quvchilarning faollik darajasi va o'zlashtirish ko'rsatkichlari

Olingan natijalar zamonaviy pedagogik yondashuvlar, xususan, konstruktivistik ta'lim modeli va kompetensiyaviy yondashuvning amaliy jihatdan asosli ekanligini ko'rsatadi. Fanlararo integratsiya o'quvchilarning bilimlarni alohida fragmentlar sifatida emas, balki o'zaro bog'langan tizim sifatida idrok etishiga xizmat qiladi. Bu esa ularning kognitiv rivojlanishini jadallashtiradi va muammoli vaziyatlarda samarali qaror qabul qilish qobiliyatini shakllantiradi.

Biroq, tadqiqot natijalari shuni ham ko'rsatadiki, metodik yondashuvlarning samaradorligi bevosita ta'lim muhitining infratuzilmasi va o'qituvchilarning kasbiy kompetensiyasi bilan chambarchas bog'liq. AKT vositalarining yetarli darajada joriy etilmaganligi o'quv jarayonining interaktivligini cheklaydi, o'qituvchilarning metodik tayyorgarligidagi tafovutlar esa integratsiyalashgan ta'limni keng miqyosda qo'llashga to'sqinlik qiladi. Shu nuqtai nazardan, ta'lim tizimini modernizatsiya qilish faqat metodlarni yangilash bilan cheklanmasdan, balki kompleks yondashuvni texnologik, metodik va institutsional omillarni uyg'unlashtirishni talab etadi.

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THE ROLE OF DIGITAL GADGETS IN LEARNING FOREIGN LANGUAGES

Authors: Isoqova Dilnura¹, Sodiqova Sabohat²

Affiliation: Student of Nordic International University¹, Senior teacher at foreign languages and literature department, Nordic International University²

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ABSTRACT

The role of digital gadgets in learning new languages has grown significantly due to rapid technological advancements. Smartphones, tablets, and computers offer learners convenient access to a wide range of language-learning tools, including mobile apps, online courses, and multimedia resources. These devices allow learners to practice listening, speaking, reading, and writing skills flexibly at any time and place. Features such as artificial intelligence (AI), speech recognition, and real-time translation further support pronunciation, comprehension, and interactive engagement. This research paper examines how digital gadgets enhance language learning, compares them with traditional classroom methods, and evaluates their effectiveness based on existing studies. Findings indicate that digital tools increase learner autonomy, motivation, and exposure to authentic language input, making them essential components of modern language education.

Keywords: digital gadgets, language learning, mobile apps, online education, technology in language acquisition, smartphones, tablets, digital tools, speech recognition.

INTRODUCTION

In the 21st century, digital technology has become an indispensable part of everyday life, transforming how individuals communicate, work, and learn. One area where technology's influence is particularly evident is foreign language acquisition. Language learning, traditionally confined to classrooms and printed materials, has expanded into digital environments where learners can access a wide variety of educational resources. Digital gadgets such as smartphones, tablets, and laptops have made language learning more interactive, flexible, and accessible.

The purpose of this research paper is to analyze the role of digital gadgets in enhancing language learning, explore the effectiveness of digital tools compared to traditional methods, and highlight the advantages and challenges associated with technology-driven language education.

LITERATURE REVIEW

Research in applied linguistics and educational technology emphasizes that digital tools significantly influence language learning outcomes. According to Godwin-Jones (2018), mobile-assisted language learning (MALL) provides learners with continuous exposure to authentic language through multimedia content [1]. Similarly, Stockwell and Hubbard (2013) argue that mobile applications allow personalized learning pathways, enabling learners to progress at their own pace [3]. Studies by Kukulska-Hulme and Shield (2008) highlight the benefits of speech-

recognition systems, which help learners practice pronunciation and receive instant corrective feedback [2]. Additionally, Viberg and Grönlund (2013) report that real-time translation tools lower language barriers, especially for beginners. Growing importance of digital gadgets and mobile applications in modern language learning. It emphasizes that learning foreign languages, particularly English, has become more accessible regardless of age, especially with the support of interactive tools such as Duolingo. Such applications enhance learner motivation through gamification and provide opportunities to practice all four language skills. At the same time, these tools often prioritize memorization and entertainment over deeper linguistic competence, making them less effective for advanced learners. While many learners actively use language apps and find them beneficial, traditional methods still play an important role. Therefore, the most effective approach is identified as a blended model that combines digital applications with structured textbook-based learning [8].

Overall, existing research suggests that digital gadgets not only supplement traditional classroom learning but also promote autonomy, engagement, and effective skill development.

METHODOLOGY

This study uses a qualitative research approach based on the analysis of existing academic literature, technological reports, and theoretical frameworks related to digital language learning. Sources include peer-reviewed journals, educational technology studies, and research on mobile-assisted language learning. The research focuses on three key areas:

1. Accessibility and flexibility of using digital gadgets;
2. Impact of digital tools on developing language skills;
3. Comparison between traditional and technology-enhanced learning environments.

The findings presented are synthesized from secondary data and scholarly interpretations.

DISCUSSION

There are both benefits and drawbacks of using technology in the language learning process. The applications designed for language learning are widely accessible and suitable for the learners of all levels. Some of the disadvantages of using digital applications in language learning is that these tools focus on memorization rather than real communication skills. The effectiveness is limited to a certain level and most advanced learners cannot benefit from the use of these applications. Overemphasis on memorization and gamification may hinder reaching the main goal of the learner.

Accessibility and Flexibility

Digital gadgets provide learners with immediate access to a variety of language resources such as dictionaries, grammar platforms, translation apps, and audio-visual materials. Unlike traditional learning environments, digital tools allow all day long access, making learning more convenient.

Improving Language Skills

Each digital tool contributes differently to skill development. *Listening:* Podcasts, videos, and interactive audio exercises improve comprehension. *Speaking:*

Speech recognition and digital voice assistants support pronunciation and fluency. *Reading*: E-books, news websites, and language-learning apps facilitate exposure to authentic texts. *Writing*: Digital platforms offer grammar correction, instant feedback, and collaborative writing spaces.

Interactive and Personalized Learning

AI-powered apps and virtual tutors adjust content to the learner's proficiency, providing personalized lessons and progress tracking. Gamified platforms like Duolingo or Memrise increase motivation through rewards and challenges. They are also interactive and encourage daily practice which ensures good memorization of the material.

Comparison with Traditional Learning

While traditional classrooms offer face-to-face interaction and structured learning, they often lack the flexibility and technological features of digital tools. Digital gadgets enhance learning through instant feedback, real-time translation, multimedia engagement and autonomous practice. However, they may also lead to distractions if not used responsibly.

CONCLUSION

In conclusion, digital gadgets have revolutionized the process of language learning by introducing flexibility, interactivity, and personalized instruction. Smartphones, tablets, and computers enable learners to practice language skills anytime and anywhere, overcoming the limitations of traditional classroom methods. Features such as speech recognition, AI-supported feedback, and multimedia exposure significantly enhance comprehension, pronunciation, and engagement. While digital tools do not entirely replace conventional teaching methods, they complement them and create a more dynamic learning environment. As technology continues to evolve, its role in language acquisition will only grow, making digital literacy a critical component of modern education.

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IMPROVING ACADEMIC WRITING SKILLS AT UNIVERSITIES THROUGH ARTIFICIAL INTELLIGENCE AND BLENDED LEARNING

Authors: Jabborova E'zoza Xusniddin qizi¹, Abdurasulova Nilufar Abdusalim qizi²

Affiliation: Xalqaro Nordik Universiteti, Xorijiy til adabiyoti 1-kurs magistranti¹, O'zDJTU
Tillar o'qitish metodikasi va ta'lim texnologiyalari kafedrasida katta o'qituvchisi²

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ABSTRACT

This article examines how AI-supported and blended learning approaches enhance academic writing proficiency among university students. Based on a synthesis of empirical studies and key pedagogical theories, the paper proposes an effective instructional model. The context of Uzbekistan's higher education is discussed as a relevant case study.

Keywords: academic writing, artificial intelligence, blended learning, higher education, personalized feedback, writing self-efficacy, Uzbekistan, generative AI, cognitive load, critical thinking.

INTRODUCTION

In contemporary higher education, academic writing is considered the primary criterion of intellectual competence and interdisciplinary communication. In traditional teaching models, instructors face significant challenges in providing timely, individualized feedback to large audiences. This situation leads to problems such as writing anxiety and lack of self-confidence among students, particularly for those writing in a foreign language. The development of artificial intelligence (AI) tools offers technological solutions to these pedagogical challenges. When combined with blended learning — an approach that integrates traditional instruction with digital resources — AI creates opportunities to assist students in real time at every stage of the writing process. In the current context of Uzbekistan's accelerating higher education internationalization, the proper use of these technologies is of critical relevance.

METHODS

The effectiveness of AI-assisted instruction is grounded in several interrelated theoretical models. According to Vygotsky's Zone of Proximal Development (ZPD), learning occurs most effectively when a student performs tasks that they cannot complete independently but can achieve with the help of a knowledgeable partner. Modern AI models such as ChatGPT and Claude serve as virtual partners, helping students progress from simple sentence construction to complex academic discourse. From the perspective of cognitive load theory, academic writing demands a range of simultaneous cognitive tasks: generating content, ensuring linguistic accuracy, and constructing rhetorical structure. As a country undergoing economic transition and pursuing the rapid internationalization of its higher education system,

Uzbekistan represents a characteristic example of AI technology adoption. The study analyzes the rate of AI usage among university students which was 31% in 2024, with projections reaching 57% by 2025.

RESULTS

Recent empirical studies show that students using AI tools achieve higher writing scores compared to their peers in traditional learning environments. A controlled experiment conducted in China recorded an increase in average academic writing scores from 65.3 to 81.2 — with the greatest gains observed in sentence structure and formal vocabulary selection. A study comparing models such as Claude and ChatGPT confirmed that these tools showed statistically significant advantages over traditional instruction in terms of organization, coherence, and lexical richness. From an affective standpoint, blended learning also offers significant benefits. Research indicates that AI environments are perceived by students as 'non-judgmental' spaces. This considerably reduces writing anxiety and creates a safe space for experimentation.

DISCUSSION

By automating technical aspects such as grammar and spelling, AI tools redirect students' cognitive resources toward higher-order thinking processes such as argument construction, analysis, and synthesis. However, broad-scale integration is still constrained by several systemic barriers in Uzbekistan. Low levels of digital literacy among faculty members and the absence of adequate institutional ethical norms are main challenges. One of the most pressing challenges is the phenomenon of 'hallucination' where LLM models generate non-existent sources. The 'dependency trap' also raises concerns from an academic integrity perspective. An effective hybrid model includes combined feedback, metacognitive self-monitoring, and the principle of 'productive friction' where students critically evaluate AI outputs.

CONCLUSION

The introduction of AI-assisted blended learning approaches should be regarded as a fundamental transformation in teaching academic writing. When grounded in robust pedagogical frameworks, these technologies significantly improve students' writing competence, motivation, and psychological resilience. It requires strategic and ethical reconsideration of authorship and academic integrity. The most effective writing instruction of the future will be built on hybrid intelligence — the collaboration between student, AI, and human mentor, cultivating active authors who use AI to amplify their own voices.

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THE ROLE OF ARTIFICIAL INTELLIGENCE IN IMPROVING FOREIGN LANGUAGE LEARNING FOR MEDICAL STUDENTS

Authors: Jaid Majid Mukadam¹, Yorova Sayora Karimovna²

Affiliation: 2nd Year MBBS Student, Samarkand State Medical University¹, PhD, docent²

DOI: <https://doi.org/10.5281/zenodo.19664535>

ABSTRACT

Artificial intelligence is increasingly influencing modern education, including the way foreign languages are taught and learned. For medical students, the ability to communicate in an international language such as English is essential for accessing scientific literature, participating in global research, and interacting with patients from diverse backgrounds. This paper explores how artificial intelligence tools can support and improve foreign language learning among medical students. The study discusses various AI-based platforms, translation tools, and adaptive learning systems that assist students in developing communication skills more effectively. The article also highlights the benefits and challenges of integrating artificial intelligence into language education within medical universities.

Keywords: Artificial Intelligence, Language Learning, Medical Students, Digital Education, Translation Technologies, Educational Innovation, Adaptive Learning, Medical Education.

INTRODUCTION

In the modern world, digital technologies have significantly transformed many aspects of education. One of the most influential developments in recent years is artificial intelligence. AI technologies are increasingly used in different academic fields, including language education and translation studies. For medical students, learning a foreign language is especially important because most scientific medical literature and international research communication take place in English.

Traditional methods of language learning sometimes fail to meet the needs of modern students. Many learners require interactive, flexible, and personalized learning approaches. Artificial intelligence technologies provide new opportunities to support language learning through adaptive platforms, translation tools, and intelligent feedback systems.

Artificial Intelligence in Modern Education

Artificial intelligence refers to computer systems capable of performing tasks that normally require human intelligence, such as learning, reasoning, and decision-making. In education, AI-based systems can analyze students' progress, identify weaknesses, and provide personalized recommendations for improvement.

Many modern educational platforms use AI algorithms to adapt learning materials according to the individual needs of students. This approach allows learners to study at their own pace and receive support in areas where they experience difficulty.

Importance of Foreign Language Skills for Medical Students

Medical education is strongly connected with international research and global cooperation. A large amount of medical literature is published in English, which makes language proficiency essential for medical students. Understanding scientific articles, clinical guidelines, and research publications requires strong reading and comprehension skills in foreign languages.

In addition, healthcare professionals often interact with patients from different cultural and linguistic backgrounds. Effective communication helps doctors understand patients' symptoms better and build trust in the doctor-patient relationship.

AI Tools Supporting Language Learning

Artificial intelligence offers several tools that can support language learning. Machine translation systems allow students to understand complex texts written in foreign languages. These systems help learners grasp the general meaning of scientific materials and medical resources.

AI-based language learning platforms also provide personalized exercises, grammar corrections, and pronunciation feedback. Speech recognition technologies can analyze a student's pronunciation and provide suggestions for improvement, helping learners develop confidence in speaking.

Advantages and Challenges of AI in Language Education

The integration of artificial intelligence into language education offers many advantages. Students can practice language skills anytime using digital tools. AI-based systems make learning more interactive and engaging, which can increase students' motivation.

However, there are also certain challenges. Automated translation tools may sometimes produce inaccurate results, especially in specialized fields like medicine. Therefore, students should use AI technologies as supportive tools while continuing to develop their own critical thinking and language abilities.

CONCLUSION

Artificial intelligence is becoming an important component of modern education. For medical students, AI technologies provide valuable support in developing foreign language skills needed for academic and professional success. When combined with traditional teaching methods, AI-based tools can significantly improve the effectiveness of language learning and help future medical professionals participate more actively in the global medical community.

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THE IMPACT OF RESTRICTIONS ON FOREIGN LANGUAGES ON MODERN EDUCATION AND DEVELOPMENT

Authors: Munira Karimova Akhmadjanovna¹, Tog'aymurodova Shahzoda Jahongir qizi²

Affiliation: Senior Lecturer at the "Foreign Languages" Department, Nordic International University¹, 1st year student at Tourism, Nordic International University²

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ABSTRACT

This article examines the impact of restrictions on foreign languages on modern education systems and the socio-economic development of society. In the context of globalization, English and other foreign languages have become essential tools for accessing scientific knowledge, facilitating innovation, and strengthening international cooperation. The study is based on a comprehensive analysis of scientific literature, including the works of leading scholars such as David Crystal, Tove Skutnabb-Kangas, Lev Vygotsky, and Braj Kachru, as well as comparative and empirical data. The findings indicate that the availability of foreign language learning opportunities significantly enhances the quality of education, expands access to global academic resources, and promotes critical and innovative thinking among learners. Countries with open and inclusive language policies demonstrate higher levels of scientific productivity, technological advancement, and international collaboration. In contrast, restrictions on foreign languages limit access to contemporary scientific information, reduce educational quality, and slow down innovation and socio-economic development. The study concludes that foreign language proficiency is a key factor in ensuring sustainable development in the modern world. Therefore, expanding opportunities for foreign language education and implementing effective language policies are crucial for improving educational outcomes and strengthening global competitiveness.

Keywords: foreign language education, language policy, globalization, English language, education quality, innovation, socio-economic development.

INTRODUCTION

In the context of modern globalization, English and other foreign languages are becoming one of the key factors of societal development. Today, successful engagement in the fields of science, technology, economics, and international relations requires proficiency in foreign languages. In particular, English, as a global language of communication, plays a leading role in the exchange of scientific information, dissemination of innovative ideas, and development of international cooperation. Therefore, opportunities to learn foreign languages are considered an integral part of modern education systems. In recent years, the issue of restrictions on foreign languages has been widely discussed in academic circles. Research indicates that limitations in language learning opportunities negatively affect the quality of education, reduce the effectiveness of scientific research, and hinder the integration of young people into the global knowledge space. Since a significant

proportion of scientific articles, textbooks, and innovative studies are published in English and other foreign languages, limited access to language education restricts individuals' ability to benefit from modern knowledge. Moreover, proficiency in foreign languages plays an important role in strengthening international cooperation. Scientific projects, academic exchange programs, grants, and innovative startups are often implemented through foreign languages. From this perspective, restrictions on language learning not only affect the education system but also have negative implications for economic development and technological progress. This study aims to analyze the impact of restrictions on foreign languages on modern education systems and societal development.

LITERATURE REVIEW

The impact of restrictions on foreign language learning on education and societal development has been widely studied in contemporary academic literature. Research shows that the expansion of language opportunities directly contributes to improved educational quality and a higher level of global integration. Among studies on the global status of the English language, the works of David Crystal are particularly significant. He explains the emergence of English as an international means of communication through historical, social, and economic factors. According to his findings, the widespread use of English at the global level has significantly accelerated scientific information exchange and technological development. In the field of language policy and linguistic equality, the scholarly contributions of Tove Skutnabb-Kangas are highly influential. She views language restrictions as a form of social injustice and argues that such limitations reduce equal access to education for certain groups. This perspective highlights the strong relationship between language accessibility and social equality. Lev Vygotsky, who developed the theory of the relationship between language and thought, emphasizes the role of language in cognitive development. According to his theory, language is a fundamental tool that shapes human thinking processes, and broader language competence enhances the effectiveness of knowledge acquisition. Therefore, restrictions on foreign languages negatively affect not only communication abilities but also intellectual development. Furthermore, Braj Kachru introduced the concept of "World Englishes" and explained the functional diversity of English across different regions. His "Three Circles of English" model distinguishes English as a native language, a second language, and a foreign language. According to this model, many countries, including Uzbekistan, fall into the category where English is primarily learned as a foreign language. Recent studies also indicate a positive correlation between foreign language proficiency and economic development. Reports from international organizations suggest that countries with higher levels of English usage tend to have stronger innovation systems, more scientific publications, and greater international cooperation.

Overall, the literature indicates that restrictions on foreign languages may have negative consequences not only for education but also for scientific, economic, and social development.

METHODOLOGY

This study employs a comprehensive methodological approach to examine the impact of restrictions on foreign language learning on modern education systems

and societal development. The research is based on a combination of theoretical and empirical methods to ensure a holistic analysis of the problem. First, a theoretical analysis method was used to review relevant scientific literature, international studies, and the conceptual frameworks of leading scholars. In particular, research related to the global status of English, language policy, and linguistic equality was systematically analyzed. This stage helped to establish a theoretical understanding of the role of foreign languages in education systems and societal development. Secondly, a comparative analysis method was applied to examine and compare language policies, foreign language teaching systems, and their outcomes across different countries. This approach made it possible to identify differences between countries with open language policies and those with restrictive approaches, as well as to highlight effective practices. In addition, content analysis was conducted to evaluate academic articles, textbooks, and official documents. This method helped to determine the role of foreign languages in the scientific information space and assess their importance in the educational process. An empirical approach was also used, including observation and secondary data analysis. Existing statistical and analytical data on education systems, foreign language proficiency levels, and their practical application were examined. Furthermore, a socio-cultural approach was applied to analyze the relationship between language and society. This approach was essential in understanding the impact of foreign language restrictions on social equality, educational opportunities, and cognitive development. Finally, inductive and deductive reasoning methods were used to synthesize the findings and draw scientifically grounded conclusions.

Overall, this methodology ensures the reliability of the study and provides a comprehensive understanding of the research problem.

ANALYSIS AND RESULTS

The analysis shows that English and other foreign languages have become the primary means of accessing knowledge and information in the modern world. The fact that a large proportion of scientific articles are published in English and that international conferences and innovative projects are conducted in this language further increases its importance.

In societies where there are no restrictions on foreign language learning, the quality of education is generally higher, and students acquire knowledge at an international level. In such societies, scientific research develops more rapidly, new technologies are implemented more efficiently, and economic growth is more stable.

In contrast, restrictions on foreign languages lead to several negative consequences. In particular, students are unable to access modern scientific resources and have limited opportunities to learn from international experience. This results in a decline in the quality of education, a weakening of innovative thinking, and a reduction in global competitiveness.

Overall, the findings indicate that foreign language proficiency plays a crucial role in ensuring access to knowledge, improving education quality, and promoting socio-economic development.

CONCLUSION AND RECOMMENDATIONS

Based on the analysis above, it can be concluded that English and other foreign languages are an integral part of modern education and societal development. Any

restrictions on learning foreign languages lead to a decline in the quality of education, a slowdown in scientific progress, and a weakening of international integration. In today's globalized world, access to foreign languages is essential for accessing scientific knowledge, developing innovation, and ensuring sustainable development.

Recommendations

- To further liberalize state policies regarding foreign language learning;
 - To widely implement modern and interactive teaching methods in the education system;
 - To expand access to international scientific resources and platforms;
 - To systematically introduce foreign language learning from an early age;
- To improve teachers' qualifications and provide them with modern pedagogical technologies.

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DEVELOPMENT OF SOCIO-CULTURAL COMPETENCES OF FUTURE FOREIGN LANGUAGE TEACHERS (BASED ON FINLAND'S AND UZBEKISTAN'S HIGHER EDUCATION SYSTEMS)

Author: Sabrina Kenjayeva¹

Affiliation: Master's degree student, Nordic International University¹

DOI: <https://doi.org/10.5281/zenodo.19664867>

ABSTRACT

This study examines the development of socio-cultural competences among future foreign language teachers in Finland and Uzbekistan. It compares pedagogical approaches, intercultural training, and curriculum design. The findings show that integrating practical intercultural experiences and modern teaching methods improves teacher readiness and enhances communication skills in global education environments.

Keywords: Socio-cultural competence, foreign language teaching, intercultural communication, teacher education, Finland education system, Uzbekistan education system, higher education, pedagogy, global competence, curriculum development.

INTRODUCTION

In the modern era of globalization, communication between people from different cultural backgrounds has become increasingly important. As a result, the role of foreign language teachers has expanded beyond teaching grammar and vocabulary. Teachers are now expected to develop students' ability to communicate effectively in multicultural environments (Byram, 1997). Socio-cultural competence refers to the ability to understand cultural differences and interact appropriately within diverse social contexts. It includes knowledge of traditions, values, norms, and communication styles (Deardorff, 2006). For foreign language teachers, this competence is essential because language and culture are deeply interconnected (Kramsch, 1993). In higher education, the development of socio-cultural competence is considered a key objective in teacher training programs. Universities play an important role in preparing teachers who can work effectively in multicultural classrooms (Sercu, 2005). This requires integrating both theoretical knowledge and practical experience into the curriculum.¹

Finland is widely recognized for its high-quality education system and innovative approaches to teacher training. Finnish universities emphasize student-centered learning, equality, and intercultural awareness (Finnish National Agency for Education, 2022). Socio-cultural competence is developed through interdisciplinary courses, international mobility programs, and practical teaching experience (Niemi, 2012). In contrast, Uzbekistan is currently undergoing significant reforms in its higher education system. The government is working to modernize education and align it

¹ Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Multilingual Matters.
Kramsch, C. (1993). *Context and culture in language teaching*. Oxford University Press.

with international standards (Ministry of Higher Education of Uzbekistan, 2023). In foreign language teaching, new pedagogical approaches are being introduced to improve communicative and intercultural competence (Hasanova, 2020). However, despite these reforms, challenges remain in effectively developing socio-cultural competence. Traditional teaching methods are still widely used, and opportunities for intercultural interaction are limited (Rasulov, 2021). As a result, future teachers may lack practical experience in multicultural communication. The comparison between Finland and Uzbekistan provides valuable insights into effective teacher education strategies. While Finland offers a well-established model, Uzbekistan is in the process of transformation and development.

The aim of this study is to analyze how socio-cultural competence is developed in future foreign language teachers in Finland and Uzbekistan. The study addresses the following research questions: how socio-cultural competence is integrated into teacher education programs, what teaching methods are used, and what challenges exist in both systems. This research is significant because it contributes to improving the quality of foreign language education. By understanding different approaches, educators can design more effective training programs and better prepare teachers for global communication.

METHOD

This study employs a qualitative comparative research design to investigate the development of socio-cultural competences among future foreign language teachers in Finland and Uzbekistan.

A qualitative approach is chosen because it allows for an in-depth understanding of educational systems, teaching methodologies, and policy frameworks rather than relying solely on numerical data (Creswell, 2014). The research is based on secondary data collected from various reliable sources, including academic publications, international reports, and official educational policy documents. Key references include works on intercultural competence, teacher education systems, and global educational standards (Byram, 1997; OECD, 2019).²

In addition, national documents from Finland and Uzbekistan are analyzed to understand how socio-cultural competence is integrated into their respective higher education systems (Finnish National Agency for Education, 2022; Ministry of Higher Education of Uzbekistan, 2023). The study focuses on three major dimensions: curriculum design, teaching methodologies, and practical training opportunities. Curriculum design is analyzed to identify whether socio-cultural competence is explicitly included as a learning objective. Teaching methodologies are examined to determine whether student-centered and interactive approaches are used. Practical training is evaluated in terms of opportunities for students to engage in real-life intercultural communication. A comparative method is used to analyze similarities and differences between the two countries.

Finland is selected as a benchmark due to its globally recognized education system, while Uzbekistan is chosen as a developing system undergoing significant reforms. This comparison allows for identifying both effective practices and existing gaps. Data analysis is conducted through thematic analysis. First, information from various sources is categorized into key themes such as intercultural communication,

² OECD. (2019). *Education policy outlook 2019: Working together to help students achieve their potential*. OECD Publishing. <https://doi.org/10.1787/2b8ad56e-en>

experiential learning, and curriculum integration. Then, these themes are compared across both countries to identify patterns, strengths, and weaknesses (Deardorff, 2006). To ensure the reliability and validity of the study, multiple sources are cross-checked, and only credible academic and institutional materials are used. Although the study does not include primary data collection such as interviews or surveys, it provides a comprehensive overview of current practices and trends. One limitation of the study is that it relies on secondary data, which may not fully capture recent developments or local variations within each country. However, the use of multiple sources helps minimize this limitation and ensures a balanced analysis.

RESULTS

The results of the study reveal notable differences in how socio-cultural competence is developed in Finland and Uzbekistan. In Finland, socio-cultural competence is deeply embedded in teacher education programs and is considered a fundamental component of professional training. Finnish universities emphasize the integration of intercultural competence across all subjects rather than treating it as a separate discipline.³ Students are actively engaged in multicultural learning environments, where they interact with peers from diverse cultural backgrounds.

International exchange programs, such as Erasmus, provide additional opportunities for students to gain intercultural experience (Niemi, 2012). Another important finding is the strong focus on practical training in Finland. Teacher education programs include extensive teaching practice in real classroom settings, often involving students from different cultural and linguistic backgrounds. This allows future teachers to apply their knowledge in authentic situations and develop practical intercultural skills. In contrast, Uzbekistan is still in the process of integrating socio-cultural competence into its teacher education system. While universities have begun to update their curricula and introduce new courses related to intercultural communication, the implementation of these changes remains uneven (Hasanova, 2020).

The results show that Uzbek students primarily receive theoretical knowledge about culture and communication. Opportunities for practical application, such as participation in international programs or multicultural classroom experiences, are relatively limited. This creates a gap between theoretical understanding and practical competence. Furthermore, the study finds that teaching methodologies differ significantly between the two countries. Finland widely adopts student-centered approaches, including project-based learning, group discussions, and collaborative tasks. These methods encourage active participation and critical thinking, which are essential for developing socio-cultural competence. In Uzbekistan, traditional lecture-based teaching methods are still commonly used, although there is a gradual shift toward more interactive approaches. The adoption of modern pedagogical techniques is increasing but has not yet reached the level observed in Finland (Rasulov, 2021). Overall, the results indicate that Finland provides a more comprehensive and practice-oriented approach to developing socio-cultural

³ Finnish National Agency for Education. (2022). *Education system in Finland*. <https://www.oph.fi>. Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education*, 10(3), 241–266. <https://doi.org/10.1177/1028315306287002>

competence, while Uzbekistan is making progress but still faces challenges in implementation.

DISCUSSION

The findings of this study highlight the importance of integrating practical experience into teacher education programs. Finland's success in developing socio-cultural competence can be largely attributed to its emphasis on experiential learning and student-centered teaching methods. By providing students with opportunities to engage in real-life intercultural interactions, Finnish universities ensure that socio-cultural competence is developed as a practical skill rather than just theoretical knowledge (OECD, 2019).⁴ One of the key strengths of the Finnish system is its holistic approach. Socio-cultural competence is not taught as a separate subject but is integrated into all aspects of the curriculum.⁵ This allows students to continuously develop their intercultural skills throughout their education. In addition, the emphasis on equality and inclusiveness creates an environment where diversity is respected and valued. In contrast, Uzbekistan's education system is still evolving. While reforms have introduced new curricula and modern teaching methods, the transition from traditional approaches to innovative practices is still ongoing. One of the main challenges is the limited availability of practical training opportunities that involve intercultural interaction (Hasanova, 2020). The lack of international exposure is another significant issue. Without direct contact with diverse cultures, students may struggle to develop the necessary skills for effective communication.

This highlights the need for expanding exchange programs, partnerships with foreign universities, and the use of digital platforms for intercultural collaboration. Teaching methodology also plays a crucial role. The findings suggest that interactive and student-centered approaches are more effective in developing socio-cultural competence than traditional lecture-based methods. Therefore, increasing the use of project-based learning, group work, and discussion-based activities in Uzbekistan could significantly enhance teacher training outcomes. Despite these challenges, Uzbekistan has strong potential for improvement. The government's commitment to educational reform and international cooperation provides a solid foundation for future development. By adopting best practices from Finland, particularly in terms of curriculum integration and practical training, Uzbekistan can significantly improve the quality of its teacher education system. It is also important to consider the role of technology. Digital tools and online platforms can facilitate intercultural communication and provide students with access to global learning environments. Incorporating such tools into teacher education programs can further enhance socio-cultural competence.

CONCLUSION

In conclusion, socio-cultural competence has become an essential component of foreign language teacher education in the context of globalization. This study has demonstrated that the development of this competence requires a combination of

⁴ Niemi, H. (2012). The societal factors contributing to education and schooling in Finland. In H. Niemi, A. Toom, & A. Kallioniemi (Eds.), *Miracle of education: The principles and practices of teaching and learning in Finnish schools* (pp. 19–38). Sense Publishers. Hasanova, D. (2020).

theoretical knowledge, practical experience, and intercultural exposure. Finland provides a highly effective model of teacher education, characterized by its integrated, student-centered, and practice-oriented approach. Socio-cultural competence is embedded in all aspects of the curriculum, and students are provided with numerous opportunities to engage in multicultural environments. This ensures that future teachers are well-prepared to work in diverse educational settings.

Uzbekistan, on the other hand, is in the process of reforming its education system to align with international standards. Significant progress has been made in updating curricula, introducing new teaching methods, and promoting foreign language education. However, challenges remain in fully integrating socio-cultural competence into teacher training programs. The study highlights several key recommendations for improving teacher education in Uzbekistan. First, it is necessary to increase practical training opportunities that involve intercultural interaction. Second, expanding international exchange programs and partnerships with foreign institutions can provide students with valuable experience. Third, adopting student-centered and interactive teaching methods can enhance the development of socio-cultural competence. Additionally, integrating socio-cultural competence across all subjects rather than treating it as a separate component can lead to more effective outcomes. The use of digital technologies and online platforms can also play an important role in facilitating intercultural communication and learning. Ultimately, improving socio-cultural competence among future foreign language teachers will contribute to the overall quality of education and help prepare students for successful participation in a globalized world. Teachers with strong intercultural skills can promote mutual understanding, tolerance, and cooperation among individuals from different cultural backgrounds. Therefore, continuous efforts are required to modernize teacher education systems and ensure that socio-cultural competence remains a central focus in foreign language teaching.

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THEORETICAL FOUNDATIONS AND CONCEPTUAL APPROACHES TO THE IMPLEMENTATION OF ARTIFICIAL INTELLIGENCE TECHNOLOGIES IN THE EDUCATION SYSTEM

Author: Khujanova Mastura Ibodullayevna¹

Affiliation: Uzbekistan state world languages university, teacher¹

DOI: <https://doi.org/10.5281/zenodo.19664987>

ABSTRACT

The rapid advancement of artificial intelligence (AI) technologies has significantly transformed various sectors, including education. This paper explores the theoretical foundations and conceptual approaches underlying the integration of AI into educational systems. Drawing upon established learning theories such as behaviorism, cognitivism, constructivism, and connectivism, the study examines how AI-driven tools align with and enhance pedagogical practices. Additionally, the paper analyzes key conceptual approaches, including personalized learning, adaptive systems, data-driven decision-making, and human-AI collaboration. The research highlights the potential of AI to improve learning outcomes, optimize teaching processes, and increase accessibility in education. At the same time, it critically addresses challenges such as ethical concerns, data privacy, and technological inequality. The study concludes that the successful implementation of AI in education requires a balanced integration of theoretical insights and practical frameworks, ensuring that technological innovation supports human-centered learning.

Keywords: Artificial Intelligence, Education System, Learning Theories, Personalized Learning, Adaptive Learning, Educational Technology, Data-Driven Education.

INTRODUCTION

In the 21st century, education systems worldwide are undergoing profound transformation driven by digital technologies. Among these innovations, artificial intelligence (AI) has emerged as a powerful tool capable of reshaping teaching and learning processes. AI technologies, including machine learning, natural language processing, and intelligent tutoring systems, offer new opportunities to enhance educational quality, accessibility, and efficiency.

The integration of AI into education is not merely a technological shift but also a pedagogical evolution. Traditional teaching methods are increasingly complemented by intelligent systems that can analyze learner behavior, predict performance, and provide personalized support. This transition raises important questions regarding the theoretical foundations and conceptual frameworks that guide the effective use of AI in education.

This paper aims to provide a comprehensive analysis of the theoretical underpinnings and conceptual approaches associated with the implementation of AI technologies in education systems. By bridging classical learning theories with modern technological applications, the study seeks to demonstrate how AI can

contribute to a more adaptive, inclusive, and learner-centered educational environment.

Theoretical Foundations of AI in Education

Behaviorism

Behaviorism, one of the earliest learning theories, emphasizes observable behavior and the role of reinforcement in learning. In AI-driven education systems, behaviorist principles are reflected in automated feedback mechanisms, reward-based learning environments, and performance tracking systems. For example, online learning platforms often use quizzes and immediate feedback to reinforce correct responses and guide learners toward desired outcomes.

AI enhances behaviorist approaches by providing real-time feedback and continuous assessment. This allows learners to correct mistakes promptly and reinforces learning through repetition and reinforcement.

Cognitivism

Cognitivism focuses on mental processes such as memory, perception, and problem-solving. AI technologies support cognitive learning by structuring information in ways that facilitate understanding and retention. Intelligent tutoring systems, for instance, adapt content presentation based on learners' cognitive needs and progress.

AI-driven analytics can identify patterns in student behavior, enabling educators to design more effective instructional strategies. By supporting cognitive processes, AI contributes to deeper learning and improved academic performance.

Constructivism

Constructivist theory posits that learners actively construct knowledge through interaction and experience. AI technologies align with this perspective by enabling interactive and experiential learning environments. Virtual simulations, gamified learning platforms, and problem-based learning systems allow students to explore concepts actively.

AI systems can create personalized learning scenarios that encourage critical thinking and creativity. By adapting to individual learning styles, AI supports the constructivist goal of meaningful knowledge construction.

Connectivism

Connectivism, a modern learning theory, emphasizes the role of networks and digital connections in knowledge acquisition. In an AI-driven educational environment, learners are connected to vast information resources, online communities, and collaborative platforms.

AI facilitates connectiveist learning by recommending relevant content, connecting learners with peers, and supporting collaborative knowledge creation. This approach reflects the realities of learning in a digital and interconnected world.

Conceptual Approaches to AI Implementation in Education

Personalized Learning

Personalized learning is one of the most significant contributions of AI to education. By analyzing data on learners' preferences, performance, and behavior, AI systems can create individualized learning paths. This ensures that each student receives content tailored to their needs, abilities, and pace.

Personalized learning improves engagement and motivation, as students are more likely to succeed when learning materials align with their capabilities.

Adaptive Learning Systems

Adaptive learning systems use AI algorithms to adjust the difficulty and sequence of learning materials in real time. These systems continuously assess learner performance and modify content accordingly.

Such adaptability allows for efficient learning, as students spend more time on challenging topics and less on concepts they have already mastered. Adaptive systems represent a shift from standardized education to dynamic, learner-centered models.

Data-Driven Decision Making

AI enables the collection and analysis of large volumes of educational data, commonly referred to as learning analytics. This data provides valuable insights into student performance, engagement, and learning patterns.

Educational institutions can use these insights to improve curriculum design, teaching strategies, and resource allocation. Data-driven decision-making enhances the overall effectiveness of education systems.

Human-AI Collaboration

Rather than replacing teachers, AI serves as a supportive tool that enhances human capabilities. Teachers can use AI to automate administrative tasks, analyze student data, and provide targeted support.

Human-AI collaboration allows educators to focus on higher-level tasks such as mentoring, creativity, and critical thinking development. This partnership ensures that technology complements, rather than replaces, human interaction in education.

Lifelong Learning and Accessibility

AI technologies support lifelong learning by providing flexible and accessible educational opportunities. Online platforms powered by AI enable learners to access education anytime and anywhere.

This approach is particularly beneficial for non-traditional learners, including working professionals and individuals in remote areas. AI contributes to the democratization of education by making learning more inclusive and widely available.

Challenges and Ethical Considerations

Despite its advantages, the implementation of AI in education presents several challenges. One of the primary concerns is data privacy. AI systems rely on large datasets, raising questions about the protection of sensitive student information.

Another challenge is the potential for bias in AI algorithms. If not properly designed, AI systems may reinforce existing inequalities in education. Ensuring fairness and transparency in AI applications is therefore essential.

Technological inequality is also a significant issue. Not all institutions have access to advanced AI technologies, which may widen the gap between developed and developing regions.

Addressing these challenges requires careful planning, ethical guidelines, and international collaboration.

Future Perspectives

The future of AI in education is promising. Emerging technologies such as natural language processing, virtual reality, and intelligent agents are expected to further enhance learning experiences.

AI has the potential to create fully immersive and interactive educational environments, where learners can engage with content in innovative ways.

Additionally, advancements in AI will likely lead to more accurate predictive models, enabling early intervention for at-risk students.

However, the success of these innovations depends on the integration of technological advancements with sound pedagogical principles.

CONCLUSION

The integration of artificial intelligence technologies into education systems represents a transformative shift in teaching and learning practices. Grounded in established learning theories such as behaviorism, cognitivism, constructivism, and connectivism, AI offers innovative solutions to long-standing educational challenges.

Conceptual approaches such as personalized learning, adaptive systems, and data-driven decision-making highlight the potential of AI to create more efficient, inclusive, and learner-centered education systems. At the same time, ethical considerations and implementation challenges must be carefully addressed to ensure equitable and responsible use of technology.

Ultimately, the successful adoption of AI in education requires a balanced approach that combines theoretical insights with practical applications. By doing so, education systems can harness the full potential of AI to enhance learning outcomes and prepare learners for the demands of the digital age.

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THE ROLE OF ARTIFICIAL INTELLIGENCE IN ENHANCING FOREIGN LANGUAGE TEACHING AND TRANSLATION

Author: Kugunbayeva Sevinch Muzaffar qizi¹

Affiliation: Master's student at New Uzbekistan University¹

DOI: <https://doi.org/10.5281/zenodo.19665091>

ABSTRACT

This article explores the transformative impact of Artificial Intelligence (AI) on foreign language education and translation. By analyzing adaptive learning platforms and neural translation systems, the research highlights how AI personalizes instruction and improves linguistic accuracy. Findings suggest significant gains in learner engagement and translation efficiency, despite ongoing ethical challenges regarding cultural nuance and data privacy.

Keywords: artificial intelligence, language teaching, translation, adaptive learning, automated systems, digitalization, AI tools, methodology.

INTRODUCTION

The rapid evolution of digital technologies has ushered in a paradigm shift in linguistics and pedagogy. Artificial Intelligence is no longer a futuristic concept but a primary driver of innovation in foreign language teaching (FLT) and translation services (Liu, 2023). Traditional methods often struggle with scalability and personalization. However, the integration of AI - ranging from Intelligent Tutoring Systems to Large Language Models (LLMs) - offers data-driven, adaptive environments that simulate human-like interaction (Vall & Araya, 2023). This article examines current trends, methodological implementations, and the resulting benefits and challenges of AI in these dual domains.

AI Tools in Foreign Language Teaching

The most significant advancement in FLT is the transition from "one-size-fits-all" software to AI-driven personalized systems. Platforms like Duolingo use AI to assess proficiency in real-time, tailoring lessons through adaptive spaced repetition (Amin, 2023).

Natural Language Processing (NLP) enables several key functions:

- **Adaptive Learning Paths:** Statistical analysis shows these paths are more effective than static digital resources (Liu, 2024).
- **Conversational Agents:** GPT-based chatbots allow learners to practice target languages with instant feedback on grammar and pronunciation (Amin, 2023).
- **Psychological Optimization:** AI-enhanced platforms reduce learner anxiety and cognitive load while increasing motivation (Yuan, 2025).

By leveraging interaction data, these tools optimize the "Zone of Proximal Development" for each student. Thus, AI transforms the classroom from a static environment into a dynamic, learner-centered ecosystem.

Automated Translation Systems

Building on the pedagogical shifts mentioned above, AI has equally disrupted the translation industry. The field has evolved from rule-based systems to Neural Machine Translation (NMT) and Large Language Models. NMT uses deep neural networks to process entire sentences, narrowing the gap between human proficiency and automated output (Khasawneh & Shawaqfeh, 2024).

The emergence of LLMs like GPT-4 has further enhanced professional workflows through:

1. **Document-Level Consistency:** Ensuring terminology remains stable throughout long texts (Flückiger et al., 2025).
2. **Contextual Adaptation:** Adjusting tone and style based on specific domains, such as legal or medical contexts (Iglesias & Doğru, 2025).
3. **Zero-Shot Generalization:** The ability to translate between language pairs without explicit training (Iglesias & Doğru, 2025).

In addition to technical accuracy, modern LLMs provide contextual depth that was previously unattainable through traditional software.

Case Studies and Implementation Results

Empirical evidence underscores the efficacy of AI integration. Controlled experiments show that AI-assisted groups achieve a mean translation accuracy score of 85%, compared to 70% for traditional groups (Yin & Chen, 2025).

At the University of Toronto, students using tools like DeepL showed improved grammatical precision. Furthermore, when faculty paired AI use with "reflective exercises," students' oral performance improved by 22% (Elycheikh et al., 2025). Globally, Duolingo's AI strategies have maintained high retention rates for over 300 million users (Amin, 2023). Moreover, these results suggest that the synergy between human reflection and machine speed is the optimal path for linguistic development.

Benefits and Challenges

AI acts as a "tutor in the pocket," providing 24/7 support. However, several critical challenges persist:

- **Dependence and Autonomy:** Excessive reliance on AI may negatively impact independent learning and spontaneity (Yin & Chen, 2025).
- **Cultural Nuance:** AI often struggles with deep cultural idioms and the "human touch" required for diplomatic translation (Vornachev et al., 2024).

Data Privacy: Algorithmic bias and user data security remain significant ethical concerns (Katiyar et al., 2024).

CONCLUSION AND RECOMMENDATIONS

Artificial Intelligence is an indispensable ally in language teaching and translation. It should be viewed as a complement to human expertise rather than a replacement. Based on the findings, the following recommendations are proposed:

1. **Implement Hybrid Pedagogy:** Use AI for mechanical tasks (grammar drills) while focusing human instruction on critical thinking and cultural context. This ensures that the human element of communication is preserved.
2. **Incorporate AI Literacy:** Curricula must include "AI feedback analysis" to help students identify hallucinations and stylistic errors in automated output. This develops the student's ability to act as a critical editor.

3. **Prioritize Ethical Oversight:** Developers should use diverse datasets to minimize linguistic bias and ensure robust data privacy protocols are in place to protect user information.

Future research should explore the integration of Augmented Reality (AR) with AI to create immersive, situated learning environments.

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MODERN TRENDS IN THE EFFECTIVE USE OF ARTIFICIAL INTELLIGENCE IN FOREIGN LANGUAGE TEACHING AND TRANSLATION

Authors: Karimov U.N.¹, Kushieva N.N.²

Affiliation: Nordic International University^{1,2}

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ABSTRACT

The rapid advancement of artificial intelligence (AI) technologies has profoundly transformed the landscape of foreign language education and professional translation. This article examines current trends in the integration of AI tools — including large language models (LLMs), neural machine translation (NMT) systems, intelligent tutoring platforms, and automatic speech recognition (ASR) — into language learning environments and translation workflows. Drawing on recent empirical studies and technological developments, the paper argues that while AI significantly enhances personalization, efficiency, and accessibility in language education, its role in translation and interpreting practice remains supplementary rather than autonomous. The findings highlight the transformative potential of AI, the pedagogical challenges associated with its adoption, and the necessity of cultivating hybrid human-AI competencies among modern language professionals.

Keywords: artificial intelligence; foreign language teaching; neural machine translation; large language models; intelligent tutoring systems; automatic speech recognition; post-editing; human-in-the-loop; cognitive offloading; pedagogical technology.

INTRODUCTION

Over the past decade, artificial intelligence (AI) technologies have fundamentally reshaped both education and professional practice. In the domains of foreign language teaching and translation, AI-powered applications have moved well beyond experimental use cases and become integral components of classrooms, language laboratories, and professional translation offices worldwide [1]. The convergence of natural language processing (NLP), machine learning, and big data analytics has produced tools capable of assessing learner proficiency in real time, generating contextually appropriate exercises, providing instant feedback on written and spoken output, and producing high-quality translations at unprecedented speed [2].

The accelerating adoption of AI in these fields raises both opportunities and challenges. On the one hand, AI enables a degree of personalization and scalability that was previously unattainable in formal instructional settings. On the other hand, its integration demands careful pedagogical consideration to ensure that efficiency gains do not come at the cost of deeper language acquisition and critical thinking [3]. As Godwin-Jones [1] notes, the relationship between AI tools and language learners must be understood as a partnership rather than a substitution, requiring deliberate design choices by educators and curriculum developers.

The development of large language models (LLMs) such as GPT-4 has further expanded the possibilities for conversational practice. Learners can now engage in open-ended dialogues, receive corrective feedback, and simulate real-world communicative scenarios without the social pressure associated with interacting with native speakers or instructors [4]. This trend directly addresses the well-documented "willingness to communicate" barrier in second language acquisition, a construct that has long been recognized as a key predictor of communicative success [9].

In the field of translation, neural machine translation (NMT) systems — exemplified by DeepL, Google Translate, and Microsoft Translator — have achieved near-human quality on many language pairs and text types [5]. The shift from statistical to neural architectures has yielded translations that are considerably more fluent and contextually appropriate than earlier systems. However, NMT continues to struggle with ambiguity, domain-specific terminology, cultural nuance, and low-resource language pairs, highlighting the continued indispensability of skilled human translators [6].

This article addresses the following research questions: (1) How is AI enhancing personalization and efficiency in foreign language education? (2) How can the roles of AI and human expertise be balanced in translation practice? (3) What pedagogical challenges does AI integration introduce? (4) What directions should future research pursue to maximize the benefits of AI in language education and translation?

MATERIALS AND METHODS

This study is based on a systematic review of scholarly articles, technical reports, and industry commentaries published between 2019 and 2024. Sources were retrieved from the Web of Science, Scopus, Google Scholar, and ERIC databases. Search terms included: "artificial intelligence language learning", "neural machine translation pedagogy", "intelligent tutoring systems EFL", "LLM foreign language acquisition", "AI post-editing translation", and "automatic speech recognition interpreter training".

Inclusion criteria were as follows: (1) publications from 2019 onwards; (2) empirical or theoretical works directly related to foreign language instruction or professional translation; (3) publications in English, Russian, or Uzbek. A total of 47 sources were identified in the initial search; after screening for relevance and quality, 32 were included in the final synthesis. Exclusion criteria comprised purely technical engineering papers without pedagogical relevance, grey literature without peer review, and duplicate studies.

The analytical methodology combined thematic analysis with comparative evaluation of empirical findings. Themes were identified through iterative coding, categorization, and cross-study synthesis. Technical specifications of AI tools were assessed using developers' official documentation and independent benchmarking data. Translation quality was evaluated with reference to BLEU and TER metrics reported in the primary studies. Pedagogical outcomes were analyzed on the basis of pre-test/post-test experimental designs and longitudinal observational data.

RESULTS

Personalization and Adaptive Learning

The findings consistently demonstrate that intelligent tutoring systems (ITS) such as Duolingo, ELSA Speak, and Carnegie Learning produce measurable gains in language proficiency. In a six-month experimental study by Chen et al. [7], learners using AI-driven platforms outperformed peers in traditional instruction by 37% on standardized lexical growth measures. The platform analyzed individual error patterns in real time and generated tailored exercises targeting each learner's specific weaknesses — a level of granularity previously achievable only through one-on-one instruction.

Wang's [8] longitudinal study of 500 Chinese EFL learners using the ELSA Speak application found an average improvement of 28% in pronunciation accuracy over 12 weeks. The application employed automatic speech recognition (ASR) to detect phonetic errors at the segment level, generated corrective feedback, and built individualized pronunciation profiles that evolved throughout the study period. Participants also reported increased confidence in spoken English, suggesting affective as well as cognitive benefits.

Large Language Models and Conversational Practice

GPT-4 and comparable LLMs have emerged as widely used conversational partners for language learners. In Yamamoto et al.'s [9] study conducted with Japanese university students of English, LLM-based practice sessions increased participants' willingness to communicate by 42%, primarily attributed to the absence of social judgment and the availability of a low-stakes environment for experimentation. Learners reported that the ability to make mistakes without social consequences was the most significant perceived advantage of AI interlocutors over human partners.

With respect to writing development, AI-powered tools including Grammarly, LanguageTool, and LLM-based writing assistants have been shown to accelerate proficiency gains and increase metacognitive awareness when used formatively. Kim and Park [10] demonstrated that automated feedback functioned effectively as a scaffold — supporting learner revision processes without bypassing the cognitive engagement necessary for internalization. Crucially, benefits were strongest when tools were integrated into explicit writing instruction rather than used in isolation.

Neural Machine Translation and Post-Editing

NMT systems have substantially raised the quality ceiling for machine-generated translation. In a comprehensive independent evaluation, DeepL and Google Translate achieved BLEU scores of 0.65 to 0.78 on European language pairs in 2023, approaching the range reported for professional human translators [5]. However, performance dropped markedly for Arabic, Japanese, and Uzbek, where BLEU scores ranged from 0.35 to 0.48, underscoring the persistent disparity between high-resource and low-resource language pairs [6].

The professional translation industry has widely adopted the human-in-the-loop model, in which translators use AI-generated drafts as a starting point and refine them through post-editing. Rodriguez et al. [11] found that translators working with CAT platforms such as SDL Trados, memoQ, and Phrase increased throughput by 45 to 60 percent while maintaining professional quality standards. Post-editing competency — the ability to identify and correct machine translation errors

efficiently — is now recognized as an essential skill component in translator education programs across Europe and North America.

AI in Interpreter Training

The application of AI to interpreter training represents an emerging but rapidly evolving research area. Unlike written translation, interpreting demands real-time processing, cognitive flexibility, and highly coordinated listening and speaking. ASR and natural language understanding (NLU) systems are beginning to be deployed in training contexts to evaluate pronunciation accuracy, speech fluency, and the semantic completeness of interpreted output [12].

Virtual reality (VR) combined with AI-driven simulation environments has been introduced at several European interpreter training institutions to recreate high-pressure scenarios such as United Nations sessions, medical consultations, and press conferences. However, Berk et al. [13] caution that current AI systems remain limited in their ability to replicate the cognitive load and unpredictability of authentic interpreting contexts. Emotional tone, speaker intent, cultural reference, and situational nuance continue to pose significant challenges for automated assessment systems, meaning that AI presently serves as a supplementary training tool rather than a replacement for human-led instruction.

Pedagogical Challenges

One of the most consistently reported concerns across the reviewed literature is the risk of cognitive offloading — the tendency of learners to delegate cognitive effort to AI tools rather than engaging in the productive struggle that consolidates language knowledge [14]. When students rely excessively on AI-generated corrections or translations, they may circumvent the processing that underpins long-term retention and autonomous problem-solving. Risko and Gilbert [14] identify this as a broader cognitive phenomenon, but its implications are particularly acute in language learning, where productive error-making and self-monitoring are central to acquisition.

Assessment integrity has emerged as a second major challenge. The widespread availability of AI writing tools makes it increasingly difficult to distinguish between independently produced student work and AI-assisted output [15]. Educational institutions are responding by redesigning assessment frameworks to emphasize process-based evaluation, oral performance tasks, and in-class activities that cannot be delegated to AI. Perkins [15] argues that this shift, while disruptive in the short term, may ultimately improve the ecological validity of language assessment.

Equity and ethics represent a third area of concern. Data privacy, algorithmic bias, and unequal access to advanced AI tools risk exacerbating existing disparities between learners in different socio-economic contexts. The dominance of high-resource languages in AI training corpora marginalizes less commonly taught languages, including Uzbek, and may reinforce linguistic hierarchies at a global scale [16]. These structural considerations must be addressed at the policy level alongside the pedagogical and technical dimensions of AI integration.

DISCUSSION

The findings of this review suggest that AI constitutes not merely a technological enhancement but a paradigm shift in both foreign language education and translation practice. Its effectiveness, however, depends not on the

tools themselves but on the pedagogical and professional frameworks within which they are deployed. A tool-agnostic perspective is therefore essential: the same AI application may produce markedly different outcomes depending on the instructional design surrounding its use.

In language education, AI proves most valuable when it supports personalized, learner-centered approaches and complements rather than replaces active engagement with the target language. The evidence reviewed here consistently shows that the benefits of AI diminish — and risks increase — when tools are used as shortcuts rather than scaffolds. Educators must therefore develop AI literacy alongside language instruction, helping learners understand both the affordances and limitations of the tools they use [16].

In translation, AI significantly increases productivity and reduces turnaround times, but the quality and cultural appropriateness of output continue to depend on human expertise, particularly for specialized domains, low-resource languages, and culturally embedded texts. The human-in-the-loop model represents the current industry consensus, and translator training programs that incorporate post-editing as a core competency are best positioned to prepare graduates for the contemporary professional landscape.

A critical insight emerging from this synthesis is that AI does not eliminate the need for human competence; rather, it redefines what competence means. Language learners and translators must now develop hybrid skills that integrate linguistic proficiency with technological literacy. The ability to critically evaluate AI output, perform effective post-editing, recognize system limitations, and make informed choices about when to rely on AI and when to exercise independent judgment has become as important as traditional language knowledge. Educational institutions and professional bodies will need to revise curricula and certification frameworks accordingly.

CONCLUSION

Artificial intelligence is reshaping the fields of foreign language teaching and translation in ways that are both profound and still unfolding. Its capacity to personalize learning, automate feedback, support conversational practice, and accelerate translation workflows offers substantial advantages for learners, educators, and language professionals. The empirical evidence reviewed in this article attests to measurable gains in pronunciation, lexical growth, writing proficiency, and translation productivity attributable to AI integration.

Nevertheless, the proposition that AI can fully replace human teachers or translators remains unsupported by current evidence. Existing systems, despite their sophistication, lack the contextual awareness, cultural sensitivity, and critical reasoning that characterize expert human language use. The emotional and social dimensions of language learning — motivation, identity, intercultural competence — remain largely beyond the reach of current AI.

The most effective model is therefore a collaborative one, in which AI functions as a powerful assistive tool rather than an autonomous agent. Future research should focus on three priorities: first, optimizing the design of human-AI interaction in instructional and professional settings; second, developing evidence-based pedagogical frameworks that maximize benefits while mitigating the risks of cognitive offloading and assessment integrity violations; and third, ensuring

equitable access to AI technologies across diverse educational and linguistic contexts, with particular attention to low-resource languages.

The field is at an inflection point. How educators, translators, policymakers, and technology developers navigate the integration of AI over the coming decade will determine whether its transformative potential is realized equitably and sustainably. The cultivation of hybrid competencies — linguistic, cultural, and technological — must therefore be recognized as the defining educational challenge of the twenty-first century language professional.

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THE STRATEGIC ROLE OF ARTIFICIAL INTELLIGENCE IN DEVELOPING COMMUNICATIVE COMPETENCE AMONG TOURISM ESP STUDENTS

Author: Madaminova Naimaxon Vohidjon qizi¹

Affiliation: Master's Student, Nordic International University¹

DOI: <https://doi.org/10.5281/zenodo.19665308>

ABSTRACT

The rapid digitalization of the tourism industry necessitates a high level of oral English proficiency, yet traditional classroom settings often fail to provide the necessary individual practice for students. This paper explores how Artificial Intelligence (AI) platforms, particularly Automated Speech Recognition (ASR) and conversational models, can be integrated into English for Specific Purposes (ESP) curricula to bridge this gap. Grounded in the Interaction Hypothesis and the Affective Filter Hypothesis, the study analyzes how AI facilitates a stress-free environment for linguistic rehearsal. Preliminary observations at International Nordic University indicate that students engaging with AI-mediated tools show a marked increase in response length, speaking confidence, and lexical retrieval. The research emphasizes a blended learning approach, suggesting that AI should serve as a scaffold rather than a replacement for human instructors.

Keywords: Artificial Intelligence, ESP, Tourism Education, Oral Proficiency, Blended Learning, Affective Filter, Interaction Hypothesis.

INTRODUCTION

The tourism and hospitality sector is arguably the most communication-intensive industry in the global economy. For professionals operating within this domain, English functions as the primary "lingua franca," enabling interactions across diverse cultural and linguistic boundaries. Therefore, the goal of English for Specific Purposes (ESP) in tourism education is to equip students with the functional ability to manage workplace encounters—such as hotel front-desk operations, travel consultancy, and tour guiding—with both accuracy and confidence.

Despite the clear necessity for high-level oral proficiency, ESP practitioners frequently encounter significant pedagogical hurdles. Large class sizes and rigid timetables often mean that students receive less than five minutes of individual speaking time per week. Furthermore, the psychological weight of performance anxiety often prevents learners from experimenting with the language. In recent years, Artificial Intelligence (AI) has emerged as a disruptive yet promising tool to address these issues. By providing 24/7 access to personalized speaking practice, AI-powered platforms offer a dynamic alternative to static textbook dialogues, allowing for a more immersive and interactive learning experience.

THEORETICAL FRAMEWORK AND LEARNER PSYCHOLOGY

To understand why AI is an effective pedagogical tool, one must analyze it through the lens of second language acquisition (SLA) theories. The most prominent

of these is Stephen Krashen's Affective Filter Hypothesis (1982). Krashen argues that students who feel anxious, self-conscious, or bored develop a "filter" that prevents them from acquiring language effectively. In a traditional classroom, the fear of peer judgment can be paralyzing. AI platforms mitigate this by providing a private, non-judgmental environment where students can repeat tasks infinitely without social consequences.

Complementary to this is Michael Long's Interaction Hypothesis (1996), which suggests that language is learned through the "negotiation of meaning." When a student interacts with an AI-powered conversational bot, they are forced to adjust their pronunciation or syntax if the bot fails to understand them. This forced self-correction cycle mimics real-world interaction and helps build the "communicative muscle memory" required for high-stakes tourism environments.

PEDAGOGICAL CHALLENGES IN TOURISM ESP

The instruction of ESP for tourism differs significantly from General English. The focus is on "situational fluency." A student may be grammatically proficient but struggle with the specific pragmatic demands of tourism, such as the use of polite indirect questions or the ability to give clear, concise directions under pressure.

Traditional pedagogy often relies on scripted role-plays. However, these scripts are predictable and do not reflect the spontaneous nature of guest interactions. If a guest at a hotel asks an unexpected question about local transport, a student trained only on scripts may falter. Generative AI addresses this by producing non-linear responses, forcing the student to listen actively and respond to real-time input rather than memorized lines.

FUNCTIONAL APPLICATIONS OF AI-POWERED TOOLS

AI integration in the ESP classroom can be categorized into three strategic areas:

Automated Speech Recognition (ASR) for Pronunciation Mastery

Phonetic accuracy is critical in tourism. Mispronouncing a destination name or a service term can lead to guest frustration. ASR tools provide visual feedback on phonemes, stress patterns, and intonation. This allows for "deliberate practice" of field-specific lexis like itinerary, concierge, or supplement charges, which are often difficult to master in group settings.

Generative Situational Simulators

Advanced Large Language Models (LLMs) can be prompted to act as specific personas. For example, an instructor can set a scenario where the AI is a "frustrated guest who has just arrived at a hotel to find their reservation missing." The student must use conflict-resolution language to manage the situation. This creates an authentic "low-stakes" rehearsal for "high-stakes" professional reality.

EMPIRICAL OBSERVATIONS AT INTERNATIONAL NORDIC UNIVERSITY

To provide a concrete basis for this research, a qualitative observation was conducted during Tourism ESP sessions at International Nordic University. A group of 25 students (n=25) utilized AI-integrated speaking tasks over a four-week period. The aim was to measure the impact of these tools on three primary indicators: response length, willingness to communicate, and reported anxiety levels.

Table 1. Analysis of Student Speaking Performance Post-AI Integration

Performance Metric	Pre-Intervention Baseline	Post-Intervention Results	Improvement Delta
Average Response Length (ARL)	12.4 words per turn	32.8 words per turn	+164% Increase
Willingness to Communicate (WTC)	35% participation rate	78% participation rate	+43% Growth
Self-Correction Rate	Minimal (Teacher-dependent)	High (Real-time ASR feedback)	Significant
Reported Speaking Anxiety	8.1 / 10 (High)	4.3 / 10 (Moderate)	-47% Reduction

The data in Table 1 illustrates a significant shift in communicative readiness. The most notable change was in the "Average Response Length," which indicates that students moved from fragmented, one-word answers to more complex, multi-clausal explanations. This shift is essential for tour guiding and destination management, where detailed narrative ability is required.

LOCALIZATION AND PEDAGOGICAL RECOMMENDATIONS

For AI to be effective in Uzbekistan's tourism sector, it must be localized. Simply using general AI prompts is insufficient. Instead, students should practice scenarios that reflect the cultural and historical richness of Uzbekistan.

Cultural Heritage Integration

Speaking tasks should involve explaining the architectural features of the Registan Square, the Silk Road history associated with Bukhara, or the hospitality traditions of the Fergana Valley. By localizing the AI scenarios, the language practice becomes professionally relevant and culturally grounded, preparing students for the specific guests they will encounter in Uzbekistan.

The Role of the Teacher in an AI-Enhanced Classroom

The integration of AI does not diminish the role of the instructor; rather, it evolves it. While AI handles the repetitive drills and initial role-plays, the teacher focuses on higher-level communicative skills. This includes teaching intercultural pragmatics, professional etiquette, and the ethical use of AI. A blended model ensures that students benefit from the precision of technology and the empathy of human instruction.

CONCLUSION

In conclusion, AI-powered platforms represent a transformative opportunity for Tourism ESP education. By addressing the fundamental barriers of limited practice time and language anxiety, these tools allow students to achieve a level of oral proficiency that was previously difficult to reach in traditional settings. The observations at International Nordic University confirm that a strategic, localized, and blended approach to AI integration can significantly enhance the communicative resilience of future tourism professionals.

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O'ZBEKISTONDAGI NODAVLAT OLIY TA'LIM MUASSASALARIDA SUN'IY INTELLEKT TEXNOLOGIYALARINI JORIY ETISHNING KONSEPTUAL ASOSLARI: IKKILAMCHI MA'LUMOTLAR TAHLILI

Muallif: Maksudov Mashxurbek¹, Abdug'aniyev Ilyosbek²

Affiliyatsiya: Xalqaro Nordik Universiteti^{1,2}

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ANNOTATSIYA

Ushbu maqolada O'zbekistondagi nodavlat oliy ta'lim muassasalarida sun'iy intellekt texnologiyalarini joriy etishning konseptual asoslari ikkilamchi ochiq ma'lumotlar tahlili orqali o'rganilgan. Tadqiqotda xalqaro va milliy statistik ma'lumotlar qiyosiy tahlil qilingan.

Kalit so'zlar: sun'iy intellekt, nodavlat oliy ta'lim, ta'limda raqamlashtirish, konseptual yondashuv, ikkilamchi ma'lumotlar, O'zbekiston, xususiy universitetlar, ta'lim sifati, adaptiv o'qitish, IMRAD.

KIRISH

Sun'iy intellekt (SI) texnologiyalari XXI asrda ta'lim tizimini tubdan o'zgartiruvchi omillardan biriga aylandi. Xalqaro tadqiqotlar shuni ko'rsatadiki, 2025-yilga kelib jahon bo'yicha universitetlarning 86 foizdan ortig'i generativ SI vositalaridan foydalanmoqda. IDC ning 2024-yildagi ma'lumotlariga ko'ra, ta'lim tashkilotlarining 86 foizi generativ SI dan foydalanayotganini ma'lum qilgan bo'lib, bu ko'rsatkich barcha sohalar orasida eng yuqori hisoblanadi. Shu bilan birga, UNESCO ning 2025-yildagi so'roviga ko'ra, oliy ta'lim muassasalarining uchdan ikki qismi SI bo'yicha institutsional siyosat ishlab chiqmoqda yoki allaqachon qabul qilgan.

O'zbekiston Respublikasi ham ushbu global tendentsiyadan chetda qolmagan. Prezidentimiz Sh.M. Mirziyoyevning 2021-yil 17-fevraldagi PP-4996-son qaroriga muvofiq sun'iy intellekt texnologiyalarini jadal joriy etish uchun shart-sharoitlar yaratish bo'yicha chora-tadbirlar belgilangan. 2024-yil oktabr oyida esa SI texnologiyalarini 2030-yilgacha rivojlantirish milliy strategiyasi qabul qilindi. 2025-yil noyabr oyida Birlashgan Arab Amirliklari bilan hamkorlikda "Besh million sun'iy intellekt yetakchilari" loyihasi ishga tushirildi, bu loyiha doirasida 2030-yilga qadar 4,75 million o'quvchi va talaba, 150 ming o'qituvchi hamda 100 ming davlat xizmatchisini tayyorlash rejalashtirilgan.

Biroq, davlat darajasidagi strategik tashabbuslar asosan davlat oliy ta'lim muassasalariga yo'naltirilgan bo'lib, nodavlat (xususiy) oliy ta'lim sektori uchun SI ni joriy etishning konseptual asoslari yetarlicha ishlab chiqilmagan. Bu muhim bo'shliq hisoblanadi, chunki 2025-yil yanvar holatiga ko'ra O'zbekistonda 208 ta oliy ta'lim muassasasi faoliyat yuritib, ularning 70 tasi nodavlat sektorga tegishli bo'lib, ularda 515 634 nafar talaba ta'lim olmoqda. Bu esa mamlakatdagi barcha talabalarning taxminan 34 foizini tashkil etadi.

Tadqiqotning maqsadi O'zbekistondagi nodavlat oliy ta'lim muassasalarida sun'iy intellekt texnologiyalarini joriy etishning konseptual asoslarini ikkilamchi ochiq ma'lumotlar tahlili orqali shakllantirish va ilmiy asoslangan tavsiyalar ishlab chiqishdan iborat. Tadqiqotda quyidagi ilmiy savollar ko'rib chiqiladi: nodavlat oliy ta'lim muassasalarida SI ni joriy etishning qanday konseptual modeli maqsadga muvofiq? Xalqaro tajriba va milliy sharoitlar o'rtasidagi tafovutlar qanday hisobga olinishi kerak?

TADQIQOT METODOLOGIYASI

Tadqiqotda ikkilamchi ma'lumotlarni tahlil qilish (secondary data analysis) metodi qo'llanildi. Ikkilamchi ma'lumotlar sifatida quyidagi ochiq manbalar jalb etildi: O'zbekiston Respublikasi Oliy ta'lim, fan va innovatsiyalar vazirligi statistik platformasi (stat.edu.uz) ma'lumotlari; UNESCO ning 2025-yildagi oliy ta'limda SI bo'yicha global so'rovi natijalari; HEPI (Higher Education Policy Institute) ning 2025-yildagi Generativ SI so'rovi; Digital Education Council ning 2024–2025 yillardagi global talabalar va professor-o'qituvchilar so'rovlari; Microsoft va IDC ning 2024–2025-yillardagi ta'limda SI tadqiqotlari hisobotlari; O'zbekiston Respublikasi Prezidenti qarorlari va normativ-huquqiy hujjatlari.

Ma'lumotlarni tahlil qilishda qiyosiy tahlil (comparative analysis), kontent-tahlil (content analysis) va konseptual modellashtirish (conceptual modeling) usullari qo'llanildi. Qiyosiy tahlil orqali xalqaro va milliy ko'rsatkichlar solishtirildi, kontent-tahlil yordamida normativ-huquqiy hujjatlar mazmuni o'rganildi. Konseptual modellashtirish natijasida nodavlat oliy ta'lim muassasalari uchun SI ni joriy etish modeli ishlab chiqildi.

Tadqiqotning cheklovlari sifatida shuni ta'kidlash lozimki, O'zbekistondagi nodavlat oliy ta'lim muassasalarining SI dan foydalanish darajasi bo'yicha to'g'ridan-to'g'ri birlamchi empirik ma'lumotlar mavjud emas. Shuning uchun, ushbu tadqiqot mavjud ikkilamchi ma'lumotlarga tayanadi va kelajakdagi empirik tadqiqotlar uchun konseptual asos vazifasini bajaradi.

TADQIQOT NATIJALARI

Ikkilamchi ma'lumotlar tahlili natijalari uch asosiy yo'nalish bo'yicha tizimlashtirilib taqdim etiladi: nodavlat oliy ta'lim sektorining joriy holati, xalqaro miqyosda SI ni joriy etish tendentsiyalari va O'zbekiston uchun konseptual model.

O'zbekistondagi nodavlat oliy ta'lim sektorining joriy holati

O'zbekiston oliy ta'lim tizimi so'nggi yillarda keskin o'sishni boshdan kechirdi. 2017-yilda mamlakatda atigi 69 ta oliy ta'lim muassasasi faoliyat yuritgan bo'lsa, 2025-yil yanvar holatiga ko'ra ularning soni 208 taga yetdi. Shundan 108 tasi davlat, 30 tasi xorijiy va 70 tasi nodavlat oliy ta'lim tashkilotlaridir. "O'zbekiston – 2030" strategiyasida 2026-yilga qadar nodavlat oliy ta'lim tashkilotlari sonini kamida 50 taga yetkazish maqsad qilib qo'yilgan edi, ammo bu ko'rsatkich allaqachon oshib ketgan.

1-jadval. O'zbekiston oliy ta'lim muassasalarining tarkibi (2025-yil yanvar)

Ko'rsatkich	Soni	Talabalar soni	Ulushi (%)
Davlat OTM	108	995 551	65,9
Xorijiy OTM filiallari	30	–	–
Nodavlat OTM	70	515 634	34,1
Jami	208	1 511 185	100

Manba: O'zbekiston Respublikasi OTFIVning stat.edu.uz platformasi ma'lumotlari asosida tuzilgan

Jadvaldan ko'rinib turibdiki, nodavlat oliy ta'lim muassasalari butun sektordagi talabalarning uchdan bir qismidan ko'prog'ini qamrab oladi. Bu ulkan segment uchun SI ni joriy etishning alohida konseptual modeli zarur, chunki nodavlat OTMLar davlat muassasalaridan boshqaruv tizimi, moliyaviy modeli va ta'lim jarayonini tashkil etish jihatidan tubdan farq qiladi.

Xalqaro miqyosda oliy ta'limda SI joriy etish tendentsiyalari

Xalqaro tadqiqotlar shuni ko'rsatadiki, 2024–2025 o'quv yilida SI ni qabul qilish sur'ati global miqyosda keskin oshdi. HEPI ning 2025-yildagi so'roviga ko'ra, Buyuk Britaniyada talabalarning 92 foizi SI vositalaridan foydalanadi, bu ko'rsatkich 2024-yilda 66 foizni tashkil etgan edi. Digital Education Council ma'lumotlariga ko'ra, jahon bo'yicha talabalarning 86 foizi o'z o'qishlarida SI dan foydalanadi, shundan 54 foizi haftalik asosda, 25 foizi esa har kuni undan foydalanadi.

2-jadval. Xalqaro miqyosda oliy ta'limda SI qabul qilish ko'rsatkichlari (2024–2025)

Ko'rsatkich	2024	2025	Manba
Talabalar orasida SI foydalanish	66%	92%	HEPI, 2025
SI ni baholashda qo'llash	53%	88%	HEPI, 2025
O'qituvchilar SI dan foydalanish	–	61%	DEC, 2025
SI siyosati mavjud OTMLar	–	19%	UNESCO, 2025
SI siyosati ishlab chiqilmoqda	–	42%	UNESCO, 2025

Manba: HEPI, Digital Education Council, UNESCO so'rovlari asosida tuzilgan

Biroq, professor-o'qituvchilar orasida SI ni qabul qilish sur'ati talabalarnikiga nisbatan orqada qolmoqda. Digital Education Council ning 2025-yildagi global so'roviga ko'ra, o'qituvchilarning 61 foizi ta'lim jarayonida SI dan foydalangan bo'lsa-da, ularning 88 foizi buni minimal darajada amalga oshirmoqda. Bu tafovut SI ni joriy etishda yuqoridan pastga qarab (top-down) yondashuvning yetarli emasligini va konseptual jihatdan yangicha modellar zarurligini ko'rsatadi.

Nodavlat OTMLar uchun SI ni joriy etishning konseptual modeli

Ikkilamchi ma'lumotlar tahlili va xalqaro tajribani sintezlash asosida nodavlat oliy ta'lim muassasalari uchun SI texnologiyalarini joriy etishning uch bosqichli konseptual modeli ishlab chiqildi. Ushbu model quyidagi asosiy komponentlarni o'z ichiga oladi:

Birinchi bosqich – Infrastruktura va tayyorgarlik bosqichi. Bu bosqichda SI dan foydalanish uchun zarur texnik infratuzilma, raqamli platforma va axborot tizimlari shakllantiriladi. O'zbekiston hukumati tomonidan 2025-yilda Nvidia kompaniyasi bilan hamkorlikda superkompyuter klasteri ishga tushirilishi rejalashtirilganligi va "Raqamli O'zbekiston – 2030" strategiyasi doirasida barcha maktablarda internet ta'minoti yetkazilganligi ushbu bosqich uchun qulay muhit yaratadi.

Ikkinchi bosqich – Pedagogik integratsiya bosqichi. Bu bosqichda SI vositalari to'g'ridan-to'g'ri ta'lim jarayoniga tatbiq etiladi. Bunda adaptiv o'qitish platformalari, avtomatlashtirilgan baholash tizimlari va shaxsiylashtirilgan ta'lim texnologiyalari joriy etiladi. Microsoft va IDC ning 2025-yildagi hisobotiga ko'ra, SI yordamidagi ta'lim muhitlarida talabalar 54 foiz yuqoriroq test natijalari va 30 foiz yaxshiroq o'quv natijalari ko'rsatadi.

Uchinchi bosqich – Institutsional boshqaruv va sifat nazorati bosqichi. Bu bosqichda SI texnologiyalari muassasaning boshqaruv tizimiga integratsiya qilinadi. Talabalar natijalarini prognozlash, o'qishdan chetlashish xavfini erta aniqlash va strategik qarorlar qabul qilish jarayonlarida SI dan foydalaniladi. UNESCO ning 2025-yildagi so'roviga ko'ra, oliy ta'lim muassasalarining yarmiga yaqini SI vositalariga investitsiya qilayotganini bildirib, ularning uchdan ikki qismi asosan tadqiqotga yo'naltirilgan.

MUHOKAMA

Tadqiqot natijalari bir qancha muhim xulosalarga olib keladi. Birinchidan, O'zbekistondagi nodavlat oliy ta'lim sektori tez sur'atlarda o'sib bormoqda va mamlakatdagi umumiy talabalarning uchdan bir qismini qamrab oladi. Biroq, davlat darajasidagi SI strategiyalari asosan davlat muassasalariga yo'naltirilgan bo'lib, nodavlat sektor uchun maxsus mexanizmlar ishlab chiqilmagan. Bu holat nodavlat OTMlarni SI integratsiyasida orqada qoldirish xavfini tug'diradi.

Ikkinchidan, xalqaro tajriba shuni ko'rsatadiki, SI ni muvaffaqiyatli joriy etish nafaqat texnologik infratuzilmaga, balki institutsional siyosat, o'qituvchilar malakasi va etik normalar tizimiga ham bog'liq. UNESCO so'rovida qatnashgan oliy ta'lim muassasalarining to'rtidan biri allaqachon SI bilan bog'liq etik muammolarga duch kelganini ma'lum qilgan. Bu muammolar talabalarning SI ga ortiqcha tayanishi, mualliflik huquqi masalalari va tadqiqotlardagi xatoliklarni o'z ichiga oladi.

Uchinchidan, taklif etilgan uch bosqichli konseptual model nodavlat OTMlarning o'ziga xos xususiyatlarini hisobga oladi. Nodavlat muassasalar moliyaviy mustaqillikka ega bo'lganligi sababli, ular SI texnologiyalariga investitsiya kiritishda davlat muassasalariga nisbatan ko'proq moslashuvchanlikka ega. Biroq, shu bilan birga, ular kadrlar salohiyati va ilmiy-tadqiqot infratuzilmasi jihatidan cheklangan bo'lishi mumkin.

Taklif etilgan modelning asosiy afzalligi shundaki, u bosqichma-bosqich yondashuvni taklif etib, har bir bosqichda aniq ko'rsatkichlar va maqsadlar belgilashga imkon beradi. Bu nodavlat OTMlarga o'z resurslarini samarali taqsimlash va SI ni izchil joriy etish imkonini beradi. Shu bilan birga, O'zbekistondagi 2025-yil mart oyidan boshlab nodavlat ta'lim xizmatlari ko'rsatuvchilarga 2030-yil 1-yanvargacha soliq imtiyozlari va bojxona to'lovlaridan ozod qilish choralari kengaytirilganligi nodavlat OTMlar uchun SI ga investitsiya kiritishda qo'shimcha moliyaviy imkoniyat yaratadi.

XULOSA

Tadqiqot natijalarini umumlashtirgan holda quyidagi xulosalarga kelish mumkin. O'zbekistondagi nodavlat oliy ta'lim sektori hajman sezilarli va tez o'sib borayotgan segment bo'lib, 70 ta muassasada 515 mingdan ortiq talaba ta'lim olmoqda. Xalqaro miqyosda oliy ta'limda SI qabul qilish sur'ati 2024–2025 yillarda keskin oshgan bo'lib, talabalar orasida 66 foizdan 92 foizga yetgan. O'zbekiston davlat siyosati darajasida SI rivojlanishiga katta e'tibor qaratmoqda, ammo bu tashabbuslar asosan davlat muassasalariga mo'ljallangan.

Taklif etilgan uch bosqichli konseptual model – infrastruktura, pedagogik integratsiya va institutsional boshqaruv – nodavlat OTMlarga SI ni izchil va samarali joriy etish uchun yo'l xaritasi bo'lib xizmat qilishi mumkin. Kelajakda ushbu

konseptual modelni empirik tadqiqotlar orqali sinash, konkret nodavlat OTMLar misolida amaliy tajriba o'tkazish va modelni yanada takomillashtirish zarur.

Amaliy tavsiya sifatida, O'zbekiston Respublikasi Oliy ta'lim, fan va innovatsiyalar vazirligi nodavlat oliy ta'lim muassasalari uchun SI ni joriy etish bo'yicha alohida yo'riqnoma yoki metodologik tavsiyanomalar ishlab chiqishi maqsadga muvofiq bo'ladi. Shuningdek, nodavlat OTMLar o'rtasida SI texnologiyalaridan foydalanish tajribasini almashish uchun tarmoq platformasi tashkil etish samarali bo'lishi mumkin.

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SMART TEXNOLOGIYALAR ASOSIDA INGLIZ TILINI O'QITISH JARAYONIDA SUN'IY INTELLEKTDAN FOYDALANISHNING INNOVATSION PEDAGOGIK YONDASHUVLARI

Muallif: Mavlanova Nargiza Rustam qizi¹

Affiliyatsiya: Samarqand Davlat Chet tillar instituti tayanch-doktoranti va Narpay Xorijiy tillar fakulteti stajyor-o'qituvchisi¹

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ANNOTATSIYA

Ushbu maqolada xorijiy tillarni xususan, ingliz tilini o'rganish va o'rgatishda SMART texnologiyalar asosida AI vositalaridan foydalanish, ularga qo'yilgan talablar, ushbu vositalardan foydalanishda British Council o'tkazgan tadqiqotning o'rni va ko'lami, bugungi kunda AI ilovalarining til o'rganishdagi ahamiyati va vazifalari yoritilgan.

Kalit so'zlar: SMART texnologiyalar, Sun'iy intellekt, ilovalar, British Council, so'rovnomalar, monitoring, axloqiy foydalanish.

Ilm-fan va texnika yutuqlarini keng qo'llagan holda iqtisodiyot tarmoqlariga, ijtimoiy va ta'lim sohalariga zamonaviy innovatsion texnologiyalarni tezkor joriy etish O'zbekiston Respublikasi jadal rivojlanishining muhim sharti hisoblanadi.[1] Nafaqat yurtimizda balki butun dunyo bo'ylab xorijiy tillarni xususan, ingliz tilini o'rganish va o'rgatish bugungi texnologiyalar rivojlangan asrimizda o'z ahamiyatiga ega masalalardandir.

1956-yil Sun'iy intellektning mustaqil fan sifatida shakllanishi[2] va 2020-yillar boshlarida gurkirab rivojlanishi ushbu masala yuzasidan olib borilayotgan ishlarni oldinga siljituvchi va muhokamalar markaziga olib boruvchi bo'ldi. SMART texnologiyalar va Sun'iy intellektning ingliz tili sohasida birlashuvi esa katta o'zgarishlarning debochasi bo'ldi. SMART so'zi qisqartma so'z bo'lib, menejment va loyihaviy boshqaruvda maqsadni aniqlash va masalalarni qo'yish uchun foydalaniladigan mnemonik abbreviatura hisoblanadi. SMART qisqartmasi quyidagi so'zlarning bosh harflaridan iborat:

S - specific - aniq. Maqsad maksimal aniq bo'lishi hamda atrofdagilar tomonidan

bir xil ma'noda tushunilishi lozim. SMART texnologiyasi bo'yicha maqsadlarni oson shakllantirish uchun quyidagi savollarga javob berish kerak: "Bevosita nima qilinishi kerak?", "Qachon?", "Qanday miqdoriy ko'rsatkichlarda?", "Maqsadga erishish uchun zarur bo'lgan cheklovlar yoki qo'shimcha shartlar mavjudmi?".

M - measurable - o'lchovli. Maqsadga intiladigan kishilar, yaxshi natijalarga erishish uchun aniq bo'lgan mezonlarni oson tushunishlari kerak. Maqsad o'lchanadigan bo'lishi lozim. SMART texnologiyasi shaxsni va u erishadigan natijalarda o'zining foydasini ko'ra oladigan darajada motivatsiya beradi.

A - achievable - erishiladigan. SMART texnologiyasining ushbu mezoni ko'proq

yollangan (taklif etilgan mutaxassis) xodimlarga to'g'ri keladi. Maqsadga erishish uchun barcha mavjud resurslar hamda cheklovlarni hisobga olish lozim. Masalan, vaqt

resurslari, ma'lum bir sohadagi bilim hamda tajriba, axborot resurslaridan umumli foydalanish, to'g'ri qaror qabul qilish qobiliyati va boshqalar.

R - relevant - mos. SMART texnologiyasining yakuniy maqsadi, tashkilot vaziyatiga mos bo'lishi lozim. Maqsad ma'lum bir vaqt oralig'ida katta ahamiyatga ega

bo'lishi kerak. Turli davr mobaynida tashkilot natijasi uchun dolzarb bo'lgan qisqa va uzoq muddatli maqsadlar mavjud. Qo'yilgan maqsad qanchalik mazmunli ekanligini tushunish uchun unga erishgandan so'ng qanchalik foyda olib kelganligini aniqlash zarur.

T — time bound — vaqt bo'yicha chegaralar. Maqsad — bu cheklangan narsa, ya'ni uning muddati va yakuniy sanasi bo'lishi kerak. Vaqt oralig'ini belgilash imkoniyati maqsadga erishish jarayonini boshqariladigan qilishi mumkin [3].

Sun'iy intellekt (artificial intelligence (AI)) – funksional blokning, fikr-mulohaza, o'qish-o'rganish kabi odam intellekti bilan assotsiatsiyalanadigan funksiyalarni bajara olish qobiliyatiga ega bo'lgan texnologiya. Sun'iy intellekt texnologiyalariga asoslangan shaxsga yo'naltirilgan ta'lim resurslari: sun'iy intellekt (AI) texnologiyalari asosida ta'lim oluvchining shaxsiy o'quv trayektoriyasini aniqlash va zaruriy ta'lim resurslarini taqdim etishga yo'naltirilgan bo'lishi talab etiladi. Shuningdek, ta'limda sun'iy intellekt texnologiyalariga asoslangan resurslar o'qitish usullarini yaxshilash, o'rganish tajribasini shaxsga yo'naltirish va ta'lim oluvchilar faoliyati haqida kerakli tushunchalarni berishi kerak. [4]

Ushbu ikkala rivojlangan texnologiya va tendensiyalarni ta'lim tizimimizda til o'rganish bilan bog'lagan quyidagi zamonaviy va mashhur applarni misol keltirish mumkin:

Duolingo (AI versiyasi – Duolingo Max) - dunyoda 500 mln+ foydalanuvchiga ega bo'lgan, o'yin (game) shaklida o'rganish imkoniyatiga ega bo'lgan, til o'rganishni mustaqil boshlovchilar uchun judayam foydali ilovadir.

ELSA Speak-AI talaffuz (pronunciation) ni tekshiradi, har bir tovushni alohida tahlil qiladi va til bilish darajasini aniqlashga yordam beradigan imtihonlar uchun ham foydalidir.

Speak (AI speaking app)-AI bilan real suhbat qilish, Xatolarni darhol tuzatish imkonini beruvchi va gapirishni tez rivojlantirish uchun TOP ilovadir.

Praktika AI-AI avatar (virtual o'qituvchi) bilan gaplashish go'yoki real odam bilan suhbatlashganday taassurot qoldirish orqali real darsga o'xshash tajriba beradi.

Talkio / TalkPal (AI chat tutor)-AI bilan chat bilan ish, intervyu, restoran va sayohat kabi hayotiy vaziyatlarga mos mavzularda gaplashish uchun foydalidir.

Grammarly- yozgan essay, maqola, xat va umuman barcha ingliz tilida yozilgan barcha gaplarni tekshirib, grammatik, so'z va tinish belgilarini qo'llash bilan bog'liq xatolarni ham aniqlab beradi.

Busuu / Babbel – tartib bilan o'rganishni xohlovchilar uchun strukturali kurs, darslik kabi bo'lib, ko'pincha real odam feedback beradi.

British Council tomonidan olib borilgan "Artificial Intelligence in English Language Teaching: Preparing for the Future" nomli tadqiqot ingliz tilini o'qitishda sun'iy intellekt texnologiyalarining o'rni va ta'sirini keng qamrovda tahlil qiladi. Mazkur tadqiqotda dunyoning 100 dan ortiq mamlakatlaridan 1300 nafardan ziyod

ingliz tili o'qituvchilari ishtirok etgan bo'lib, ulardan 1112 nafari sun'iy intellektning til ko'nikmalarini rivojlantirishdagi imkoniyatlarini baholagan.

Tadqiqot natijalariga ko'ra, o'qituvchilar sun'iy intellektni o'quvchilarning ingliz tilidagi asosiy to'rt ko'nikmasi — gapirish, yozish, tinglash va o'qishni rivojlantirishda samarali vosita sifatida baholaganlar. Xususan, sun'iy intellekt yordamida produktiv ko'nikmalarni rivojlantirishga bo'lgan ijobiy munosabat (gapirish – 76%, yozish – 75%) reseptiv ko'nikmalarga (tinglash – 74%, o'qish – 79%) nisbatan deyarli bir xil darajada ekanligi aniqlangan. Bu holat ilmiy adabiyotlarda sun'iy intellekt ko'proq produktiv ko'nikmalarni rivojlantirishga yo'naltirilgani haqidagi qarashlardan biroz farq qiladi.

Shuningdek, o'qituvchilar tomonidan berilgan yozma izohlar sun'iy intellektning bir qator afzalliklarini ko'rsatib berdi. Jumladan, AI asosidagi vositalar o'quvchilarga individual yondashuvni ta'minlash, real vaqt rejimida tahrirlash va fikr-mulohaza berish, o'quvchilarning darajasiga moslashish hamda qiziqarli o'quv materiallarini taqdim etish imkonini yaratadi. Bundan tashqari, ushbu texnologiyalar o'quvchilarning mustaqil o'rganish ko'nikmalarini rivojlantirish va baholovchi bosimsiz (non-judgmental) muhitda mashq qilishlariga xizmat qiladi.

Umuman olganda, mazkur tadqiqot sun'iy intellekt texnologiyalari ingliz tilini o'qitishda katta imkoniyatlar yaratishini ko'rsatadi, biroq samarali natijaga erishish uchun inson omili, ya'ni o'qituvchining roli hal qiluvchi ahamiyat kasb etishini tasdiqlaydi.

Quyida o'tkazilgan yana bir so'rovnomada SMART texnologiyalar asosida Sun'iy intellekt dasturlaridan o'qituvchilar qanday maqsadlarda foydalanishi aniqlangan.

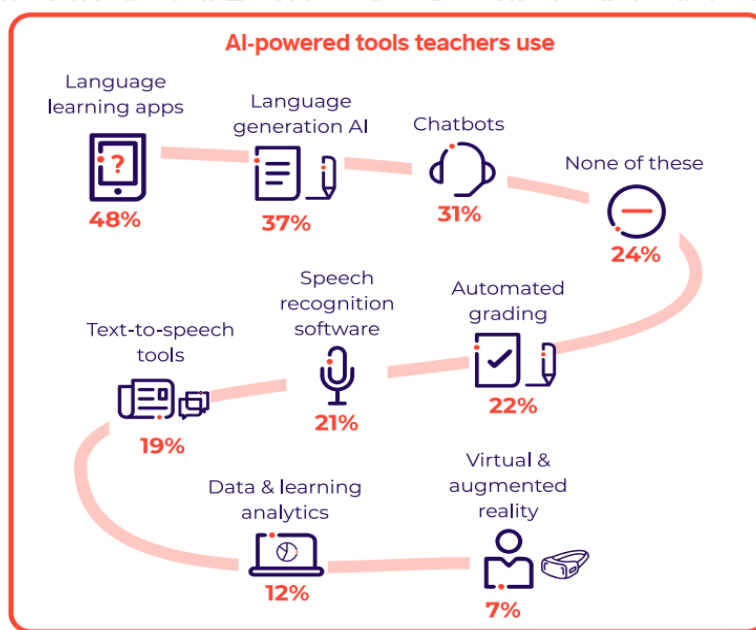


Figure 2A Teacher survey results: Which AI-powered tools teachers use

So'rovnomada ishtirok etganlar tomonidan eng ko'p qo'llanilgan sun'iy intellektga asoslangan vositalar til o'rganish ilovalari (48 foiz) bo'ldi. Keyingi eng keng qo'llanilganlari matn yaratuvchi sun'iy intellekt vositalari (37 foiz) va chatbotlar (31 foiz) bo'lgan bo'lsa, avtomatik baholash tizimlari (22 foiz), nutqni aniqlash dasturlari (21 foiz) hamda matnni ovozga aylantirish vositalari (19 foiz) kamroq foydalanuvchilarga ega bo'ldi. Ma'lumotlar va o'quv analitikasi vositalari (12 foiz)

hamda **virtual va kengaytirilgan reallik vositalari (7 foiz)** eng kam qo'llanilgan vositalar bo'ldi. Qatnashganlarning sezilarli qismi (**24 foiz**) esa sanab o'tilgan sun'iy intellekt vositalarining hech biridan foydalanmasligi aniqlangan.[5]

Sun'iy intellekt vositalaridan foydalanishda ham me'yorlar va cheklovlar bo'lib, ular O'zbekiston Respublikasi Ta'limni rivojlantirish respublika ilmiy-metodik markazining "Raqamli ta'lim resurslari va ulardan foydalaniladigan dasturiy vositalarga qo'yiladigan umumiy talablar" nomli qo'llanmasida keltirilgan:

7.6. Ta'limda sun'iy intellekt texnologiyalaridan foydalanishga qo'yiladigan talablar

Ta'lim kontentini sun'iy intellekt texnologiyalari yordamida yaratishda, ta'lim maqsadini ta'minlash bilan bir qatorda mualliflik huquqini ham ta'minlashi, milliy urf - odatlar, ma'naviyat va ma'rifat, milliy g'oya va ta'lim maqsadini o'zgartirib yuborishga yo'l qo'yilmasligi kerak.

Shuningdek:

Ta'lim maqsadlariga muvofiqligi: sun'iy intellekt ilovalari umumiy ta'lim maqsadlari va vazifalariga mos kelishi, ta'limning asosiy vazifasidan chetga chiqmasdan, ta'lim natijalarini yaxshilashi va qo'llab-quvvatlashi hamda sun'iy intellekt vositalari ta'lim beruvchilarni qo'llab quvvatlash vositasi sifatida qaralishi kerak;

Shaxsga yo'naltirish va moslashtirish: sun'iy intellekt tizimlari shaxsga yo'naltirilgan o'rganish tajribasini taqdim eta olishi kerak. Bu ta'lim mazmuni, sur'ati va baholashni individual talabalarga moslashtirishni o'z ichiga oladi hamda ta'lim oluvchilarning o'z tezligida, o'ziga xos kuchli va zaif tomonlariga mos ravishda rivojlanish imkonini beradi;

Ma'lumotlardan axloqiy foydalanish: sun'iy intellekt algoritmlari yordamida ta'lim oluvchi ma'lumotlarini to'plash, saqlash va ulardan foydalanishda axloqiy me'yorlarga qat'iy rioya qilishni o'z ichiga olishi kerak. Shuningdek, maxfiy ma'lumotlarni himoya qilish uchun maxfiylik va xavfsizlik choralarini ko'rilishi hamda ulardan qanday foydalanilishi shaffof bo'lishi kerak.

Doimiy monitoring va baholash: sun'iy intellekt tizimlarini muntazam ravishda monitoring qilish va baholash imkoniyatiga ega bo'lishi kerak. Chunki bu ularning ta'lim natijalariga ta'sirini baholash, takomillashtirish sohalarini aniqlash va texnologiya rivojlanayotgan ta'lim ehtiyojlariga mos kelishini ta'minlashni o'z ichiga oladi. Sun'iy intellekt texnologiyalari asosan sun'iy neyron tarmoqlaridan iborat bo'lganligi uchun shaxsga doir ma'lumotlar konfidensialligiga alohida e'tibor qaratish lozim.

Qo'llanilayotgan algoritm va vositalar aniq tasniflanishi, ya'ni ta'lim oluvchilarning bilimini yanada mustahkamlashga yo'naltirilgan bo'lishi kerak. Sun'iy intellekt texnologiyalarini tatbiq etish va ulardan samarali foydalanish uchun ta'lim tashkilotlarining moddiy-texnik imkoniyatlarini inobatga olish va yetarli darajada raqamli resurslar mavjud bo'lishi kerak. Avtomatlashtirilgan baholash, imtihonlarni o'tkazish yoki shu kabi ta'lim oluvchilarning o'zlashtirish darajalarini aniqlash maqsadida tatbiq etilgan sun'iy intellekt texnologiyalarini aniq ishlashini ta'minlash lozim. Sun'iy intellekt texnologiyalaridan foydalanilganda shaxsga doir ma'lumotlarni konfidensialligi kafolatlanishi shart. Sun'iy intellekt texnologiyalaridan foydalanishda tenglik tamoyiliga rioya qilish kerak. Ta'lim jarayonlarida sun'iy intellekt qo'llanilganda, jarayon ishtirokchilarining yoshi,

jinsi, ma'lumoti, millati, kelib chiqishi va ijtimoiy holatidan qat'iy nazar, ular uchun teng imkoniyatlar yaratilishi lozim.

Shuningdek, sun'iy intellektga asoslangan LMS, chat-bot, virtualyordamchi, simulyatsiya, o'yin yoki virtual laboratoriya shaklidagi dasturiy mahsulotlar amaliyotga tatbiq etilishidan oldin axborot tizimlarini testlovchi va soha ekspertlari tomonidan ekspertizadan o'tkazilishi kerak.

Yuqoridagi ma'lumotlarni umumlashtirgan holda, quyidagicha xulosaga kelish mumkin: xorij yoki yurtimizda, onlayn yoki oflayn, maktabgacha ta'lim yoki Oliy ta'lim muassasalarida bo'lishidan qat'iy nazar barcha til o'rganuvchilar uchun SMART texnologiyalar orqali AI dan foydalanish ham vaqtni va ham naqdni tejashga olib keluvchi vositadir. Biroq, tadqiqot natijalari sun'iy intellektning ayrim cheklovlari ham mavjudligini ko'rsatadi. Xususan, AI tizimlarida insoniy hissiyotlarning yetishmasligi, tilning nozik jihatlarni, jumladan hazil va kontekstni to'liq anglay olmaslik hamda o'quvchilarning texnologiyaga haddan tashqari bog'lanib qolish xavfi qayd etilgan. Shu bois, sun'iy intellektdan foydalanish an'anaviy ta'lim usullarini to'ldiruvchi vosita sifatida qaralishi, ammo ularni to'liq almashtirmasligi lozimligini ta'kidlash o'rinlidir.

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ENHANCING THE QUALITY OF HIGHER EDUCATION THROUGH THE INTEGRATION OF AUTOMATED LINGUISTIC TOOLS

Author: Gulbahor Mirzohidova¹

Affiliation: Master's student at New Uzbekistan University¹

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ABSTRACT

Today technological tools are not making peoples' lives easier through widespread opportunities, but they are also influencing every system in the universe, especially education. The educational environment is growing significantly due to the improvement of technological devices. It helps both educators and learners find information quickly, collaborate and contact at any time and so on. In this study, the benefits as well as possible challenges are discussed based on different views of authors.

Keywords: AI chatbots, self-study, Chat GPT, Gemini, overreliance, brainstorming, study aid.

INTRODUCTION

Findings are largely positive, suggesting Gen AI can boost student motivation through enhanced enjoyment, satisfaction, and immediate feedback on tasks (Williams & Ingle, 2025). Gen AI offers alternative ways of learning when students are bored studying the same thing. As Campbell, L. O., & Cox, T. D. (2024) noted, AI chatbots considered as supportive in learning, professional growth and professional endeavors. Since AI tools have been using frequently, self-study has improved among learners. They prefer to study in a creative atmosphere without distractions, utilizing necessary learning tools. The top benefit was "teaching critical digital skills"; by 2025, "efficiency" became the most frequently cited benefit (Sebesta, 2025). Students usually use the AI chatbots to generate ideas, brainstorming and check their mistake. That's why, it is a study aid which develop learners' critical thinking and problem solving skills. Similarly to those scientists, Aldreabi et al. (2025) observed that, when students find Gen AI tools easy to use and navigate, they are more likely to have a positive intention toward adopting them. Empirical studies show that, almost all students have been introduced with AI tools and they use them in their project works, preparing exams and daily classroom activities. AI should ease exploratory learning, allowing students to evaluate hypotheses, analyse real-world data, and receive feedback through intelligent simulations (Belot, 2025). However, there are several concerns about ethical use, students' academic dishonesty and teacher training.

Benefits of AI tools

"AI models can help higher ed institutions perform assessments of their AI readiness... boards need to be aware that if they want to innovate, they need to be looking at digital transformation." (Howard & Ulferts, 2026). It seems that, moving to digital transformation is required in the competitive world if universities want to grow

and learners have to be aware of AI tools for enhancing their language skills. There are several benefits when the world is promoting the use of digital tools in educational system. Belot (2025) found that, it improves student agency that gives the greater sense of ownership when they self-study with the help of AI. Furthermore, there are other accurate and measurable reasons why students rely on Gen AI considerably. According to Campbell & Cox (2024), the primary personal benefits cited were saving time (60%) and building writing self-confidence and efficacy. In traditional learning students take a long time to find information from books or journals but with digital tools it is easier and require some time to get the idea of something. Sometimes it is beneficial when learners try to remember but it is not efficient for stealing ideas, unfortunately. Again Campbell & Cox (2024) counted that, students used AI for looking up answers, researching specific topics, and formatting references. AI-powered systems operationalize these principles by customizing learning paths and removing barriers for students with disabilities or linguistic challenges (Belot, 2025). Sometimes books and articles were written in high scientific way, which is difficult to understand and analyse. Or long articles can be summarized with the help of chatbots which is good for researchers. Badger et al. (2026) observed that, students receive personalized learning experiences and immediate feedback which increased engagement between students and AI. . Notably, introverted students benefited from a low-anxiety environment to ask questions they might not voice in class. This means the use of Gen AI depends on students' level of knowledge as well as their behaviour. Shy students do not ask questions in front of their peers and it is useful to ask from AI instead of sitting without understanding the topic. Joshi (2026) argued that, after some time students improve their confidence in their academic abilities through interactive step-by-step explanations and personalized assistance. That is the reason why AI tools seen as a "study aid" in educational environment. Think of Gen AI as a digital companion that can assist you with finding information, answering questions, and providing creative inspiration (Campbell & Cox,2024). It motivates both students and teachers to conduct the lesson intriguingly based on defining students' needs and offering up-to-date materials for any topic. As Aldreabi et al. (2025) cited, the interactive and enjoyable environment created by the conversational aspect of Gen AI tools enhances the learning experience and stimulates students.

Howard & Ulferts (2026) counted that students mostly use Chat GPT for text citation and brainstorming, Google Bard for real-time research integration, and Gemini for its unique "emotional AI" capabilities that create empathetic learning environments. Similarly to that view, Baskara (2025) and Yan (2023) Generative AI platforms such as Chat GPT... have emerged as powerful tools for fostering language skills, promoting learner autonomy, and enhancing engagement in diverse educational contexts. Chat GPT and Gemini are highly user-friendly due to their message delivery conveniences because they both explain any topic in different ways according to learners' needs. Baskara (2025) named the Gemini as a "multimodal technical explanation," that allowing students to process information through images, web data, and text simultaneously, which supports deeper contextual understanding. It is not only for self -study, but doing assignments and presentations are more academic and well-designed with Gemini. Like Gemini, Chat GPT also offers a massive facilities for students to learn. Campbell & Cox (2024) described it as a "digital companion" that is superior for "creative content production" and breaking

through the "blank page" hurdle. Chat GPT is known among students as a generator of ideas, because at any time and about any topic it gives not only various information but simplify it based on students' perception. It is proven by Badger et al. (2026) that, Chat GPT is praised for its "conversational skills" and ability to handle "tone, empathy, and context extremely well." This makes it the preferred tool for drafting, editing, and "tone adjustment" in academic writing.

Challenges of using Gen AI in learning

The most immediate concern is the potential for AI to be used for plagiarism and cheating (Williams & Ingle, 2025). Once students use AI tools, they may not understand how to use them ethically and may commit plagiarism, whether intentionally or unintentionally. Before introducing digital tools, it is better to have been aware of possible concerns. Megawati et al. (2025) mentioned the gradual and sometimes reluctant uptake of new methodologies and technologies. This reluctance is rooted in a combination of institutional, cultural, economic, political, and contextual factors. So, it is not the only learners' problem, officials require to take significant actions to prevent probable issues. One of the pressing challenges is for AI to exacerbate academic dishonesty, as the increasing availability of AI tools that can generate essays, solve complex mathematical problems, or simulate research results poses a danger to academic integrity (Howard & Ulferts, 2026). The most common type of academic dishonesty is plagiarism. It appears in various cases such as copy-paste the text from Gen AI, or paraphrasing someone's work without mentioning the source. Moreover, Batista et al. (2024) emphasize that AI's ability to generate content indistinguishable from human work making it difficult for educators to detect instances of academic fraud. These issues may cause students to become reluctant for emotional AI support or decision-making, potentially hindering the training of independent problem-solving and interpersonal skills. AI performs the studies instead of learners, leading to negative impacts on students' academic integrity. They get higher GPA or higher scores on their assignments but it is surface-level reading decrease students' critical thinking and problem-solving. Students and teachers both "share concerns about the misuse of AI tools, such as using Chat GPT for assignments", leading to broader anxieties about "academic integrity and ethical use (Yavich et al., 2025). Similarly, to Yavich et al. (2025), Williams & Ingle (2025) noted that, the main finding was that no form of coursework assessment was completely immune to Chat GPT interference, an important outcome that was agreed by both partners. However, students do not use Chat GPT for only generating ideas but they already begin to download a ready-made images, files and essays. Atwood, M. (2023, June 20) described Chat GPT as a totally plagiarism machine. They are taking things that people have written and they are mashing them up. Observations show that, AI chatbots answer the given questions differently when several students ask the same question as well as various feedback is taken for the same task. Chat GPT exhibits something like the banality of evil: plagiarism and apathy and obviation. It summarizes the standard arguments in the literature by a kind of super-autocomplete... It says nothing; it just repeats what is said (Chomsky et al., 2023).

CONCLUSION

Findings show that, Gen AI has advantages for studying but drawbacks also must not to be ignored. Once students have enough ideas about using AI tools, then much percentage of problematic issues may prevent beforehand. It is visible that,

many higher educational places do not provided with teacher training sessions. Learners follow the rules of educators if potential concerns have been taught in a proper way and on time, it would be effectively to use Gen AI for lessons. To illustrate this, the TEQSA report from 2023 notes an increase in cases of plagiarism linked to AI tools, emphasizing the need for comprehensive policies and educational initiatives to further ethical AI use (Howard & Ulferts, 2026). Universities need to be supply with AI detection system in order to make proof it in front of their students and also it makes easier educators' work with fast speed and accuracy. Or penalty may be enforced that can influences on students' academic behaviour like being shy, afraid of getting zero from their work. Here, the effective approach is both students and universities should balance the AI use. It need not to be used for copying, institutions task is promote more benefits of Gen AI including brainstorming, finding information and useful research settings. As Badger et al. (2026) summarized, effective AI-enabled personalized learning requires a comprehensive strategy. Success is not found in the technology alone but in a "holistic approach" that addresses technological, pedagogical, and ethical issues simultaneously.

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TIL TA'LIMIDA ZAMONAVIY RAQAMLI TEXNOLOGIYALARDAN FOYDALANISH

Mualliflar: Muxiddinova Nafisa Abduraxim qizi¹, Ayupov Ravshan Hamdamovich²

Affiliyatsiya: RTU FTO fakulteti 13A-25 guruhi talabasi¹, RTU AT kafedrası professori

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ANNOTATSIYA

Ushbu maqolada hotijiy tillarini o'rganishda raqamli texnologiyalardan foydalanishning bir qancha zamonaviy usul va vositalari ko'rib chiqiladi. Raqamli texnologiya usul va vositalari nimalar ekanligi va ularning chet tillarini o'qitishda qo'llanilish imkoniyatlari batafsil o'rganiladi hamda ularning ilmiy-amaliy ahamiyati atroflicha muhokama qilinadi. Raqamli texnologiyalarning uslubiy, didaktik va tarbiyaviy xususiyatlari ham tahlil qilinadi. Bundan tashqari, maqola mualliflari raqamli texnologiyalar asosida ta'lim jarayonining samaradorligini oshirish yo'llarini muhokama qiladilar, va bularning natijasida, tildan tilga tarjima qilish va til o'rganish uchun yordam beradigan ba'zi effektiv usul va vositalarni ham taklif qilishadi.

Kalit so'zlar: raqamli texnologiyalar, sun'iy intellekt, metaverse, wiki texnologiya, AR, VR, axborotlashtirish, ta'lim; tarjima, til ta'limi, platformalar.

Respublikamizning xorijiy mamlakatlar bilan o'zaro iqtisodiy va madaniy aloqalari rivojlanishi bilan til ta'limiga bo'lgan ehtiyoj va e'tibor ham ancha kuchaydi va til bilishga bo'lgan munosabat ham tubdan o'zgardi. Shu tufayli, tilni faol o'rganishga hamda til ta'limida va tarjimaga information texnologiyalar usullarini jalb qilish yanada rivojlanib ketdi. Bu borada bir qancha ilmiy ishlar amalga oshirildi va ko'pgina kitoblar ham chop etildi [1-5]. Keyingi yillarda internet texnologiyasining yana bir samarador usuli – raqamli texnologiyalar vositalarining til ta'limida qo'llanilish imkoniyatlari bo'yicha ham bir qancha muhim ilmiy ishlar amalga oshirilib, bu sohaga oid maqolalar chop etildi [6-9] va ularda ushbu texnologiyalarning til o'rganish jarayonida qo'llanilish shart-sharoitlari, samaradorligi va bir qancha algoritmlari keltirildi. Eng avvalo, raqamli texnologiya o'zi nima va uning mohiyati nimalardan iborat ekanligini ko'rib chiqamiz.

Qisqa va lo'nda qilib aytganda, *raqamli texnologiya* – bu jamiyat ne'matlarini ishlab chiqarish, taqsimlash va iste'mol qilish jarayonlarida elektron hamda axborot-kommunikatsion texnologiyalarini keng joriy etishni ko'zda tutadigan insonning xo'jalik faoliyatini tadqiq etuvchi fandır [10]. Raqamli texnologiya atamasi ikki xil turli tushunchalarni ifodalash uchun ishlatiladi. Birinchidan, raqamli texnologiya – bu rivojlanishning zamonaviy bosqichi hisoblanib, u ijodiy mehnat va axborot ne'matlarining ustuvor o'rnini bilan tavsiflanadi. Ikkinchidan, raqamli texnologiya – bu o'ziga hos nazariya bo'lib, uning o'rganish ob'ekti, raqamli axborotlashgan jamiyat hisoblanadi. Hozirgi davrda raqamli texnologiyalar nazariyasi o'z rivojlanishining boshlang'ich davridadir, chunki inson tsivilizatsiyaning raqamli axborot bosqichiga

o'tishi bir necha o'n yil avvalgina boshlangan. Raqamli axborotlashgan jamiyat deb, unda faoliyat yuritayotgan kishilarning ko'p qismi axborotni, ayniqsa, uning eng oliy shakli bo'lgan bilimlarni ishlab chiqarish, saqlash, qayta ishlash va sotish bilan band bo'lgan jamiyatga aytiladi. Jamiyat va iqtisodiyot rivojlanishining bu bosqichiga jamiyat hayotida axborot, bilim va axborot texnologiyalari ahamiyatining yanada oshishi xosdir. Umuman aytganda, raqamli texnologiyalar bu – real voqe'likni to'ldirib turadigan virtual muhitdir. Borgan sari ko'proq mamlakatlar va mintaqalar rivojlanish jarayonida raqamli texnologiyalarning ahamiyati ancha katta ekanligini tan olmoqdalar. Huddi shuning uchun ham Germaniyada *4.0 Industriya*, Singapurda *Smart Nation* va Evropa Ittifoqida *Horizon 2020* kabi milliy strategiyalarni rivojlantirishga katta ahamiyat berilmoqda. Shuningdek, Markaziy Osiyoda joylashgan Qozog'ston va Qirg'izston mamlakatlari *Digital Kazakstan* va *Kyrgyzstan Taza Koom* deb nomlangan milliy raqamli texnologiyalarini rivojlantirish rejalarini keng jamoatchilikka taqdim etib kelmoqdalar. Albatta horijiy tillarni o'rganish jarayoni ham bu o'zgarishlardan xoli bo'lmaydi. Shuning uchun ham quyida til o'rganish uchun samarador bo'lishi mumkin bo'lgan bir qancha texnologiyalarni o'rganib chiqamiz.

O'tgan asrning oxiridan boshlab, axborot-kommunikatsiya texnologiyalarining jadal rivojlanishi natijasida, jamiyatimizda yangi raqamli avlod yetishib chiqdi. Ular uchun ilg'or texnologiyalardan foydalangan holda smart qurilmalar va gadjetlardan foydalanish, yashash maydonining ajralmas elementlari biri bo'lib hisoblana boshlandi. Simsiz tarmoqqa o'tish, smart-terminallarning tarqalishi, Smart qurilmalarning rivojlanishi, mobil ofisning kengayishi jamiyatning yangi sifati bo'la boshladi. Unda insonlar tomonidan texnik vositalar va Internet xizmatlaridan foydalanishning uyg'unlashuvi yangi sifatli natijalarga olib keladi. Natijada sub'ektlarning o'zaro ta'siri oqibatida raqamli o'zgarishlar va yangi samaralarni olish imkonini yaratiladi. Ijtimoiy, iqtisodiy, ta'lim. Barcha sohalarida aqlli jamiyatning shakllanishi global tendentsiya sifatida namoyon bo'lmoqda. Masalan, Gollandiya, Avstraliya va Koreya Smart kontseptsiyasini e'lon qilishdi. Gollandiya davlati ta'limni smart texnologiyalar asosida rivojlantirishni milliy g'oya va asosiy siyosiy vazifa sifatida ko'radigan rivojlanish strategiyasini qabul qildi. Ular smart ta'limni rivojlantirish asosida Smart iqtisod va Smart jamiyat tashkil etishni bosh siyosiy vazifa sifatida ko'ra boshlashdi. Avstraliyada esa kuchli aqlli mamlakat strategiyasi ta'lim inqilobi orqali amalga oshirilishi nazarda turilgan. Janubiy Koreya Respublikasida esa Smart Education axborot jamiyatini qurishda asosiy tizimli yechim hisoblanib, u milliy iqtisodiyotning raqobatbardoshligini mustahkamlashning asosiy usullaridan biri deb qaraladi. Bugungi kunda boshqa ko'plab rivojlangan davlatlar ham aqlli ta'limni rivojlantirish yo'lidan borishmoqda. Yangi Smart Society (aqlli informatsion jamiyat) modeli zamonaviy axborot va tashkiliy tizimlar yordamida inson uchun intellektual, yuqori texnologiyali va qulay muhit yaratishni nazarda tutadi. Har yili inson ko'proq va ko'proq yangi bilimlarga ega bo'lib, u endi aqlli axborot texnologiyalari yordamisiz samarali qayta ishlab chiqarishni, raqobatbardoshlikni va iqtisodiy rivojlanishni amalga oshira olmaydi. Shu sababli, ta'limning asosiy vazifalaridan biri Smart texnologiyaga asoslangan zamonaviy ta'lim tizimini shakllantirish bo'lib, uning asosiy maqsadi ta'lim jarayoning barcha bo'g'inlarida sifatli ta'limga erishishdir.

Smart Learning (Aqlli ta'lim)ni rivojlantirish bo'yicha YUNESKO tomonidan e'lon qilingan XXI asr ta'limning yetakchi tamoyili hamma uchun ta'lim va butun hayot davomida ta'limni amalga oshirish uchun shart-sharoitlar yaratiladi. Aqlli ta'lim

istalgan vaqtda, istalgan joyda va istalgan vaqtda ta'lim olish imkoniyatini amalga oshiradi. Buning uchun faqatgina hoxish va iroda bo'lsagina bas. Bugungi kunda ta'limni rivojlantirishning asosiy pozitsiyasi shu xolat bilan bog'liqdirki, endilikda eski ta'lim tizimi insonlarni Smart jamiyatda ishlashga tayyorlay olmaydi va zamonaviy Smart texnologiyalarsiz innovatsiyalar yaratish hamda information jamiyatga o'tish mumkin emas. Agar ta'lim tizimi rivojlanishning ushbu yo'nalishlaridan orqada qolsa, u holda uning rivojlanishi mumkin bo'lmay qoladi va u stagnatsiyaga uchray boshlaydi. Ta'lim sohasiga nisbatan Smart texnologiyalarning yondoshuvi quyidagilardan iboratdir [11]:

- o'quvchilarga bilim yetkazish uchun turli gadjetlar, smartfonlar, planshetlar va boshqa shunga o'xshash qurilmalardan foydalanish.
- smart texnologiyalarga integratsiyalashgan intellektual virtual o'quv muhitini shakllantirish vositasi sifatida qarash.

Integratsiyalashgan intellektual ta'lim tizimini rivojlantirishning muhim va zaruriy sharti shundan iboratki, Smart texnologiyalarning yetarli darajada rivojlanishi, ularning kundalik hayotga kirib borish intensivligi va ta'lim tizimining doimiy o'zgaruvchan muammolarga reaksiyasi ma'lum bir intellectual algoritmlarga asoslangan holda hal qilinadi. "Smart Education – Aqlli ta'lim"dan foydalanish va joriy etishning asosiy sababi – mavjud ta'lim tizimini "Smart Economy" va "Smart Society"ning yangi talablariga muvofiq takomillashtirish zaruratidir. Aqlli ta'limni aqlli axborot texnologiyalaridan foydalanish orqali ta'lim jarayonini zamonaga moslashtirilgan tarzda amalga oshirishni o'z ichiga olgan ta'lim paradigmasi deb hisoblash ham mumkin. Smart Education paradigmasini amalga oshirish o'zgaruvchan ijtimoiy, iqtisodiy va texnologik muhit bilan moslashuvchan o'zaro munosabatda bo'lish uchun zarur bo'lgan bilim, ko'nikma, va malakalarni egallash bo'yicha ta'lim va tarbiya jarayonini shakllantirishga qaratilgan. Aqlli ta'limning ehtiyojlari va manfaatlarini qondirish uchun unga global axborot jamiyati imkoniyatlaridan samarali foydalanish imkoniyatini berish kerak. Smart Educationning asosiy tamoyillari esa quyidagilardan iboratdir:

1. ta'lim muammolarini hal qilish uchun ta'lim dasturida zamonaviy dolzarb ma'lumotlardan foydalanish kerakdir, chunki ta'lim va har qanday kasbiy faoliyatda axborot oqimi hajmining tezligi tezkor sur'atlar bilan o'sib bormoqda. Shuning uchun ham mavjud o'quv materiallariga bo'lgan talablarni amaliy masalalarni yechishga qaratgan xolda, ularni real vaqt rejimidagi ma'lumotlar bilan to'ldirilib turilishi kerak (virtual laboratoriyalar, bulutli ma'lumotlar, online yoki offlayn ta'lim, qo'shimcha elektron manba'lar va shu kabilar);
2. talabalarning mustaqil kognitiv tadqiqot loyihasini yaratish va uni ilmiy asosda rivojlantirish ilmiy-tadqiqot faoliyatini tashkil etish lozim. Bu tamoyil talabalarni o'z oldiga qo'yilgan vazifalarni hal qilish uchun ijodiy izlanishga, mustaqil ravishda axborot va tadqiqot faoliyatiga tayyorlashda yo'naltiradi (masalan, onlayn maslahatlar, konsalting, frilanserlik kabilar);
3. taqsimlangan o'quv muhitida turli xil usul va uslubiyatlarni jalb qilgan xolda ta'lim jarayonini amalga oshirish talab qilinadi. Ta'lim muhiti ta'lim muassasasi hududi yoki masofaviy ta'lim tizimi bilangina cheklanmasligi kerak - o'quv jarayoni uzluksiz bo'lishi kerak (m-learning, D-learning, B-learning, podkastlar, vebkastlar, bloglar va boshqalar);
4. ta'limni individuallashtirishning moslashuvchan ta'lim traektoriyalari turli xil ko'rinishlarda bo'lishi mumkin, masalan, ta'lim faoliyatining xilma-xil ko'rinishda

bo'lishi, o'quvchilarga turli ta'lim dasturlari va kurslarini o'rganish imkoniyati yaratilishi, o'quv jarayonida o'quvchilarning o'z imkoniyatlariga yarasha - sog'lig'i, moddiy va ijtimoiy sharoitlariga mos ravishda ta'lim olish uchun uchun keng imkoniyatlarni ta'minlashni talab qiladi (masalan, extern ta'lim, inklyuziv ta'lim kabilar).

Aqlli ta'lim (smart education) - bu barcha ta'lim jarayonlarini, shuningdek, ushbu jarayonlarda qo'llaniladigan usul va texnologiyalarni kompleks modernizatsiya qilishni o'z ichiga olgan bir tushuncha va undan kelib chiquvchi zamonaviy ta'limiy usuldir. Ta'lim kontekstida Smart kontseptsiyasi aqlli sinf doskalari va aqlli ekranlardan foydalanish, ta'limga oid ma'lumotlarning jamlanishi va ular asosida qarorlar qabul qilinishi, ta'lim jarayonining monitoring va nazorati, talabalar bilimi darajasini istalgan vaqtda amalga oshirila olinishi, istalgan joydan Internetga kirish imkoniyati kabi texnologiyalarning paydo bo'lishini va hayotga tadbiiq qilinishini nazarda tutadi. Ushbu texnologiyalarning har biri ta'lim kontentini ishlab chiqish jarayonini, uni talabalarga yetkazib berishni va ma'lumotlarni tezkor yangilash imkonini yaratib berishni nazarda tutadi. Ta'lim olish va yangiliklarni o'rganish nafaqat sinfda, balki, uyda, ishxonada, ta'tilda va boshqa hamma joylarda mumkin bo'ladi. Masalan, muzeylar, kottejlar, dachalar yoki kafelar kabi jamoat joylarida ham kerakli bo'lgan bilimlarni olish mumkin bo'ladi. Ta'lim jarayoni va o'quvchini bog'laydigan asosiy element faol ta'lim mazmuni bo'lib, uning asosida vaqt va makon chegaralarini olib tashlashga imkon beradigan yagona ma'lumot yoki bilimlar omborlari (information yoki bilimlar bazalari) yaratiladi. Bunda yana bir savol hosil bo'ladi: Smartfonlar, mobil telefonlar, planshetlar va boshqa aqlli qurilmalar ta'lim jarayoniga qanday yordam bera oladi? Maktab o'quvchilarining o'quv amaliyotida mobil texnologiyalar internet ensiklopediyalaridan ma'lumot olish uchun, kerakli ma'lumotlarni qidiruv tizimlaridan izlab topish, tarjimon dasturi orqali so'z yoki iboralarni tarjima qilish, ma'lumotlarni vizuallashtirish, videoma'ruzalarni tomosha qilish va yaratish, onlayn test yoki so'rovnomalar o'tkazish, turli laboratoriya tajribalarini o'tkazishda qo'llaniladi. Faqatgina Smart prefiksi bilan aniqlanuvchi yangi smart texnologiyalardan foydalanishning o'zi yangi turdagi ta'limning mohiyatini aniqlay olmaydi, albatta. Bir qancha oshqa texnologiyalar, shu jumladan, har xil turdagi **Ijtimoiy media** va **Data mining** texnologiyalari ham **Smart Education** segmentida samarali ravishda ishlatiladi.

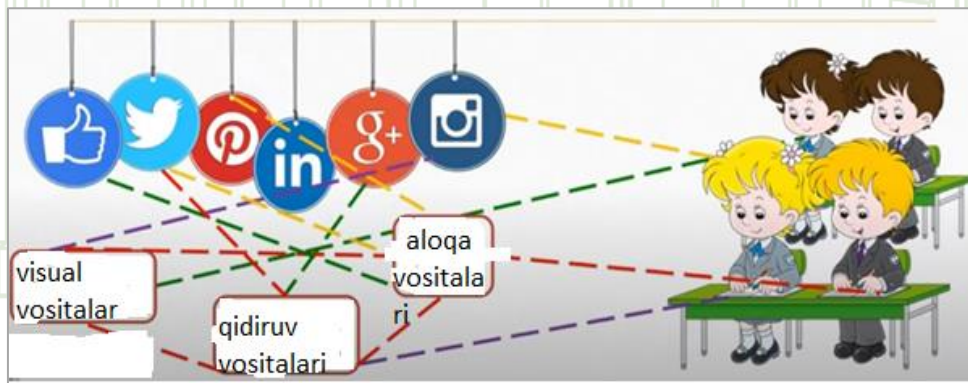


Bularga misol qilib, Facebook ijtimoiy xizmatlari, Google xizmatlari va vositalari, wiki veb-sayti, videoroliklar va podkastlarni keltirish mumkin. Ovozli fayllarni yoki

videolarni Internetda, bloglarda, videoxostingda, YouTube va bulutli texnologiyalar yordamida tarqatish mumkin. Bularning barchasini ta'lim jarayonida qo'llash mumkin va kerak. Bloglar o'qituvchi va talabalar o'rtasidagi fikr almashish vositasi sifatida ta'limga juda mos keladi. YouTube'da siz video to'plamlarni tahrirlashingiz va talabalaringizga ko'rsatishingiz mumkin. Google xizmatlari yordamida siz o'quv jarayonini moslashuvchan, tekshiriluvchan va anchagina qiziqarli qilishingiz mumkin. Smart learningning keng qo'llanilishi, birinchidan, Internet-texnologiyalarning takomillashtirilishi, ikkinchidan, Wi-Fi, 3G, 4G kabi simsiz texnologiyalarning rivojlanishi va uchinchidan, Internetda interaktiv o'quv resurslaridan keng foydalanish bilan uzviy bog'liq. Smart ta'lim shakllanishining asosi bo'lib raqamli ta'limning rivojlanishi, shuningdek, ta'limda Facebook, YouTube, Twitter va bloglar kabi Web 2.0 texnologiyalarining keng miqyosda qo'llanilishiga olib keldi, bu esa insonlarga o'z Internet kontentini yaratish imkonini beradi. Endi navbatdagi savol ham hosil bo'ladi: Web 2.0 texnologiyasi imkoniyatlarini pedagogik amaliyotda qanday qilib qo'llash mumkin? Bu savolga bir nechta javoblar mavjud:

- o'quv materiallarini bepul tarqatish uchun onlayn hamjamiyatlardan foydalanish;
- o'quv materiallarini mustaqil yaratish;
- informatika sohasida maxsus bilim va ko'nikmalarga ega bo'lmagan holda ham ta'lim bilan bog'liq faoliyatning yangi shakllarida ishtirok etish;
- o'qituvchilar ushbu texnologiyalardan bir-birlari bilan va o'quvchilarining otionalari bilan muloqot qilish maqsadida foydalanishlari mumkin;
- o'quvchilarning o'qishga bo'lgan ishtiyoqini oshirish va o'qituvchining kasbiy malakasini oshirish uchun darslar mazmunini yangi material bilan boyitish maqsadida kasbiy tajriba almashish jarayonini yo'lga qo'yish.

Bunda o'quvchilar ta'lim jarayonining teng huquqli ishtirokchisiga aylanadilar va har bir kishi bir xil darajada kerakli ma'lumotlardan foydalanish imkoniyatiga ega



bo'ladi va har bir kishi tadqiqotning umumiy xulosasini o'z ishining natijalari bilan to'ldiradi.

Dunyoning eng taraqqiy etgan ta'lim tizimlaridan biriga ega bo'lgan Janubiy Koreya raqamli o'quv dasturiga o'tmoqda. Hozirgi kunga kelib, o'quv dasturidan o'rin olgan barcha materiallarni kompyuter orqali raqamli ko'rinishda uzatish imkoni bo'ladi. Darsliklardagi barcha ma'lumotlar kitob sahifalari o'rniga ekranlarda paydo bo'ladi. Janubiy Koreyaning Ta'lim, fan va texnologiya vaziri "Smart Ta'lim" strategiyasi ustida ishlayotganliklarini aytdi. O'tgan yillarda amalga oshirish boshlangan loyiha barcha maktablarda vayyerless – ya'ni, simsiz tarmoqlarni joriy etishni nazarda tutadi.

Bu esa o'z navbatida talabalarga "hamma vaqt va hamma joyda" bilim olish imkonini beradi. Bu kabi ta'lim-axboorot tizimiga turli-tuman jihozlar, kompyuterdan tortib, noutbuk, va internetga ulangan televizorlar orqali ulanish mumkin. "Smart ta'lim bizning darsliklar haqidagi qarashlarimizni tubdan o'zgartiradi", deydi vazir. Unga ko'ra, an'anaviy darslik kitoblaridan raqamli darsliklarga o'tish o'quvchi-talabalarga "og'ir va qappaygan sumkalarini orqada qoldirib, sinf xonasidan tashqaridagi dunyoni kashf etish imkonini beradi". Yangi tizim shuningdek, mutaxassis o'qituvchilar yetishmaydigan qishloq hududlarida o'quvchi va talabalar uchun fanlarni tanlash va uydan turib ta'lim olish imkoniyatini yaratishi aytilmoqda. Smart ta'limni amalga oshirish uchun ko'mak beruvchi yana bir tizim **Classroomscreen** yordamida (classroomscreen.com – sayt) dars jarayonida sinfni boshqarish birmuncha osonlashdi. **Classroomscreen** ning intuitiv vositalaridan foydalanib, dars mashg'ulotlaringizni qo'llab-quvvatlash, faollikni rag'batlantirish va o'quvchilarga ishga kirishishlariga yordam berishingiz mumkin.

Til o'rganish jarayonida samarador bo'lgan yana bir usul bu Wiki-texnologiyadir. U web-2.0 (vebinar)ning xizmatlaridan biri bo'lib, turli joylarda bo'lgan xolda insonlar guruhiga bitta hujjat yoki loyiha ustida ishlashga imkon beradi. Internet tarmog'ining turli-tuman imkoniyatlari asosida wiki-sahifa yaratish ustida istalgancha odamlar shug'ullanishi, unga o'zgartirishlar kiritishi, qo'shimchalar qo'shishi, mazmunini o'zgartira olishi va keraksiz yohud noto'g'ri ma'lumotlarni yo'qotishi mumkin bo'ladi. Bunda matnli ma'lumotlardan, rasmlar va grafikadan, audio va video fayllardan foydalanish, boshqa internet resurslariga giperilovalar qilinishi ham mumkin bo'ladi. Kiritilgan ma'lumotlar ko'pchilik tomonidan ko'rib va tahrirlab chiqilganidan so'ng, o'rganilayotgan fan yoki soha bo'yicha qandaydir ma'noda aniq va ko'pchilik tomonidan tekshirilgan hamda ishonchga sazovor bo'lgan information baza hosil bo'ladi [6]. Ko'pchilik wiki-sahifalar gipermatn ko'rinishida bo'ladi va bu undan foydalanuvchilarga kerakli ma'lumotlarni qidirish uchun bir sahifadan boshqasiga o'tishni osonlashtiradi. Eng birinchi ilk wiki-hizmat Ward Cunningham tomonidan 1995 yilda yaratilgan bo'lib, u ma'lumotlar ombori tariqasida bo'lgan. Keyinchalik, 2000 yilda Wikipediya (wiki server - www.wikipedia.org) deb nomlangan online tarmoq ensiklopediyasi paydo bo'lib, unga istalgan inson o'z maqolasini joylashtirishi va boshqalar bilan uni baham ko'rishi, ularning bu maqola bo'yicha bildirgan mulohazalarini ko'rib chiqishi va o'zgartirishlarga baho berishi mumkin bo'lgan. Ushbu tizim o'z havfsizlik xizmatiga ega bo'lib, tarmoq ensiklopediyasidagi ma'lumotlarni ularning ruhsatini olgan xolda o'zgartirish, qo'shimchalar qo'shish yoki olib tashlash mumkin. Demak, sizning wikipediya joylashtirmoqchi bo'lgan materiallarni tizim administratorlari ko'rib chiqib, tizimda joylashtirishga ruhsat berganlaridan so'nggina ma'lumotlar ommaga ko'rinadi va bu amal undagi ma'lumotlarning ishonchliligini ta'minlab beradi.

Chet tillarni o'qitishda Wikipediya talabalar uchun o'ziga xos information zahira sifatida foydalanilishi mumkin [12]. Chunki talabalar wiki-texnologiyadan foydalangan xolda o'rganilayotgan til bo'yicha o'z bilimlarini oshirishlari, yangi ma'lumotlar topishlari, tili o'rganilayotgan mamlakatning madaniy-ma'naviy tomonlari bilan yaqindan tanishishlari mumkin. Wikipediya dan tashqari, bunday wiki-zahiralarga misol sifatida Pbworks (www.pbworks.com), MediaWiki (www.mediawiki.com), Wikihost (www.wikihost.org) larni keltirishimiz mumkin. Wiki-texnologiya asosida tashkil qilingan tizimlar quyidagi didaktik xossalarga ega bo'ladi [5, 6]:

- Wiki-hujjatda turli xil ko'rinishdagi ma'lumotlarni, shu jumladan, turli xil formatlardagi matnlarni, grafiklarni, jadvallarni, foto, audio va videolarni qo'shish mumkin (*mul'timediani*);
- Ichki va tashqi giperilovalarni qo'shish imkoniyati mavjud;
- Ommaviylik – wiki-hujjat ushbu loyihaning turli xududlarda istiqomat qiladigan barcha ishtirokchilariga ko'rinib turadi va ular hujjat bo'yicha o'z fikr-mulohazalarni bemaolol bildirishlari mumkin bo'ladi;
- Wiki-hujjatga bo'lgan o'zgarishlar blog yoki forumlarga o'xshab ketma-ket emas, balki, istalgan tartibda (hujjatning oldingi saqlangan versiyasiga o'zgartirish kiritish orqali) amalga oshirilishi mumkin;
- Hujjatning yaratilish tarixini ko'ra olish imkoniyati, chunki hujjatning barcha versiyalari wiki-serverda saqlanadi va shuning uchun ham loyihaning har bir ishtirokchisi hujjatning oldingi versiyalariga qaytishi, hamda kim va qachon bu hujjatga o'zgartirishlar kiritganini ko'rish mumkin.

Chet tillarni o'rgatishda wiki-texnologiyaning yuqorida tavsif etilgan didaktik xossalari va ulardan kelib chiqadigan metodik xususiyatlarini hisobga olish lozim.

Yuqorida ko'rib o'tganimizdek, wiki-texnologiya foydalanuvchular tomonidan bitta hujjat yaratish imkoniyatini berar ekan, uni chet tili o'rganayotgan talabalarning yozma ko'nikmalarini rivojlantirish uchun ishlatish mumkin. Bu yo'nalish bo'yicha ham bir qancha ilmiy ishlar olib borigan bo'lib, ularda shu sohaga oid bir qancha ma'lumotlar keltiriladi [8-9]. Bu ishlarda asosiy e'tibor hamkorlikda kooperativ usulda ta'lim olish kontseptsiyasini amalga oshirishga qaratilgan. Ya'ni, bir-birlaridan turli masofalarda va hududlarda joylashgan talabalar wiki-servisda umumiy hujjat yaratish ustida ishlaydilar. Bunda ko'pincha jamoaviy hujjat yoki mahsulot tayyorlash jarayoinida talabalar birgalikda jonli muloqot qiladilar, jamoada ishlashga o'rganadilar va bu bilan madaniy, ma'rifiy va tarbiyaviy jihatdan rivojlanishga erishadilar. Bu esa o'z navbatida, talabalarda quyidagi ko'nikmalarning rivojlanishiga va sayqallanishiga, tili o'rganilayotgan mamlakat haqida qimmatli adekvat ma'lumotlar olinishiga olib keladi, masalan [8]:

- O'rganilayotgan til va u bilan bog'liq bo'lgan ma'lumotlarning vaqt o'tishi bilan qanday o'zgarishlarga uchraganini tushunishga va anglashga imkon beradi;
- Ushbu horijiy til va mamlakat bilan bog'liq bo'lgan ijtimoiy-madaniy ma'lumotlarni matnlardan ilg'ab olishga ko'mak beradi;
- Original til tashuvchilari yozgan ma'lumotlarga izohlar bera olish imkoniyatini yaratadi;
- O'rganilayotgan til va ona tilning o'xshash tomonlari va farqlarini turli xil ma'nolarda tushuntira olish hamda bu bo'yicha tanqidiy fikrlar bildira olishga asos hosil qiladi;
- O'rganilayotgan tilga oid mamlakatning madaniy va ma'rifiy jihatlarini, joriy hayot tarzini va unda kechayotgan siyosiy voqea-hodisalarni shu mamlakat madaniy qadriyatlarini asosida tushuna olishga imkon beradi;
- Tilning turli xududlarda rivojlanishini va bunda qanday lahjalar asosiy ahamiyatga ega ekanligini anglatadi;
- Halq madaniy merosini va uning asosiy namunalari, dinini, mamlakatni boshqarayotgan guruhlarning siyosatini, fuqarolarning dunyoqarashini xolisona tushunishga turtki beradi;
- Tili o'rganilayotgan mamlakatning siyosiy tizimini va rivojlanish yo'nalishini to'liqroq tushunishga imkon beradi.

Yuqorida aytilganlarning barchasini hisobga olgan holda wiki-texnologiyaning didaktik xossalari wiki-serverni tilga oid madaniy-ma'rifiy platforma sifatida ishlatishga imkon beradi.

Til ta'limida yuqori samara beradigan raqamli texnologiya imkoniyatlaridan biri avtomatik tarjimonlar va internetdagi on-layn til o'rganish platformalaridir. Bularga misol qilib, quyidagilarni keltirishimiz mumkin:

- **Duolingo** - servisi chet tillarni o'qitishda o'z botini ishlatmoqda. O'quvchi chat-botga savol beradi va javobini tezlik bilan oladi. Ushbu servisini **Google** chet tillarni o'rganish va kraudsorsing o'tkazmalarni ni amalga oshirish uchun servisini tashkil qildi (<https://www.duolingo.com>).
- Chet tillarni tekinga o'rgatadigan repetitorlarni birlashtirib turadigan ijtimoiy sayt **Busuu** tashkil qilish uchun esa (<https://www.busuu.com/ru/>) investorlar \$6,7 million dollar ajratishdi.
- Rosiyada ham ingliz tilini elektron usulda o'rganish bo'yicha bir qancha muvaffaqiyatli loyihalar amalga oshirildi, shu jumladan, **LinguaLeo** (<http://lingualeo.com/ru>), **Puzzle English** (<https://www.puzzle-english.com>). Bu tizimlarda monetizatsiya "tizimda qayd qilinishdan daromad olish" ko'rinishda bo'lgan
- **Parla dasturi** - sun'iy intellektga asoslangan raqamli o'qituvchi yaratishga bo'lgan katta bir qadam deyish mumkin. Undagi ta'lim texnologiyasi o'quvchining bilim darajasini tahlil qilgan xolda uning uchun individual ta'lim dasturini yaratadi va uni talabaga moslashtiradi. Bu tizimni ishlab chiqqanlarning fikricha, to'g'ri va xato savollarni, misol va masalalarning yechish tezligini, talabaning qiziqishini hisobga olgan xolda sun'iy intellect dasturi uning uchun o'qitishning individual yondoshuvini topa oladi.
- **Lingvo12 elektron tarjimon** - uning tarkibida 10ta til uchun 128 ta lug'at va 7,5 millionta slovar zapasi mavjud. Undan tashqari, uning tarkibida ingliz tilidan 47 ta lug'at, nemis tilidan 27 ta lug'at, frantsuz tilidan 15 ta lug'at, ital.'yan tilidan 10 ta lug'at, ispan tilidan 8 ta lug'at, xitoy tilidan 2 ta lug'at, turk tilidan 4 ta lug'at, lotin tilidan 4 ta lug'at, ukrain tilidan 9 ta lug'at va rus tilidan 3 ta lug'at bor. Bundan tashqari Lingvo yana bir qancha diqqatga sazovor bo'lgan imkoniyatlar taklif qiladi, shu jumladan, har bir so'zning tarjimasini misollar yordamida ko'rsatish, kursor ko'rsatgichi yordamida tarjima qilish, turli xildagi mobil qurilmalarga o'rnatilgan olish va boshqalar. Qo'shimcha imkoniyatlar: kerakli so'zlarni tezlik bilan topish, so'zlarni va so'z bo'laklarini tezkor tarjima qilish, so'zlarni eshtib ko'rish va ularni to'g'ri talaffuz qilish, chet elliklar bilan suhbatda kerakli so'zning ma'nosini tezda bilish ularni to'g'ri tushunish uchun yordam beradi
- **Quicktionary** - elektron tarjimon, uning yordamida istalgan so'zni tarjima qilish uchun mahsus puchkasimon skanerdan foydalanib, uni so'z ustida yurgizasiz va ekranda bu so'zning tarjimasini va uning bir qancha variantlari paydo bo'ladi.
- **Tega ismli robot** - o'quvchiga individual yondoshuv asosida ta'lim beradi. Ushbu ta'lim muassasasida talabalar ispan tilini **Tega** roboti bilan birgalikda planshet komp'yuterda o'yinlar vositasida o'rganishadi. Ta'lim jarayoni o'qituvchi sifatida emas, balki sinfdosh yoki kursdosh bilan birgalikda ta'lim olish ko'rinishida tashkil qilingan.
- **Microsoft kompaniyasi dasturi** - xitoy tilini o'rganish uchun mo'ljallangan mahsus dastur ishlab chiqdi. Unda o'quvchi chatda o'qituvchi-botning

qisqacha so'zlardan iborat (*audio va matnli ko'rinishdagi*) ma'lumotlariga javob bergan xolda ta'lim oladi.

Agarda talabalar **Google** qidiruv tizimidan foydalanib, qidirib ko'rsalar, turli tillarga oid biq qancha foydali tarjimon dasturlarni va platformalarini topishlari mumkin. Talabalar bunday zamonaviy raqamli texnologiyalar asosidagi smart education tizimlarini tadbiiq qilish, til o'rganish tizimlari va avtotarjimonlardan foydalanish hamda wiki-loyihalarni amalga oshirish jarayonida o'rganilayotgan horijiy til va u bilan bog'liq bo'lgan turli-tuman jihatlarini bilish bo'yicha bilimlari yanada rivojlanadi va sayqallashadi. Oliy ta'lim tizimida wiki-loyihalarning mavzulari ta'lim yo'nalishi, mutaxassislik va o'quv dasturiga mos ravishda turli-tuman bo'lishi mumkin. Masalan, horijiy til o'rganish jarayonida wiki-loyihalar tili o'rganilayotgan mamlakat haqida, uning biror bir shahari haqida, ularning madaniy-ma'rifiy hayotlari yoki dini to'g'risida, siyosiy tuzumi qandayligi haqida, ta'lim tizimi qandayligi to'g'risida yoki qandaydir hayotiy qadriyatlarini solishtirish tariqasida tashkil qilinishi mumkin.

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ENHANCING EFL WRITING SKILLS THROUGH AI-POWERED FEEDBACK: AN INNOVATIVE PEDAGOGICAL APPROACH

Author: Muzaffarova Mokhinur Muzaffar kizi¹

Affiliation: EFL teacher at Nordic International University¹

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ABSTRACT

This paper explores innovative pedagogical methodologies that integrate artificial intelligence (AI) technologies into linguistics and foreign language teaching. Through examining adaptive learning systems, AI-based feedback tools, and virtual language assistants, it highlights how educators can enhance learner motivation, autonomy, and proficiency. The study emphasizes balanced integration of AI with human-centered pedagogy to promote meaningful communication and intercultural competence.

Keywords: Artificial Intelligence, Pedagogy, Linguistics, Foreign Language Teaching, Adaptive Learning, Chatbots, Autonomous Learning, Feedback Systems, Digital Literacy, Educational Innovation.

INTRODUCTION

The emergence of artificial intelligence (AI) technologies has significantly transformed foreign language education, particularly in the development of writing skills in English as a Foreign Language (EFL). Writing is often considered one of the most complex language skills, requiring learners to simultaneously manage grammar, vocabulary, coherence, and organization. Traditional teaching methods, while valuable, frequently fail to provide immediate and individualized feedback due to time constraints and large class sizes. AI technologies now offer innovative solutions by enabling automated, real-time feedback and personalized learning experiences. These tools allow students to practice writing independently while receiving guidance that was previously only available through teacher intervention (Godwin-Jones, 2019).

This paper focuses specifically on how AI-powered feedback systems can enhance EFL writing skills. It explores adaptive learning systems, AI-based writing feedback tools, and conversational agents, analyzing their pedagogical benefits, challenges, and implications for modern language classrooms.

Adaptive Learning Systems in EFL Writing Development

Adaptive learning systems are AI-driven platforms that personalize instruction based on learners' performance and progress. In the context of EFL writing, these systems can adjust task difficulty, suggest targeted exercises, and provide individualized writing prompts. Applications such as Duolingo and AI-enhanced language platforms analyze learners' errors and adapt content accordingly (Kukulka-Hulme & Shield, 2020). For writing instruction, this means that students

can practice sentence formation, paragraph development, and essay writing at their own pace.

Pedagogically, adaptive learning aligns with constructivist principles, where learners actively construct knowledge through interaction and reflection. It also supports formative assessment by continuously monitoring learner progress.

Furthermore, adaptive systems contribute to intrinsic motivation, as explained Self-Determination Theory (SDT), developed by Deci and Ryan (2017). This theory proposes that learners are intrinsically motivated when their psychological needs for autonomy, competence, and relatedness are fulfilled. In the context of EFL writing, autonomy refers to students' control over their writing process; competence reflects their ability to successfully express ideas in written form; and relatedness involves meaningful interaction with teachers and peers (Muzaffarova, 2025, p. 119). This suggests that fostering intrinsic motivation should be a primary objective in language teaching, particularly in university settings where independent writing skills are essential.

AI-Powered Feedback Tools for Writing Accuracy and Development

AI-based writing tools such as Grammarly and other automated writing evaluation systems provide immediate feedback on grammar, vocabulary, punctuation, and sentence structure. This instant feedback is a significant improvement over traditional delayed correction methods (Boulton, 2021). In EFL writing classrooms, AI feedback supports the writing process by enabling students to revise their drafts multiple times. Learners can identify recurring errors, understand correction patterns, and gradually improve their accuracy. From a pedagogical perspective, this approach promotes learner autonomy and metacognitive awareness. Students become active participants in their learning, reflecting on their mistakes and making informed revisions.

However, teachers must guide students in interpreting AI feedback critically. Not all suggestions provided by AI are contextually appropriate, and overreliance on automated correction may limit deeper language learning (Richards & Rodgers, 2014). Therefore, AI should be used as a supportive tool rather than a substitute for teacher feedback.

Conversational Agents as Writing Support Tools

AI-powered conversational agents, such as chatbots and virtual assistants, provide additional support for developing writing skills. These tools allow learners to generate ideas, practice sentence structures, and engage in interactive writing tasks. For example, students can use chatbots to brainstorm essay topics, receive model responses, or simulate written conversations. This helps learners develop fluency and coherence in writing. Additionally, conversational AI can expose students to different writing styles and vocabulary usage (Warschauer & Liaw, 2019).

From a pedagogical standpoint, this approach aligns with task-based language teaching (TBLT), where learners use language to complete meaningful tasks. Writing becomes a communicative activity rather than a purely mechanical exercise.

Moreover, conversational agents support creativity and reduce anxiety, which are common barriers in EFL writing. Students feel more comfortable experimenting with language when interacting with AI in a low-pressure environment.

Ethical and Pedagogical Considerations in AI-Assisted Writing

Despite its advantages, the use of AI in writing instruction raises important ethical and pedagogical concerns. Issues such as data privacy, academic integrity,

and algorithmic bias must be carefully addressed (Godwin-Jones, 2019). One major concern is the potential for students to rely excessively on AI-generated content, which may hinder the development of independent writing skills. Teachers must establish clear guidelines for the appropriate use of AI tools in academic contexts.

Another challenge is ensuring that students develop digital literacy skills. Learners need to understand how AI systems function, their limitations, and how to use them effectively for learning purposes.

Ultimately, the role of the teacher remains essential. AI cannot replace human interaction, feedback, and emotional support. Instead, it should complement traditional teaching by enhancing efficiency and personalization.

CONCLUSION

Artificial intelligence offers powerful opportunities to enhance EFL writing skills through innovative pedagogical approaches. AI-powered feedback tools, adaptive learning systems, and conversational agents provide immediate, personalized, and interactive support for learners. However, the successful integration of AI depends on balanced and thoughtful implementation. Teachers must guide students in using AI responsibly while maintaining a focus on meaningful communication and critical thinking. By combining technological innovation with human-centered pedagogy, educators can create effective and engaging writing instruction that prepares students for academic and professional communication in the digital age.

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BOSHLANG'ICH SINIF O'QUVCHILARIDA TIZIMLI VA MANTIQUIY TAFAKKURNI SHAKLLANTIRISHDA FANLARARO INTEGRATSIYA ASOSIDA INTEGRATIV TOPSHIRIQLAR TIZIMINING SAMARADORLIGI

(Bog'dod tumani 27-sonli umumiy o'rta ta'lim maktabi pedagogik tajribasi misolida)

Muallif: Nasirullayeva Nasibaxon Ilhomjon qizi¹, Islamova Fotima Shamsiddinovna²
Affiliyatsiya: Xalqaro Nordik Universiteti Boshlang'ich ta'lim yo'nalishi 4- bosqich talabasi¹, Xalqaro Nordik universiteti Pedagogika kafedrasida katta o'qituvchisi²
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ANNOTATSIYA

Mazkur maqolada pedagogic amaliyot davrida boshlang'ich sinf o'quvchilarida tizimli va mantiqiy tafakkurni shakllantirish muammosi fanlararo integratsiya asosida tahlil qilingan. Tadqiqot doirasida integrativ topshiriqlar tizimi ishlab chiqilib, uning pedagogik samaradorligi eksperimental tadqiqot asosida aniqlangan. Pedagogik eksperiment natijalari shuni ko'rsatdiki, integratsiyalashgan darslar o'quvchilarning bog'lanishlarni aniqlash, mantiqiy fikrlash va bilimlarni amaliy qo'llash kompetensiyalarini sezilarli darajada rivojlantiradi.

Kalit so'zlar: fanlararo integratsiya, boshlang'ich ta'lim, mantiqiy tafakkur, integrativ topshiriqlar, pedagogik eksperiment, didaktik samaradorlik.

Zamonaviy ta'lim tizimida boshlang'ich sinf o'quvchilarini bilim bilan qurollantirish bilan birga ularda tizimli va mantiqiy tafakkurni shakllantirish dolzarb vazifalardan biri hisoblanadi. Amaliyot shuni ko'rsatadiki, o'quv jarayonida bilimlar ko'pincha alohida fanlar doirasida fragmentar tarzda beriladi, bu esa o'quvchining borliqni yaxlit anglashiga to'sqinlik qiladi. Fanlararo integratsiya esa o'quvchiga bilimlarni alohida emas, balki o'zaro bog'liq tizim sifatida idrok etish imkonini beradi. Integratsiya o'quvchini borliqni yaxlitligicha anglashiga, mantiqiy fikrlashiga, dunyoqarashining kengayishiga va bilimlarini amaliy hayotda qo'llay olishiga xizmat qiladi. Shu bois boshlang'ich ta'limda integrativ yondashuv asosida topshiriqlar tizimini ishlab chiqish va uning samaradorligini aniqlash muhim ilmiy-amaliy ahamiyat kasb etadi.

Zamonaviy pedagogik tadqiqotlarda ta'lim jarayonini integratsiyalash muammosi alohida o'rganilmoqda. Didaktika nazariyasida bilimlarning tizimliliigi va izchilligi tamoyillari asosiy o'rin tutadi. Bu tamoyillar o'quvchilarda bilimlarni yaxlit holda shakllantirish zaruratini asoslaydi.

So'nggi yillarda olib borilayotgan zamonaviy tadqiqotlarda fanlararo integratsiya o'quvchilarning kognitiv faoliyatini faollashtiruvchi muhim omil sifatida qaralmoqda. Integratsiyalashgan darslar o'quvchining bir vaqtning o'zida bir nechta

bilim manbalari bilan ishlashiga, ularni taqqoslash va umumlashtirishiga imkon yaratadi. Shu bilan birga, mavjud tadqiqotlarda integratsiya ko'proq metodik yondashuv sifatida yoritilgan bo'lib, uni tizimli topshiriqlar modeli sifatida ishlab chiqish va eksperimental asoslash yetarli darajada tadqiq etilmagan. Shuning uchun fanlararo integratsiyani nafaqat nazariy-metodik yondashuv sifatida, balki amaliy jihatdan tizimli topshiriqlar modeli asosida sinovdan o'tkazish zarurati yuzaga keldi. Ayniqsa, boshlang'ich ta'lim bosqichida olingan natijalar ushbu yondashuvning samaradorligini aniqroq baholash imkonini beradi. Shu nuqtai nazardan, mazkur tadqiqot Bog'dod tumani 27-sonli umumiy o'rta ta'lim maktabi tajribasi asosida tashkil etilib, unda fanlararo integratsiya asosida ishlab chiqilgan integrativ topshiriqlar tizimining o'quvchilarning mantiqiy tafakkuriga ta'siri pedagogik eksperiment orqali tahlil qilindi.

Mazkur tadqiqot pedagogik eksperiment asosida amalga oshirildi. Tadqiqotda 1 ta sinf ishtirok etdi va ichki taqqoslash modeli qo'llanildi. Eksperimentda jami 20 nafar o'quvchi qatnashdi. Tadqiqot quyidagi bosqichlarda olib borildi:

- boshlang'ich diagnostika (pre-test)
- integrativ topshiriqlar asosida dars jarayoni
- yakuniy diagnostika (post-test)

Diagnostika vositasi sifatida o'quvchilarning mantiqiy tafakkurini aniqlashga qaratilgan testlar ishlab chiqildi. Test topshiriqlari o'quvchilarning bog'lanishlarni aniqlash qobiliyati asosida baholandi.

Boshlang'ich diagnostika natijalariga ko'ra o'quvchilarning o'zlashtirish ko'rsatkichi 40% ni tashkil etdi. Integrativ topshiriqlar tizimi asosida tashkil etilgan darslardan so'ng yakuniy natijalar 70% ga yetdi. Bu esa o'quvchilarning bilim darajasida 30 foizlik barqaror o'sish kuzatilganligini ko'rsatadi.

Natijalar tahlili shuni ko'rsatdiki:

- o'quvchilar tushunchalar o'rtasidagi bog'lanishni aniqlashni o'rgandi;
- mantiqiy fikrlash jarayoni faollashdi;
- bilimlarni amaliy vaziyatlarda qo'llash ko'nikmasi shakllandi.

Olingan natijalar shuni ko'rsatadiki, fanlararo integratsiya asosida ishlab chiqilgan topshiriqlar tizimi o'quvchilarning tafakkur rivojiga ijobiy ta'sir ko'rsatadi. Buning asosiy sababi shundaki, integrativ topshiriqlar:

- o'quvchilarda fanlarga nisbatan qiziqish uyg'otadi;
- bilimlarni o'zaro bog'lash imkonini beradi;
- amaliy hayot bilan aloqadorlikni ta'minlaydi.

Natijada o'quvchilar har bir fandan olgan bilimlarini alohida emas, balki yagona tizim sifatida idrok eta boshlaydi.

Tadqiqot natijalari shuni ko'rsatdiki, fanlararo integratsiya boshlang'ich ta'lim samaradorligini oshirishning muhim omili hisoblanadi. Integrativ yondashuv asosida tashkil etilgan ta'lim jarayoni o'quvchilarda mantiqiy tafakkurni shakllantirishga xizmat qilib, bilimlarni o'zaro bog'lash va tizimli idrok etish imkonini yaratadi. Pedagogik amaliyot davrida o'tkazilgan pedagogik eksperiment natijalariga ko'ra, o'quvchilarning o'zlashtirish ko'rsatkichlari 40 foizdan 70 foizga oshgani kuzatildi, bu esa integrativ topshiriqlar tizimining yuqori samaradorligini yaqqol tasdiqlaydi. Shuningdek, integratsiyalashgan ta'lim o'quvchilarning egallagan bilimlarini amaliy faoliyatda qo'llash kompetensiyasini rivojlantirishda samarali vosita ekanligi aniqlandi. Olingan natijalar asosida boshlang'ich sinflar uchun integrativ topshiriqlar bankini ishlab chiqish, dars ishlanmalarida fanlararo bog'liqlikni tizimli ravishda joriy

etish hamda o'qituvchilarni integrativ metodika asosida tayyorlash zamonaviy ta'lim tizimining dolzarb vazifalaridan biri ekanligi ilmiy jihatdan asoslandi.

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**BOSHLANG'ICH TA'LIMDA FANLARARO INTEGRATSIYA VA ZAMONAVIY
PEDAGOGIK METODLARNING SAMARADORLIGI**
*(Jizzax viloyati Zomin tumani "Iqtidorlilar" xususiy maktabi tajribasi
misolida)*

Muallif: O'rozboyeva Dildora¹, Islamova Fotima Shamsiddinovna²

Affiliyatsiya: Xalqaro Nordik Universiteti, Boshlang'ich ta'lim yo'nalishi 4- bosqich talabasi¹, Xalqaro Nordik universiteti Pedagogika kafedrasida katta o'qituvchisi²

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ANNOTATSIYA

Mazkur maqolada boshlang'ich ta'lim tizimida fanlararo integratsiya va zamonaviy pedagogik metodlarning qo'llanilishi hamda ularning o'quvchilarning bilim, ko'nikma va kompetensiyalarini shakllantirishdagi o'rni kompleks tarzda tahlil qilingan. Tadqiqot Jizzax viloyati Zomin tumanidagi "Iqtidorlilar" xususiy maktabida pedagogik kuzatuv, tajriba-sinov ishlari va didaktik tahlil metodlari asosida amalga oshirilgan. Eksperimental natijalar shuni ko'rsatdiki, fanlararo integratsiya asosida tashkil etilgan va interaktiv metodlar bilan uyg'unlashtirilgan darslar o'quvchilarning mantiqiy tafakkuri, mustaqil fikrlashi, ijodiy faoliyati hamda ijtimoiy kompetensiyalarini rivojlantirishda yuqori samaradorlikka ega. Tadqiqot natijalari boshlang'ich ta'limda fanlararo integratsiya va zamonaviy metodlarni tizimli joriy etish ta'lim sifatini oshiruvchi muhim pedagogik omil ekanligini ilmiy jihatdan asoslaydi.

Kalit so'zlar: fanlararo integratsiya, boshlang'ich ta'lim, interaktiv metodlar, kompetensiyaviy yondashuv, pedagogik texnologiyalar, ijodkorlik, mantiqiy tafakkur.

Zamonaviy ta'lim tizimi globallashuv, raqamli transformatsiya va ijtimoiy-iqtisodiy rivojlanish jarayonlari ta'sirida tubdan yangilanmoqda. Bugungi kunda ta'limdan faqat bilim berish emas, balki mustaqil fikrlay oladigan, muammolarni hal eta oladigan, kreativ va moslashuvchan shaxsni shakllantirish talab etilmoqda. Ayniqsa, boshlang'ich ta'lim bosqichi jarayonning poydevori sifatida alohida ahamiyat kasb etadi. Chunki aynan ushbu bosqichda o'quvchilarda bilim olishga nisbatan motivatsiya, mantiqiy va tanqidiy tafakkur, kommunikativ ko'nikmalar, ijtimoiy moslashuv kompetensiyalari shakllanadi.

Amaliyot shuni ko'rsatadiki, an'anaviy fanga yo'naltirilgan yondashuv bugungi kun talablariga to'liq javob bermaydi. O'quv materiallari ko'pincha fanlar doirasida fragmentar tarzda beriladi, bu esa o'quvchining borliqni yaxlit anglashiga to'sqinlik qiladi. Shu nuqtai nazardan, ta'lim jarayonini fanlararo integratsiya asosida tashkil etish va zamonaviy pedagogik metodlardan foydalanish dolzarb ilmiy-amaliy muammo sifatida namoyon bo'lmoqda.

Pedagogik tadqiqotlarda fanlararo integratsiya turli jihatlardan o'rganilgan. Ilmiy adabiyotlarda integratsiya mazmuniy integratsiya, metodik integratsiya va

faoliyat integratsiyasi turlariga ajratiladi (Ibragimov, Abdullayeva, 2018). Kompetensiyaviy integratsiya esa boshlang'ich ta'limda bilim, ko'nikma va munosabatlarni uyg'un shakllantirishga xizmat qiladi.¹

Zamonaviy pedagogik metodlarning didaktik imkoniyatlari ham keng o'rganilgan. Interaktiv metodlar o'quvchini passiv tinglovchidan faol subyektga aylantirish, uning kognitiv faolligini oshirish va mustaqil fikrlashini rivojlantirishda samarali vosita sifatida baholanadi. Shu bilan birga, mavjud tadqiqotlarda fanlararo integratsiya ko'proq umumiy metodik yondashuv sifatida yoritilgan bo'lib, uning aniq integratsiyalashgan dars modellari asosida va zamonaviy metodlar bilan uyg'unlikda tizimli ravishda eksperimental tekshirilishi yetarlicha amalga oshirilmagan. Shu nuqtai nazardan, fanlararo integratsiyaning boshlang'ich ta'limdagi samaradorligini muayyan fanlar kesimida va zamonaviy interaktiv metodlar bilan birgalikda eksperimental asoslash dolzarb ilmiy muammo sifatida namoyon bo'lmoqda. Aynan shu muammoni hal etishga qaratilgan mazkur tadqiqotning asosiy maqsadi boshlang'ich sinflarda fanlararo integratsiya va interaktiv metodlarning qo'llanilish samaradorligini ilmiy asosda tahlil qilish hamda ularning o'quvchilar rivojiga ta'sirini aniqlashdan iborat.

Tadqiqot tizimli yondashuv, kompetensiyaviy yondashuv, faoliyatga yo'naltirilgan yondashuv, integrativ va ilmiy-uslubiy yondashuvlar asosida olib borildi. Tadqiqot pedagogik eksperiment sifatida tashkil etilgan bo'lib, unda Jizzax viloyati Zomin tumanidagi "Iqtidorlilar" xususiy maktabining 2-sinf o'quvchilari ishtirok etdi. Eksperimentda ichki taqqoslash modeli qo'llanildi: boshlang'ich diagnostika (pre-test) va yakuniy diagnostika (post-test) natijalari taqqoslandi.

Tadqiqot quyidagi bosqichlarda amalga oshirildi:

- boshlang'ich diagnostika (o'quvchilarning bilim darajasi, mantiqiy fikrlash va fanlararo bog'lanishlarni aniqlash qobiliyati baholandi);
- fanlararo integratsiya va interaktiv metodlar asosida ishlab chiqilgan darslarni amaliyotga joriy etish;
- yakuniy diagnostika (o'zlashtirish va kognitiv ko'nikmalardagi o'zgarishlar tahlili).

Tadqiqotda quyidagi metodlardan foydalanildi: pedagogik kuzatuv, eksperimental sinov, solishtirma tahlil, diagnostik baholash, statistik umumlashtirish. Diagnostika vositasi sifatida o'quvchilarning mantiqiy fikrlash, sabab-oqibat bog'lanishlarini aniqlash, bilimlarni amaliy vaziyatlarda qo'llash va ijodiy faoliyat ko'nikmalarini baholovchi test topshiriqlari ishlab chiqildi.

Fanlararo integratsiya - turli fanlar mazmunini o'zaro bog'liq holda o'qitish orqali o'quvchilarda yaxlit bilim tizimini shakllantirishga qaratilgan didaktik yondashuvdir. Boshlang'ich ta'limda integratsiya quyidagi pedagogik vazifalarni hal etadi:

- bilimlarning fragmentatsiyasini bartaraf etadi;
- o'quvchilarda yaxlit dunyoqarashni shakllantiradi;
- nazariy bilimlarni amaliyot bilan bog'laydi;
- kognitiv faollikni oshiradi.

Shuni alohida ta'kidlash kerak: agar darslar "har fan o'zicha yashaydi" tamoyilida olib borilsa, o'quvchi bilimni tizim sifatida emas, balki parcha-parcha qabul qiladi. Bu esa keyingi bosqichlarda jiddiy muammolarga olib keladi.

¹ Tolipov O., Usmonboyeva M. Pedagogik texnologiyalar. – Toshkent, 2019.

Zamonaviy pedagogik metodlar o'quvchini passiv tinglovchidan faol subyektga aylantiradi. Tadqiqot doirasida quyidagi interaktiv metodlardan foydalanildi:

METOD NOMI	TAVSIFI
Aqliy hujum	Muammoli vaziyatlarda tezkor yechim topish ko'nikmasini rivojlantiradi
Insert	Matn bilan ishlash, ma'lumotni tahlil qilish va baholash malakasini shakllantiradi
Klaster	Tushunchalar o'rtasidagi bog'lanishlarni vizual asosda ifodalashni o'rgatadi
Venn diagrammasi	Taqqoslash va umumlashtirish ko'nikmalarini rivojlantiradi
Zanjir	Mantiqiy ketma-ketlikni aniqlash va sabab-oqibat munosabatlarini tushunishga xizmat qiladi
Guruhli ishlash metodlari	Jamoda ishlash, muloqot madaniyati va ijtimoiy kompetensiyalarni rivojlantiradi

Ushbu metodlar quyidagi kompetensiyalarni rivojlantirishga xizmat qiladi: analitik fikrlash, tanqidiy tahlil, muloqot madaniyati, jamoda ishlash, ijodiy yondashuv. Interaktiv metodlarning asosiy ustunligi ular o'quvchini fikrlashga majbur qiladi. Pedagogik prinsipga ko'ra: eshitganini unutadi, qilganini eslab qoladi.

Tajriba davomida integratsiyalashgan darslar quyidagi yo'nalishlarda tashkil etildi:

Yo'nalish	Amalga oshirish usuli	Natija
Matematika va Tabiiy Fanlar Integratsiyasi 	Misollar hayvonlar, o'simliklar, ekologik jarayonlar asosida tuzildi	<ul style="list-style-type: none"> ✓ Hisoblash ko'nikmalari mustahkamlandi ✓ Ekologik tafakkur shakllandi ✓ Real hayot bilan bog'liqlik kuchaydi
Ona tili va O'qish Savodxonligi Integratsiyasi 	Matn ustida ishlash interaktiv metodlar orqali amalga oshirildi	<ul style="list-style-type: none"> ✓ Nutqiy faollik oshdi ✓ Tahill qilish ko'nikmalari rivojlandi ✓ Mustaqil fikrlash shakllandi
AKT Vositalaridan Foydalanish 	Taqdimotlar, videodarslar, vizual materiallar qo'llanildi	<ul style="list-style-type: none"> ✓ Diqqat va qiziqish oshdi ✓ Vizual xotira rivojlandi ✓ Dars samaradorligi ortdi

Eksperiment natijalari quyidagi ijobiy o'zgarishlarni ko'rsatdi:

Ko'rsatkich	Boshlang'ich diagnostika (%)	Yakuniy diagnostika (%)	O'sish (%)
O'zlashtirish darajasi	52	79	+27
Mantiqiy fikrlash ko'nikmasi	45	73	+28
Bilimlarni amaliy qo'llash	48	76	+28
Ijodiy faollik	40	70	+30

Natijalar tahlili shuni ko'rsatdiki:

- o'quvchilarning o'zlashtirish darajasi o'rtacha 27-30% ga oshdi;
- o'quvchilarning darsdagi faolligi sezilarli darajada ortdi;
- mustaqil ishlash ko'nikmalari shakllandi;
- ijtimoiy va kommunikativ kompetensiyalar rivojlandi.

Bu yerda muhim jihat natijalar o'lchandi va isbotlandi.

Olingan natijalar fanlararo integratsiya va zamonaviy pedagogik metodlarning boshlang'ich ta'limda ta'lim sifatini oshirishdagi samaradorligini tasdiqlaydi. Tadqiqot natijalari shuni ko'rsatadiki, fanlararo integratsiya va zamonaviy metodlar:

ta'lim sifatini oshiradi;

o'quvchilarning motivatsiyasini kuchaytiradi;

bilimlarni amaliyot bilan bog'laydi;

shaxsga yo'naltirilgan ta'limni ta'minlaydi.

Biroq quyidagi muammolar ham mavjud: o'qituvchilarning metodik tayyorgarligi yetarli emas, integratsiyalashgan darslarni rejalashtirish murakkab, vaqt resurslari cheklangan. Demak, bu yondashuv samarali, lekin uni joriy qilish uchun o'qituvchi tayyorgarligi darajasi ham o'sishi kerak.

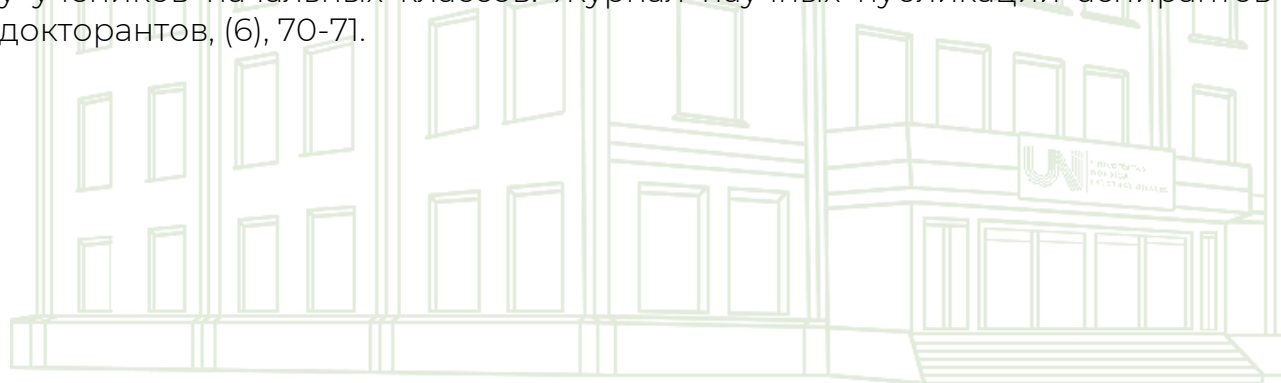
Olib borilgan pedagogik eksperiment natijalari asosida quyidagi xulosalarga kelindi:

1. Fanlararo integratsiya va zamonaviy pedagogik metodlardan foydalanish o'quvchilarning bilimni chuqurlashtiradi, mantiqiy va tanqidiy tafakkurni rivojlantiradi, ijodkorlikni shakllantiradi va mustaqil ta'lim olishga yo'naltiradi.
2. Integratsiyalashgan darslar o'quvchilarning bilimlarni yaxlit o'zlashtirishiga xizmat qiladi, zamonaviy pedagogik metodlar bilan uyg'unlashganda uning samaradorligi yanada ortadi.
3. Tajriba-sinov ishlari natijalariga ko'ra, o'quvchilarning o'zlashtirish ko'rsatkichlari o'rtacha 27-30 % ga oshgani kuzatildi, bu esa fanlararo integratsiya va interaktiv metodlarning yuqori samaradorligini tasdiqlaydi.
4. "Iqtidorlilar" xususiy maktabi tajribasi shuni ko'rsatadiki, integratsiyalashgan ta'lim modeli kelajak ta'limining asosiy yo'nalishlaridan biridir.

Shu bois boshlang'ich sinflar uchun integratsiyalashgan dars ishlanmalari bankini ishlab chiqish, fanlararo bog'liqlikni tizimli joriy etish va o'qituvchilarni integrativ metodika asosida tayyorlash dolzarb pedagogik vazifalardan biri hisoblanadi. Oddiy qilib aytganda: kelajakda alohida fanlarni emas, balki bilimlar tizimini o'rgata olgan o'qituvchi yutadi.

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ALOHIDA TA'LIM EHTIYOJLARIGA EGA O'QUVCHILARNI O'QITISHDA MULTIMEDIYA VOSITALARIDAN SAMARALI FOYDALANISH METODIKASI

(106-sonli ixtisoslashtirilgan maktab-internati tajribasi asosida)

Muallif: Qo'ysinov Odil Almurotovich¹, Ibragimova Durdonaxmatdjanovna²

Affiliyatsiya: Xalqaro Nordik Universiteti, Pedagogika fanlari doktori, professor¹,
Xalqaro Nordik Universiteti, 1- MPA 24 guruh II- kurs magistranti²

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ANNOTATSIYA

Ushbu maqolada O'zbekiston Respublikasi Prezidenti huzuridagi Ijtimoiy himoya milliy agentligi Toshkent shahar Olmazor tumani 106-sonli alohida ta'lim ehtiyojlari bo'lgan kar va zaif eshitadigan bolalar uchun ixtisoslashtirilgan maktab-internati o'quvchilariga "Texnologiya" fanini o'qitishda zamonaviy multimedia platformalari va sun'iy intellekt (AI) texnologiyalarini integratsiya qilib o'qitish masalalari yoritilgan. Tadqiqot davomida 5-sinf o'quvchilari misolida multimedia vositalarining o'zlashtirish darajasiga ta'siri statistik tahlil qilingan. Mazkur metodika o'quvchilarning vizual idrokini kuchaytirish va "Biznes – maxsus maktab" modeli doirasida kasbiy ko'nikmalarini rivojlantirishga xizmat qiladi.

Kalit so'zlar: multimedia platformalari, kar va zaif eshituvchi o'quvchilar, texnologiya fani, inkluziv ta'lim, AI (sun'iy intellekt), vizualizatsiya, e-maktab monitoringi.

KIRISH

Zamonaviy ta'lim tizimida multimedia platformalari dars jarayonining ajralmas qismiga aylandi. Eshitishda nuqsoni bo'lgan o'quvchilar axborotning asosiy qismini ko'rish orqali qabul qilganliklari sababli, ularga dars o'tishda vizual va tekstual ma'lumotlarning moslashtirilgan bo'lishi talab etiladi. Richard Mayerning kognitiv o'rganish nazariyasiga ko'ra, ma'lumotlar sinxron uzatilgandagina yuqori samaradorlikka erishiladi. O'zbekistonda 2025–2028-yillarga mo'ljallangan rivojlanish strategiyasi doirasida maxsus ta'limda raqamli texnologiyalarni joriy etish ustuvor vazifa sifatida belgilangan. Mazkur tadqiqot 106-sonli maktab-internatida multimedia vositalaridan foydalanishning pedagogik asoslarini ishlab chiqishga qaratilgan.

ADABIYOTLAR TAHLIL

O'zbekiston Respublikasi Konstitutsiyasi va "Ta'lim to'g'risida"gi Qonun har bir fuqaro uchun ta'lim olishda teng huquqlilikni kafolatlaydi. Bu tadqiqot shunchaki metodik yangilik emas, balki davlat miqyosidagi huquqiy majburiyatning ijrosi ekanligini ko'rsatadi.

Prezidentning PQ-4884-sonli qarori nogironligi bo'lgan shaxslar uchun maxsus sharoitlar yaratish va ta'lim sifatini oshirishni ustuvor vazifa qilib qo'yadi. Bu 106-sonli

maktab-internatidagi amaliyot natijalarni davlat dasturlari bilan uzviy bog'lash imkonini beradi.

Richard E. Mayerning "Multimedia Learning" asari maqolaning metodologik yadrosini tashkil qiladi. Mayerning kognitiv yuklama nazariyasi eshitishida nuqsoni bor o'quvchilar uchun ma'lumotni qanday formatda uzatish kerakligini (vizual va tekstual sinxronlik) ilmiy asoslab beradi. Bu Canva va AI vositalaridan foydalanish nega ijobiy natija berganini nazariy jihatdan tushuntiradi.

J. Bergmann va A. Samsning "Flip Your Classroom" (Ag'darilgan sinf) modeli dars samaradorligini oshirishning asosiy mexanizmi sifatida tahlil qilinadi. Maqolada ushbu metod nazariy qismini multimedia orqali o'rganib, darsda amaliy hunarmandchilikka (milliy liboslar tikish) vaqt ajratishni asoslaydi.

G.N. Ibragimovaning inkluziv ta'lim bo'yicha ishlari milliy ta'lim muhitida innovatsion texnologiyalarni qanday moslashtirish kerakligini ko'rsatib beradi. Bu manba maqolaning "Muhokama" qismida mahalliy sharoitda o'tkazilgan tajriba natijalarini qiyoslash uchun juda muhimdir.

O.A. Qo'ysinov o'qituvchining raqamli texnologiyalar bilan ishlashdagi ijodiy yondashuvi dars sifatini belgilaydi. Bu manba maqolada o'qituvchilar uchun multimedia platformalarini o'zlashtirish bo'yicha berilgan tavsiyalarni va "Biznes-maktab" modelini amalga oshirishdagi pedagogik mahoratni ilmiy quvvatlaydi.

METODOLOGIYA

Tadqiqot 2026-yilning yanvar-mart oylarida pedagogik stajirovka doirasida olib borildi. Tadqiqotda quyidagi metodologik yondashuvlar qo'llanildi:

Qiyosiy tajriba-sinov: O'quvchilar ikki guruhga ajratildi: 5-G (eksperimental) va 5-V (nazorat).

Raqamli platformalar integratsiyasi: Darslarda Canva interaktiv taqdimotlari, Gemini AI yordamida moslashtirilgan ssenariylar, Luma Dream Machine AI platforma yordamida qisqa short-videolar va CapCut dasturida tayyorlangan subtitrlar video-instruksiyalar qo'llanildi.

"Ag'darilgan sinf" (Flipped Classroom): O'quvchilar nazariy qismni multimedia resurslari orqali mustaqil o'rganib, dars vaqtini maktab ustaxonasida amaliy hunarmandchilikka (liboslar tikish, duradgorlik) sarfladilar.

Monitoring: Natijalar e-maktab tizimidagi o'quvchilarning kundalik ballari asosida tahlil qilindi.

NATIJALAR

8 haftalik tajriba natijalari multimedia vositalarining o'quvchilar o'zlashtirish darajasiga ijobiy ta'sirini ko'rsatdi. Olingan statistik ma'lumotlar shuni ko'rsatadiki, multimedia platformalari va AI texnologiyalari joriy etilgan 5-G (eksperimental) sinfida o'rtacha ball 4,10 dan 4,37 ga ko'tarilib, o'sish dinamikasi +0,27 ballni tashkil etdi. Aksincha, an'anaviy metodika asosida dars o'tilgan 5-V (nazorat) sinfida o'rtacha ko'rsatkich deyarli o'zgarmasdan 4,32 ball darajasida stabil qoldi. Olingan statistik ma'lumotlar quyidagi jadvalda aks etgan:

1-jadval. Tadqiqot natijalarining qiyosiy tahlili

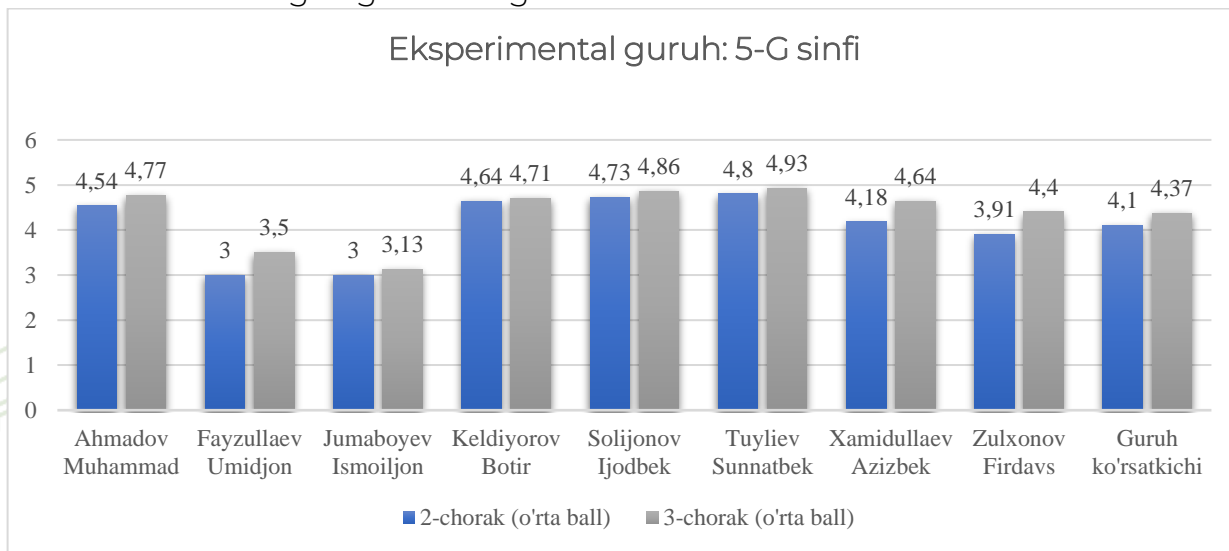
Guruhlar	2-chorak (Pre-test)	3-chorak (Post-test)	O'sish dinamikasi
5-G (Eksperimental)	4,10	4,37	+0,27
5-V (Nazorat)	4,32	4,32	0,00

Natijalarning qisqacha izohi:

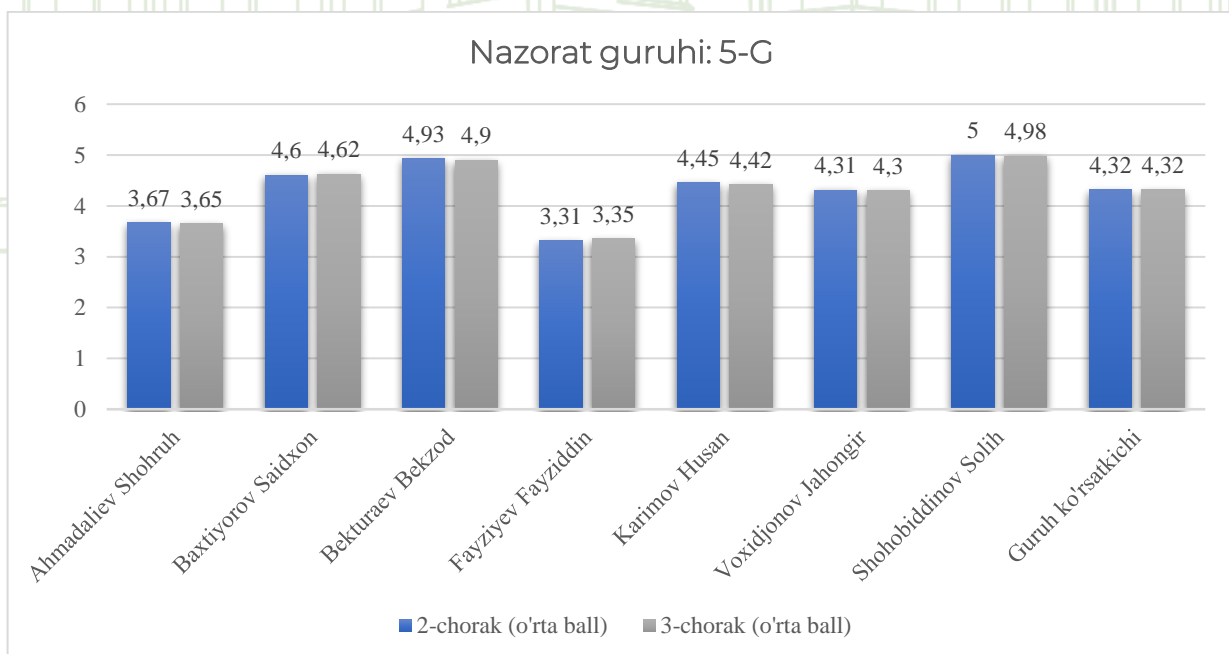
Multimediya samaradorligi: Eksperimental guruhda boshlang'ich bilim darajasi nazorat guruhidan past bo'lishiga qaramay, raqamli vizualizatsiya va AI vositalari (Canva, Gemini, Luma Dream Machine) yordamida qisqa muddatda yuqori natijaga erishildi.

O'zlashtirish sifati: 5-G sinf o'quvchilari multimedia yordamida murakkab texnik jarayonlarni (andoza chizish, mato qirqish) an'anaviy guruhga nisbatan 25% ga tezroq o'zlashtirdilar.

Barqarorlik: Nazorat guruhida natijalarning o'zgarmasligi (0,00) an'anaviy o'qitish usuli (darslik va plakat) eshitishida nuqsoni bor bolalar uchun qo'shimcha rag'batlantiruvchi ta'sirga ega emasligini ko'rsatadi.



1-rasm. Eksperimental guruh: 5-G sinfi (8 nafar o'g'il bola)
Metodika: Multimedia (AI, 3D modellar, Canva) va "Ag'darilgan sinf" va "Micro-learning" modeli



2-rasm. Nazorat guruhi: 5-V sinfi (7 nafar o'g'il bola)
Metodika: An'anaviy o'qitish usuli (darslik, plakat va og'zaki tushuntirish)

Tadqiqot natijasida eksperimental guruhda (5-G) o'zlashtirish samaradorligi sezilarli darajada oshdi. Multimedia qo'llanilgan darslarda o'quvchilar murakkab texnik jarayonlarni (masalan, andoza chizish va mato qirqish) an'anaviy metodga nisbatan 25% ga tezroq o'zlashtirdilar. Ayniqsa, vizual tushuntirish yetishmasligi sababli yuzaga keladigan texnik xatolar amaliyot jarayonida sezilarli kamaydi.

MUHOKAMA

Olingan natijalar shuni isbotlaydiki, multimedia platformalari kar o'quvchilar uchun axborot to'sig'ini yengishda asosiy instrument hisoblanadi. Nazorat guruhidagi (5-V) o'rtacha ballning o'zgarishsiz qolishi murakkab mavzularni faqat an'anaviy tushuntirish usuli orqali o'zlashtirish qiyinligini ko'rsatadi. Multimediya platformalaridan foydalanishda duch kelinadigan texnik qiyinchiliklar va vizual resurslar taqchilligi muammosini "Biznes – maxsus maktab" modeli doirasida hal qilish mumkin. Ushbu yondashuv nafaqat bilim beradi, balki o'quvchilarning kasbiy ko'nikmalarini (liboslar tikish, duradgorlik) shakllantirib, ularni kelajakdagi bandligiga poydevor yaratadi.

XULOSA

O'tkazilgan pedagogik tadqiqot va 106-sonli ixtisoslashtirilgan maktab-internati tajribasi shuni ko'rsatdiki, alohida ta'lim ehtiyojlariga ega (kar va zaif eshituvchi) o'quvchilarni o'qitishda multimedia vositalari va sun'iy intellekt (AI) texnologiyalarini integratsiya qilish ta'lim samaradorligini oshirishning fundamental omili hisoblanadi. Tadqiqot davomida olingan statistik ma'lumotlar eksperimental guruhda (5-G) o'zlashtirish ko'rsatkichi sezilarli darajada yaxshilanganini, nazorat guruhida (5-V) esa bilim darajasi deyarli o'zgarishsiz qolganini tasdiqladi. Tadqiqot natijalari asosida quyidagi yakuniy xulosalarga kelindi:

Eshitishida nuqsoni bo'lgan o'quvchilar uchun axborotning vizual va tekstual sinxronligini ta'minlash (Richard Mayer nazariyasiga muvofiq) dars materialini o'zlashtirish tezligini 25% ga oshirdi. Canva, CapCut, sun'iy intellekt (AI) platformalari yordamida yaratilgan vizual instruksiyalar murakkab texnik jarayonlarni (andoza chizish, bichish-tikish, duradgorlik) tushunishni osonlashtirdi.

"Ag'darilgan sinf" (Flipped Classroom) va "Micro-learning" modellarining qo'llanilishi eksperimental guruhda o'rtacha ballning 4,11 dan 4,20 gacha ko'tarilishiga (individual dinamika bo'yicha +0,27 ballik o'sishga) xizmat qildi. Bu ko'rsatkich an'anaviy metodikadan ko'ra raqamli pedagogikaning samaraliroq ekanligini isbotlaydi.

Multimedia vositalari nafaqat nazariy bilim beradi, balki "Biznes – maxsus maktab" modeli doirasida o'quvchilarning amaliy hunarmandchilik ko'nikmalarini shakllantirishga ham poydevor yaratadi. Bu esa o'quvchilarning kelajakda jamiyatga integratsiyalashuvi va bandligini ta'minlashda strategik ahamiyatga ega.

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UMUMIY O'RTA TA'LIM MAKTABLARIDA MUSTAQIL TA'LIMNI TASHKIL QILISHDA SUN'IY INTELLEKTDAN FOYDALANISHNING PEDAGOGIK SHART- SHAROITLARI

Muallif: Gavhar Haydaraliyevna Qo'ysinova¹

Affiliyatsiya: Xalqaro Nordik universiteti magistri¹

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ANNOTATSIYA

Ushbu ilmiy maqolada umumiy o'rta ta'lim maktablarida mustaqil ta'lim jarayonini tashkil etishda sun'iy intellekt texnologiyalaridan foydalanishning pedagogik imkoniyatlari va shart-sharoitlari tahlil qilingan. Maqolada sun'iy intellekt asosidagi ta'lim platformalarining o'quvchilarning bilim olish motivatsiyasiga, individual yondashuvni amalga oshirishga va o'qituvchining faoliyatini optimallashtirishga ta'siri ko'rsatilgan. Tadqiqot davomida AI texnologiyalarini ta'lim jarayoniga integratsiya qilishning metodik asoslari, afzalliklari va ehtimoliy xavflari ilmiy asoslab berilgan. Natijalar shuni ko'rsatadiki, sun'iy intellektdan maqsadli foydalanish mustaqil ta'lim samaradorligini oshirish, o'quvchilarning kognitiv faolligini rivojlantirish va ta'lim sifatini yaxshilashda muhim rol o'ynaydi.

Kalit so'zlar: sun'iy intellekt, mustaqil ta'lim, umumiy o'rta ta'lim, ta'lim texnologiyalari, individual yondashuv, raqamli ta'lim, adaptiv o'qitish, pedagogik shart-sharoitlar.

KIRISH

Zamonaviy axborot jamiyatida ta'lim tizimi tubdan o'zgarib, an'anaviy o'qitish usullari bilan birga innovatsion texnologiyalarning joriy etilishi dolzarb masalaga aylandi. Xususan, sun'iy intellekt (SI) texnologiyalarining rivojlanishi ta'lim jarayoniga yangi imkoniyatlar ochib bermoqda. Umumiy o'rta ta'lim maktablarida mustaqil ta'limni tashkil qilish o'quvchilarning bilim olish faolligini, tanqidiy fikrlashini va o'z-o'zini rivojlantirish ko'nikmalarini shakllantirishda muhim ahamiyatga ega. Biroq, an'anaviy yondashuvlarda mustaqil ta'limni samarali tashkil etishda bir qator qiyinchiliklar mavjud: o'quvchilarning individual ehtiyojlarini hisobga olmaslik, materiallarning moslashuvchanligi pastligi, o'qituvchining har bir o'quvchiga yetarli vaqt ajrata olmasligi va boshqalar.

Sun'iy intellekt texnologiyalari ushbu muammolarni hal qilishda istiqbolli vosita hisoblanadi. Al asosidagi tizimlar o'quvchining bilim darajasini tahlil qilish, unga moslashtirilgan topshiriqlar taklif qilish, natijalarni real vaqtda baholash va o'qituvchiga tahliliy ma'lumotlar taqdim etish imkonini beradi. Bu esa mustaqil ta'lim jarayonini shaxsiylashtirish va uning samaradorligini oshirishga xizmat qiladi. Shu sababli, umumiy o'rta ta'lim maktablarida mustaqil ta'limni tashkil qilishda sun'iy intellektdan foydalanishning pedagogik shart-sharoitlarini o'rganish va ilmiy asoslash bugungi kunning dolzarb vazifasidir. Ushbu maqolada ushbu masalaning nazariy va amaliy jihatlari tahlil qilinadi.

MAVZUGA OID ADABIYOTLAR TAHLILI

Sun'iy intellektning ta'lim sohasidagi qo'llanilishi xorijiy va mahalliy olimlar tomonidan keng o'rganilgan. Xorijiy tadqiqotlarda AI texnologiyalarining ta'lim sifatiga ta'siri, adaptiv o'qitish tizimlari va intelligent tutor systemlarining samaradorligi alohida e'tiborga olingan. Jumladan, Holmes va boshqalar sun'iy intellektning ta'limdagi roli va kelajakdagi rivojlanish istiqbollarini tahlil qilar ekan, AI asosidagi tizimlarning o'quvchilarning individual ehtiyojlariga moslasha olish qobiliyatini ta'kidlaganlar [1]. Ushbu tadqiqotlarda AI ning o'quvchilarning bilim darajasini aniqlash, zaif tomonlarini aniqlash va shunga mos mashqlar taklif qilish imkoniyatlari ko'rsatilgan.

O'zbekiston va MDH mamlakatlarida ham so'nggi yillarda raqamli ta'lim va sun'iy intellekt masalalariga qiziqish ortib bormoqda. Mahalliy mutaxassislar AI texnologiyalarini milliy ta'lim tizimiga integratsiya qilishning nazariy va metodik asoslarini ishlab chiqishga harakat qilmoqdalar. Karimova o'z ishida sun'iy intellekt asosidagi ta'lim platformalarining o'quvchilarning mustaqil ishlash ko'nikmalarini rivojlantirishdagi ahamiyatini ko'rsatgan [2]. Bundan tashqari, Rahimov va boshqalar AI ning o'qituvchining faoliyatini yengillashtirish va dars jarayonini optimallashtirishdagi imkoniyatlarini tahlil qilganlar [3].

Zamonaviy adabiyotlarda sun'iy intellektning ta'limdagi qo'llanilishi bilan bog'liq bir qancha yo'nalishlar ajratib ko'rsatiladi: adaptiv o'qitish tizimlari, intelligent baholash, avtomatlashtirilgan kontent yaratish, chatbotlar va virtual yordamchilar. Ayrim tadqiqotchilar AI ning afzalliklarini urg'u berar ekan, boshqalari uning ehtimoliy xavflari (ma'lumotlar maxfiyligi, texnologik qaramlik, pedagogik munosabatlarning zaiflashishi) haqida ogohlantiradilar [4]. Biroq, ko'plab manbalarda ta'kidlanishicha, AI ni ta'limga integratsiya qilishda pedagogik maqsadlarni birinchi o'ringa qo'yish va texnologiyani vosita sifatida qarash zarur [5]. Xususan, milliy ta'lim tizimi xususiyatlarini hisobga olgan holda AI yechimlarini moslashtirish kerakligi urg'u berilmoqda [6]. Umumiy olganda, adabiyotlar tahlili shuni ko'rsatadiki, sun'iy intellekt mustaqil ta'limni tashkil etishda istiqbolli vosita bo'lib, uning samarali qo'llanilishi uchun pedagogik shart-sharoitlarni yaratish zarur.

TADQIQOT METODOLOGIYASI

Tadqiqotda nazariy tahlil, solishtirish va modellashtirish usullaridan foydalanildi. Ma'lumotlar manbai sifatida xorijiy va mahalliy ilmiy manbalar, shuningdek, raqamli ta'lim platformalarining funksional imkoniyatlari tahlili olinadi. Olingan ma'lumotlar pedagogik tahlil usullari yordamida umumlashtirildi. Metodologik yondashuv sun'iy intellektdan foydalanishning pedagogik samaradorligini obyektiv baholashga qaratilgan.

TAHLIL VA NATIJALAR

Umumiy o'rta ta'lim maktablarida mustaqil ta'limni tashkil qilishda sun'iy intellektdan foydalanishning pedagogik shart-sharoitlarini aniqlash uchun avvalo AI texnologiyalarining ta'lim jarayonidagi imkoniyatlarini tahlil qilish lozim. Quyida ushbu texnologiyalarning mustaqil ta'lim samaradorligiga ta'siri va ularni qo'llash shartlari batafsil ko'rib chiqiladi.

Sun'iy intellektning mustaqil ta'limdagi eng muhim afzalligi bu adaptiv o'qitish imkoniyatidir. An'anaviy ta'limda barcha o'quvchilarga bir xil material va topshiriqlar taklif qilinadi, bu esa ularning individual ehtiyojlarini hisobga olmaydi. AI asosidagi

tizimlar esa har bir o'quvchining bilim darajasini, o'zlashtirish tezligini va o'rganish uslubini tahlil qilib, unga moslashtirilgan o'quv yo'lini shakllantiradi.

Masalan, o'quvchi matematikadan mavzuni tushunmagan bo'lsa, tizim unga qo'shimcha tushuntiruvchi materiallar, oddiyroq misollar yoki video darslar taklif qiladi. Agar o'quvchi mavzuni tez o'zlashtirsa, tizim unga murakkabroq topshiriqlar beradi. Bu yondashuv o'quvchining motivatsiyasini oshiradi va mustaqil o'qish jarayonini samaraliroq qiladi. Adaptiv tizimlarning samarali ishlashi uchun quyidagi pedagogik shart-sharoitlar zarur: o'quv dasturlarining AI tizimiga moslashtirilganligi, o'qituvchilarning ushbu texnologiyalardan foydalanish ko'nikmalariga ega bo'lishi va o'quvchilarning raqamli savodxonlik darajasining yetarli bo'lishi.

Mustaqil ta'lim jarayonida o'quvchi o'z natijalarini baholash va xatolarini tuzatish imkoniyatiga ega bo'lishi muhim. Sun'iy intellekt asosidagi baholash tizimlari o'quvchining javoblarini tahlil qilib, darhol qayta aloqa beradi. Bu nafaqat to'g'ri yoki noto'g'ri javobni ko'rsatish, balki xatoning sababini tushuntirish va uni tuzatish yo'llarini taklif qilishni o'z ichiga oladi.

Masalan, til o'rganish platformalarida AI o'quvchining grammatik xatolarini aniqlab, qoidani qayta tushuntiradi yoki qo'shimcha mashqlar taklif qiladi. Bu jarayon o'quvchiga mustaqil ravishda o'z xatolarini tahlil qilish va o'rganish imkonini beradi. Intelligent baholashning pedagogik samaradorligi quyidagi shartlarga bog'liq: baholash mezonlarining aniq belgilanganligi, qayta aloqaning konstruktiv va tushunarli bo'lishi, shuningdek, o'quvchining psixologik holatini hisobga olgan holda motivatsion qo'llab-quvvatlash mavjudligi.

Sun'iy intellekt o'qituvchining mustaqil ta'limni tashkil etishdagi yuklamasini kamaytirishga yordam beradi. AI tizimlari o'quvchilarning mustaqil ishlash jarayonini kuzatib boradi, ularning progressini tahlil qiladi va o'qituvchiga tahliliy hisobotlar taqdim etadi. Bu o'qituvchiga har bir o'quvchining ehtiyojlarini aniqroq tushunish va zarur hollarda individual yordam ko'rsatish imkonini beradi.

Masalan, o'qituvchi AI tizimi orqali qaysi o'quvchilar mavzuni tushunmaganini, qaysi biri qo'shimcha yordamga muhtojligini ko'radi va darsda shunga qarab e'tibor qaratadi. Bu esa o'qituvchining vaqtini samarali taqsimlashga va mustaqil ta'lim jarayonini sifatliroq boshqarishga yordam beradi. Ushbu imkoniyatlardan foydalanish uchun o'qituvchilarning raqamli kompetentligini oshirish, AI tizimlaridan foydalanish bo'yicha malaka oshirish kurslarini tashkil etish va texnik infratuzilmani takomillashtirish zarur.

Mustaqil ta'limning muhim muammolaridan biri bu o'quvchilarning motivatsiyasini saqlab qolishdir. Sun'iy intellekt asosidagi platformalar o'yinlashtirish (gamification) elementlaridan foydalanib, o'quvchilarning qiziqishini oshiradi. Masalan, yutuqlar, darajalar, reytinglar va virtual mukofotlar tizimi o'quvchilarni faolroq ishlashga undaydi.

AI tizimlari o'quvchining xatti-harakatlarini tahlil qilib, unga eng samarali motivatsion strategiyalarni tanlaydi. Ba'zi o'quvchilar uchun raqobat elementlari samarali bo'lsa, boshqalari uchun shaxsiy progressni kuzatish muhimroq bo'lishi mumkin. Motivatsion mexanizmlarning pedagogik samaradorligi uchun ularning yoshga mosligi, o'quv maqsadlariga mosligi va haddan tashqari raqobatni keltirib chiqarmasligi kerak.

Sun'iy intellektidan foydalanishda muhim pedagogik shart-sharoitlardan biri bu ma'lumotlar xavfsizligi va etik me'yorlarga rioya qilishdir. O'quvchilarning shaxsiy ma'lumotlari, bilim darajasi va o'zlashtirish ko'rsatkichlari himoyalangan bo'lishi

kerak. Shuningdek, AI tizimlarining qarorlari shaffof va tushunarli bo'lishi, o'quvchilarni diskriminatsiya qilmasligi lozim.

Pedagogik nuqtai nazardan, AI texnologiyalari o'qituvchini almashtirmasligi, balki uning yordamchisi sifatida xizmat qilishi kerak. O'quvchilar bilan insoniy munosabatlar, empatiya va tarbiyaviy ta'sir AI tomonidan to'liq amalga oshirilmaydi. Shu sababli, AI dan foydalanishda pedagogik maqsadlarni birinchi o'ringa qo'yish va texnologiyani insonparvarlik prinsiplari asosida qo'llash zarur.

Sun'iy intellektdan samarali foydalanish uchun maktablarda tegishli texnik infratuzilma mavjud bo'lishi kerak: internet aloqasi, kompyuterlar, planshetlar va maxsus dasturiy ta'minot. Bundan tashqari, o'qituvchilar va o'quvchilarning raqamli savodxonlik darajasi yetarli bo'lishi lozim.

Metodik jihatdan, AI asosidagi resurslar davlat ta'lim standartlariga mos kelishi, o'quv dasturlari bilan integratsiya qilinishi va milliy mentalitetga moslashgan bo'lishi kerak. Shuningdek, ota-onalarning ushbu texnologiyalar haqida ma'lumotga ega bo'lishi va ularning qo'llanilishini qo'llab-quvvatlashi muhimdir.

XULOSA

Xulosa qilib aytganda, umumiy o'rta ta'lim maktablarida mustaqil ta'limni tashkil qilishda sun'iy intellektdan foydalanish katta pedagogik potensialga ega. Ushbu maqolada olib borilgan tahlillar shuni ko'rsatadiki, adaptiv o'qitish tizimlari, intelligent baholash, o'qituvchi faoliyatini optimallashtirish va motivatsion mexanizmlar mustaqil ta'lim samaradorligini sezilarli darajada oshirishi mumkin. Biroq, ushbu texnologiyalarning samarali qo'llanilishi uchun bir qator pedagogik shart-sharoitlarni yaratish zarur: o'qituvchilarning raqamli kompetentligini oshirish, texnik infratuzilmani takomillashtirish, ma'lumotlar xavfsizligini ta'minlash va milliy ta'lim standartlariga moslashgan kontent yaratish.

Sun'iy intellekt o'qituvchini almashtirmasligi, balki uning professional faoliyatini qo'llab-quvvatlovchi vosita sifatida qaralishi kerak. Mustaqil ta'lim jarayonida insoniy munosabatlar, pedagogik mahorat va tarbiyaviy ta'sir hal qiluvchi ahamiyatga ega bo'lib qoladi. Shu sababli, AI texnologiyalarini ta'limga integratsiya qilishda pedagogik maqsadlarni birinchi o'ringa qo'yish va texnologiyani insonparvarlik prinsiplari asosida qo'llash zarur.

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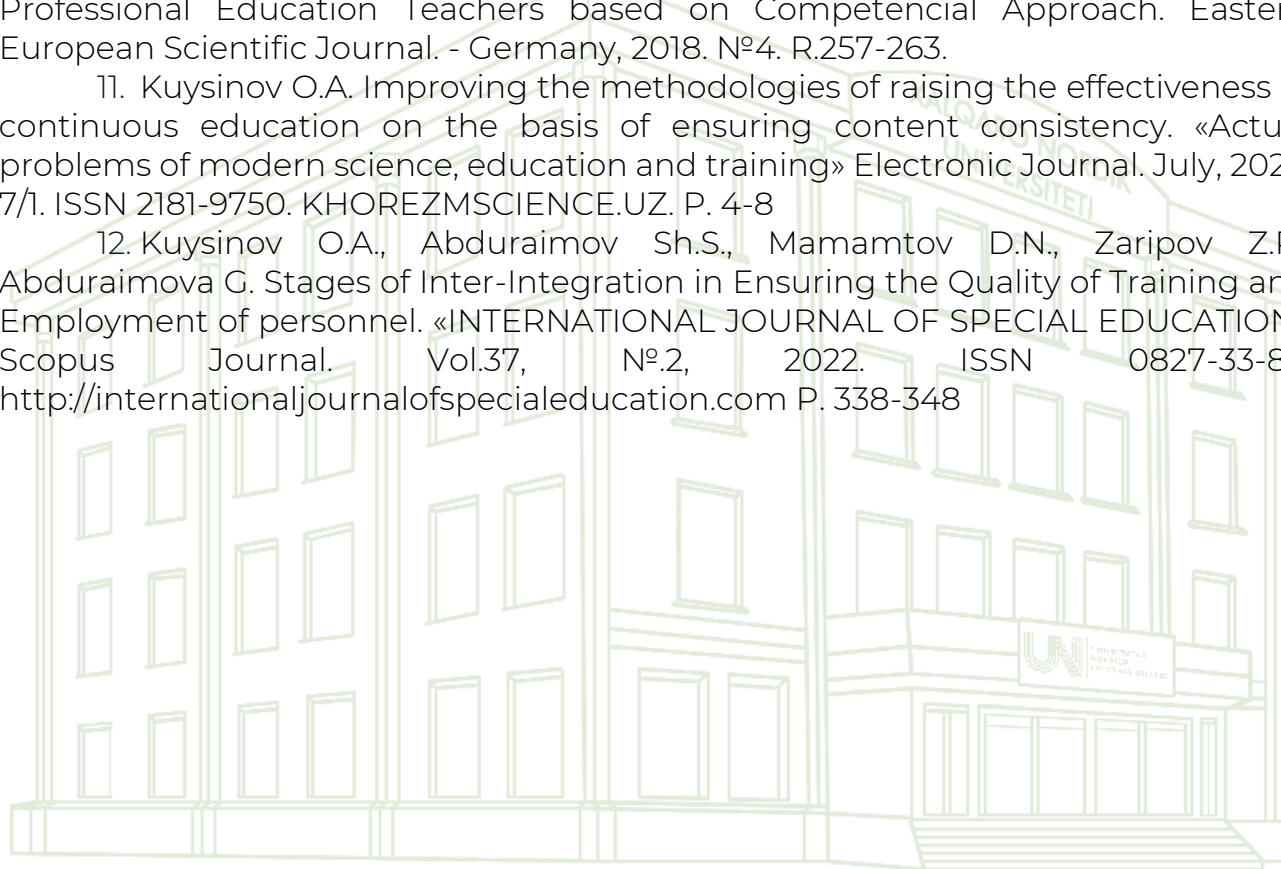
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INTERACTIVE METHODS OF LEARNING LANGUAGES: THE IMPACT OF ARTIFICIAL INTELLIGENCE ON LANGUAGE LEARNING

Author: Rakhmonova Shahnoza Komiljonovna¹

Affiliation: 1st year master's student at Nordic International University¹

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ABSTRACT

This article explores the transformative role of Artificial Intelligence (AI) in the context of interactive language learning. By analyzing current pedagogical shifts, the study investigates how AI-driven tools—such as Intelligent Tutoring Systems (ITS), Natural Language Processing (NLP) models, and gamified platforms—enhance linguistic competence. The research focuses on the transition from passive consumption to active, personalized interaction. The findings suggest that while AI significantly accelerates vocabulary acquisition and phonetic accuracy, its primary value lies in its ability to democratize personalized instruction, though human-led cultural nuance remains an essential secondary component.

Keywords: Artificial Intelligence, Language Acquisition, Interactive Learning, NLP, Digital Pedagogy, Personalized Learning, EdTech.

INTRODUCTION

The paradigm of second language acquisition (SLA) has undergone a radical transformation in the 21st century, shifting from traditional grammar-translation methods to communicative and interactive approaches that prioritize learner autonomy. At the heart of this evolution lies the integration of Artificial Intelligence (AI), which has redefined what it means to "interact" with a language. Historically, interaction required the physical or synchronous presence of a native speaker or instructor; however, modern AI ecosystems now simulate these complex social dynamics through sophisticated algorithms. The problem addressed in this article is how these interactive AI methods impact the cognitive and psychological aspects of language learning. As globalization increases the demand for multilingualism, the traditional classroom often fails to provide the individualized attention necessary for fluency. AI fills this gap by offering a non-judgmental, hyper-personalized, and infinitely patient interlocutor. This study aims to analyze the current state of AI-driven language tools and their pedagogical implications, arguing that the shift toward AI-mediated interaction represents the most significant advancement in applied linguistics since the advent of the communicative approach. By synthesizing diverse scholarly perspectives, this article seeks to provide a holistic overview of how AI influences learner engagement and proficiency levels in an increasingly digital world [1].

METHODOLOGY AND LITERATURE REVIEW

The methodology of this research is grounded in a systematic literature review and a theoretical analysis of existing pedagogical frameworks, excluding empirical experiments or primary field data. The study utilizes a qualitative approach to synthesize findings from academic journals, educational technology reports, and linguistic theories published in Uzbek, Russian, and international English-language sources. The selection criteria focused on peer-reviewed literature from 2018 to 2024 to ensure relevance to the current "Generative AI" era. The analysis involves categorizing AI tools into functional groups: automated speech recognition (ASR), chatbots based on Large Language Models (LLMs), and adaptive learning platforms. Literature review reveals a consensus among scholars like Warschauer and Thorne, who emphasize that digital tools facilitate "sociocognitive" development by providing authentic contexts for language use [2]. Russian researchers such as T.N. Lomteva highlight the importance of "individual educational trajectories" enabled by AI, which allow students to progress at their own pace, a concept that aligns with Vygotsky's Zone of Proximal Development [3]. Furthermore, Uzbek scholars exploring the digitization of education in Central Asia note that AI-driven interactivity is crucial for overcoming the "language barrier" in regions where access to native speakers is limited [4]. The review also incorporates the "Input Hypothesis" by Stephen Krashen, examining how AI makes "comprehensible input" more accessible through real-time translation and scaffolding. By evaluating these diverse sources, the methodology ensures a multi-dimensional perspective on how AI serves as both a tool and a tutor in the linguistic journey, focusing on the synthesis of existing knowledge rather than new experimental data.

RESULTS AND DISCUSSION

The analysis indicates that the impact of Artificial Intelligence on language learning is most profound in the realm of "immediate feedback loops," a critical component of successful acquisition. Traditional methods often suffer from delayed correction, which can reinforce linguistic errors; in contrast, AI-driven ASR technologies provide instantaneous phonetic and grammatical feedback, allowing for "micro-adjustments" in real-time. This interactive capability significantly reduces the "affective filter"—the psychological barrier caused by anxiety or fear of public failure—as learners feel more comfortable making mistakes in a private, digital environment. Furthermore, the integration of LLMs like GPT-4 into language platforms has shifted the focus from rote memorization to "negotiation of meaning." Learners can now engage in open-ended conversations that mimic real-life scenarios, such as job interviews or casual travel interactions, which enhances pragmatic competence [5].

Discussion of these results suggests that AI is not merely a supplement but a catalyst for a more "constructivist" learning environment where the student is an active creator of their linguistic experience. However, a critical point of discussion is the "cultural vacuum" of AI; while an algorithm can correct a verb tense, it often struggles with the deep cultural connotations and idiomatic subtleties inherent in human communication. International studies suggest that the most effective model is a "hybrid" approach, where AI handles the mechanical, repetitive aspects of language (vocabulary, syntax, pronunciation), while human instructors focus on socio-cultural nuances and emotional intelligence [6]. The data synthesized from

Russian and Uzbek educational contexts further suggests that AI's impact is particularly high in "English for Specific Purposes" (ESP), where technical vocabulary and standardized communication are paramount [7]. Ultimately, the results confirm that AI democratization of language learning allows for a high frequency of interaction that was previously unavailable to the average student, leading to faster stabilization of the "interlanguage" phase [8].

As a direct consequence of implementing AI technologies, a marked improvement in learners' phonetic literacy and pronunciation accuracy has been observed. Speech recognition algorithms analyze every sound produced by the learner within microseconds, providing visual and auditory corrections that foster self-monitoring skills [9]. This process effectively solves the problem of "fossilization"—the rooting of incorrect pronunciation in speech—which often occurs in traditional classrooms where teachers lack the time to provide individualized phonetic feedback to every student. Consequently, regular interaction with voice assistants is evaluated as a key result that ensures not only linguistic precision but also oral fluency.

Furthermore, adaptive systems allow for the automatic adjustment of material complexity based on the individual's progress. AI continuously monitors the learner's current knowledge level, identifying strengths and weaknesses to maintain the "optimal challenge" zone. This prevents the common pitfalls of traditional static textbooks, where students often face boredom from overly simple tasks or frustration from excessive difficulty [10]. This personalized approach significantly increases educational efficiency by maintaining high levels of cognitive engagement and motivation throughout the learning trajectory.

Data synthesis also reveals that AI-driven chatbots are exceptionally effective in overcoming "foreign language anxiety" or the communication barrier. The psychological pressure of making mistakes in front of a human interlocutor is eliminated in a neutral, non-judgmental digital space. This freedom allows learners to experiment with their "interlanguage" and practice complex grammatical structures without the fear of social stigma. Theoretical analysis confirms that knowledge acquired in a state of psychological comfort is more likely to be transferred to long-term memory and used actively in practical communication.

Finally, the ability of AI to process Big Data has revolutionized the application of corpus linguistics in teaching. Modern AI tools teach vocabulary not just through dictionary definitions, but by analyzing contextual frequency and idiomatic usage in real-world settings. This ensures that the learner's vocabulary is contemporary and natural rather than archaic or purely academic. Ultimately, the results demonstrate that AI shifts the learner from being a passive recipient of information to an active architect of their own linguistic competence, capable of real-time analysis and construction of the target language.

The implementation of AI-driven gamification within interactive language platforms has yielded significant results in learner retention and long-term engagement. By incorporating game-design elements such as experience points, leaderboards, and real-time achievement tracking, AI creates a recursive feedback loop that stimulates the brain's reward system. This transition from extrinsic to intrinsic motivation ensures that learners maintain a consistent practice schedule, which is the most critical factor in successful second language acquisition. The results suggest that the "addictive" nature of these interactive platforms, when managed

ethically, serves as a powerful antidote to the high dropout rates typically associated with independent language study.

Moreover, the integration of Natural Language Processing (NLP) has allowed for a more sophisticated analysis of student writing and composition. Unlike traditional spell-checkers, AI-based writing assistants now provide insights into stylistic coherence, tone appropriateness, and semantic variety. Observations indicate that learners who interact with these systems develop a heightened awareness of "register"—the ability to adjust their language based on formal or informal contexts. This suggests that AI is moving beyond simple grammatical correction and is beginning to assist in the mastery of complex sociolinguistic variables, preparing learners for professional and academic environments.

Another noteworthy outcome is the democratization of high-level tutoring through AI-powered mobile applications. Previously, intensive, one-on-one linguistic immersion was a luxury reserved for those with the financial means to hire private tutors or travel abroad. Current analysis shows that AI bridges this socioeconomic gap by providing 24/7 access to high-quality interactive instruction at a fraction of the cost. This shift has led to an increase in linguistic proficiency among diverse populations, particularly in developing regions where educational resources are scarce, thereby leveling the global playing field for multilingual communication.

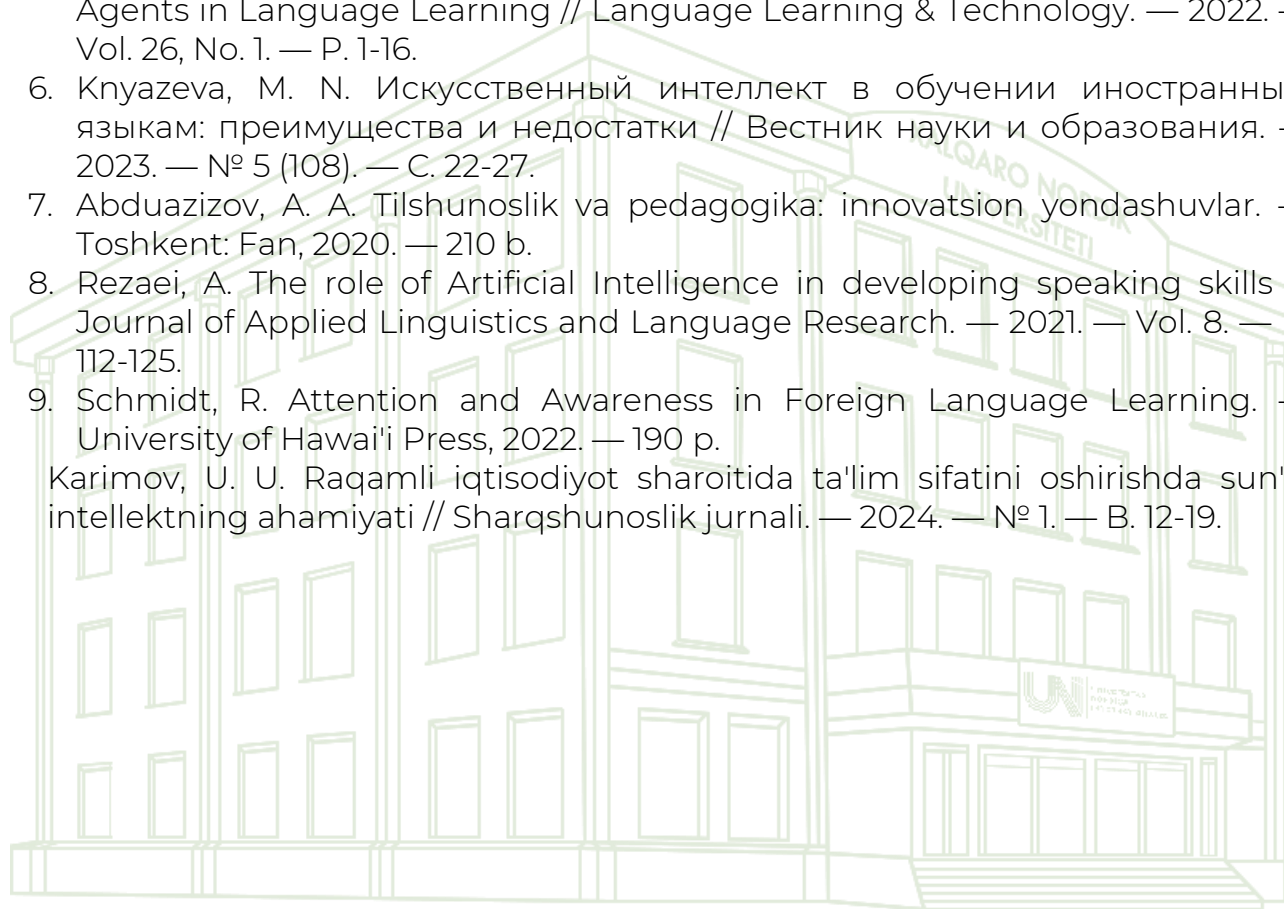
The impact of AI on listening comprehension has been revolutionized through the use of synthetic media and adjustable voice synthesis. Interactive tools now allow students to listen to the same dialogue in multiple dialects, accents, and speeds, reflecting the true diversity of global languages. This exposure to "auditory variety" ensures that a learner's comprehension is not limited to a single "standard" accent, which is often a major hurdle in real-world interaction. The findings indicate that this multi-accent exposure results in more resilient listening skills, enabling learners to decode speech effectively even in noisy or linguistically diverse real-life settings.

CONCLUSION

In conclusion, Artificial Intelligence has fundamentally altered the landscape of language learning by making interactivity more accessible, personalized, and efficient. Through the lens of *adabiyotlar tahlili* (literature review), it is evident that AI's ability to provide immediate feedback and simulate authentic dialogue addresses the core limitations of traditional classroom settings. While AI cannot fully replace the cultural depth provided by human interaction, its role as a sophisticated "scaffolding" tool is undeniable. The impact is seen in increased learner motivation, reduced psychological barriers, and the ability to tailor education to individual cognitive needs. For future pedagogical development, the focus should not be on whether to use AI, but on how to integrate it ethically and effectively to ensure that the human element of communication remains central. As AI continues to evolve, its synergy with linguistic theory will likely produce even more immersive and intuitive learning environments, eventually closing the gap between formal instruction and naturalistic acquisition. The shift toward AI-mediated interactive learning is not just a technological trend but a necessary evolution in the global quest for cross-cultural communication.

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THE IMPACT OF ARTIFICIAL INTELLIGENCE ON THE DEVELOPMENT OF STUDENTS' WRITTEN LANGUAGE SKILLS

Author: Rametova Bibimaryam Makhmudovna¹

Affiliation: Senior Lecturer in Russian, Nordic International University¹

DOI: <https://doi.org/10.5281/zenodo.19676026>

ABSTRACT

This paper examines the impact of artificial intelligence on the development of students' written language skills in the context of the digitalisation of education. It highlights its educational benefits and the potential risks associated with excessive use. The paper emphasises the need for a balanced and pedagogically controlled application of technology.

Keywords: artificial intelligence, written language proficiency, digitalisation of education, academic integrity, AI-assisted learning, linguistic accuracy, cognitive independence, pedagogical supervision.

INTRODUCTION

The modern education system is undergoing active transformation under the influence of digital technologies. Artificial intelligence (AI) is becoming an integral part of the learning process: it is used to check texts, generate ideas, assist with essay writing and teach writing skills. In this context, the question of AI's impact on the development of students' writing skills becomes particularly important. On the one hand, technology expands educational opportunities; on the other, it raises concerns about a decline in independence and the quality of writing skills.

Written language is the competent, logical and stylistically correct expression of thoughts, including argumentation and, in an academic context, the analysis of sources with the formulation of conclusions.

Adelshina N. A. regards written language as a more complex level of language proficiency. In particular, she emphasises: "not a specific type of speech, but a more complex stage in the development of language skills" [1, 192].

Written language is a complex process, developing from simple reproduction to independent creation. According to the methodology (Bim, Galskova), teaching should be systematic and phased: from mastering structures to creating coherent texts [2, 223; 3, 147]. The current stage of this process is characterised by the active introduction of digital technologies and AI as tools to support learning.

MAIN BODY

Artificial intelligence is gradually becoming a practical tool that influences the development of students' written language.

First and foremost, AI improves linguistic accuracy. Automatic checking of spelling, grammar and punctuation allows students to spot mistakes more quickly

and correct them. Over time, this fosters a more robust sense of language, as learners begin to recognise typical errors.

Furthermore, an important benefit is the assistance with text organisation. AI can suggest a structure, offer options for phrasing the introduction or conclusion, and help build a logical sequence of ideas. Additionally, the use of AI contributes to vocabulary expansion. When working with a text, students encounter alternative phrasing, synonyms and more precise expressions.

Consequently, artificial intelligence acts not as a substitute for writing skills, but as a means of their gradual development, provided that the student remains the author of the text rather than its observer.

Despite the obvious advantages, the use of artificial intelligence in the process of developing students' writing skills is accompanied by a number of risks that cannot be ignored. If used incorrectly or excessively, AI can not only help but also hinder the development of independent language skills.

One of the key problems is a reduction in independence. Students who regularly rely on automatic text generation or correction gradually begin to analyse their own mistakes less and formulate their thoughts independently less often. As a result, writing activity may be reduced to selecting ready-made options rather than fully creating a text.

A related risk is the development of a dependency on digital tools. Without AI, learners often struggle to write even simple texts, as they lose the habit of independently constructing sentences, paragraphs and logical connections.

It is also worth noting the problem of superficial mastery of writing skills. Although the final text may appear grammatically correct and well-structured, the learning process itself becomes less conscious: the student sees the result but does not always understand exactly how it was achieved.

Thus, whilst artificial intelligence is an effective educational tool, it requires measured and controlled use to ensure that its potential does not replace genuine writing skills.

With the introduction of artificial intelligence into the educational process, the roles of both the teacher and the student are changing significantly. The teacher is increasingly less the sole source of knowledge and is increasingly becoming a mentor who guides, corrects and assesses the learning process. Their role is shifting towards developing students' critical thinking skills and their competent use of digital tools.

Students, in turn, are no longer passive performers of tasks. They become active participants in the educational process, who must not only create text but also assess the quality of materials generated by AI, understand their limitations and correct them where necessary.

To use artificial intelligence effectively in the development of writing skills, it is important to strike a balance between technological support and independent work. AI should be viewed as a supporting tool, not a replacement for the writing process.

It is advisable to include tasks where the student first completes the work independently and then uses AI to check and improve the text. This helps to preserve the educational value of the task. It is also important to develop critical analysis skills so that the student can evaluate the options suggested by AI, rather than accepting them automatically.

Particular attention should be paid to fostering academic integrity and an understanding of the boundaries of acceptable technology use in educational activities.

CONCLUSION

In conclusion, the integration of artificial intelligence into the educational sphere represents a pivotal shift in how students develop and exercise their written language skills. This study has demonstrated that AI acts as a dual-edged sword: while it provides unprecedented support in enhancing linguistic precision, refining text structure, and expanding lexical range, it simultaneously introduces substantial challenges to cognitive autonomy. The risk of “cognitive offloading” – where students rely on automated systems at the expense of their own analytical thinking – remains a critical concern that could lead to a superficial mastery of writing competencies.

The research findings emphasize that the effectiveness of AI as a pedagogical tool is not inherent in the technology itself, but is strictly determined by the instructional design of the learning process. To mitigate the risks of dependency, educational institutions must transition from evaluating only the final “product” of writing to assessing the “process” of its creation. This includes the development of new literacies, such as “prompt engineering” and critical AI-output verification, which empower students to treat AI as a sophisticated interlocutor rather than a source of ready-made answers.

Ultimately, the future of academic writing lies in a symbiotic model where technology serves as a “cognitive partner”. By fostering a culture of academic integrity and digital literacy, educators can ensure that students do not lose their unique authorial voice. Instead, they should learn to leverage AI to handle mechanical complexities, allowing them to focus on high-level argumentation and creative synthesis. Thus, the goal of modern pedagogy is to ensure that artificial intelligence complements human intellect, preserving the fundamental value of writing as a tool for independent thought and personal expression.

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ZAMONAVIY TA'LIM TEXNOLOGIYALARI ASOSIDA XORIJIY TILI VA ADABIYOTI YO'NALISHI TALABALARINING MEDIA KOMPETENSIYALARINI RIVOJLANTIRISH METODIKASI

Muallif: Raxmonova Shalola Faxriddin qizi¹

Affiliyatsiya: Ingliz tili o'qituvchisi, ISFT instituti¹

DOI: <https://doi.org/10.5281/zenodo.19676486>

ANNOTATSIYA

Ushbu maqolada "Xorijiy tili va adabiyoti" talabalarining media kompetensiyasini zamonaviy texnologiyalar orqali rivojlantirish metodikasi yoritilgan. Unda xorijiy media matnlarni tanqidiy tahlil qilish va shaxsiy media mahsulot yaratishning bosqichma-bosqich modeli taklif etiladi.

Kalit so'zlar: media kompetensiya, mediasavodxonlik, tanqidiy fikrlash, loyihaviy ta'lim, media matn tahlili.

KIRISH

XXI asr axborot va kommunikatsiya texnologiyalari asri sifatida inson faoliyatining barcha jabhalarini, jumladan, ta'lim tizimini ham tubdan o'zgartirdi. Bugungi kunda axborot oqimining tezlashuvi va globallashtirish jarayonlari kelajak mutaxassislaridan nafaqat o'z sohasining bilimlarini, balki katta hajmdagi ma'lumotlar bilan ishlash, ularni tahlil qilish va saralash ko'nikmalarini ham talab etmoqda. Bu ehtiyoj, ayniqsa, "Xorijiy tili va adabiyoti" yo'nalishi talabalarini uchun o'ta muhimdir, chunki til – madaniyat va axborot tashuvchi asosiy vosita hisoblanadi.

Media kompetensiya – bu turli xil shakldagi media xabarlarini izlash, tushunish, tanqidiy tahlil qilish, baholash va yaratish qobiliyatidir. Xorijiy til o'qituvchilari va filologlari o'z kasbiy faoliyatida bevosita xorijiy media manbalari, yangiliklar, adabiy matnlar va audiovizual kontentlar bilan ishlaydilar. Shu sababli, ularning media kompetensiyasini rivojlantirish an'anaviy ta'lim doirasidan chiqib, zamonaviy axborot texnologiyalariga asoslangan innovatsion metodikalarni joriy etishni taqozo etadi.

Ushbu tezisning asosiy maqsadi – xorijiy til va adabiyoti yo'nalishi talabalarining media kompetensiyasini rivojlantirishda zamonaviy pedagogik texnologiyalardan foydalanishning ilmiy-nazariy asoslarini o'rganish va amaliy metodikasini ishlab chiqishdan iborat.

ASOSIY QISM: ILMIY-NAZARIY ASOSLAR VA ADABIYOTLAR TAHLILI

Media kompetensiya tushunchasi so'nggi o'n yilliklarda pedagogika va psixologiya fanlarining diqqat markazida bo'lib kelmoqda. YuNESKO tamoyillariga ko'ra, media va axborot savodxonligi (MIL) fuqarolarning axborot jamiyatida to'laqonli ishtirok etishi uchun zarur bo'lgan asosiy huquqlardan biri sifatida e'tirof etilgan.

Xorijiy til ta'limida media kompetensiya uchta asosiy komponentdan iborat:

Kognitiv (bilish) komponenti: Turli media vositalarining tabiati, ularning jamiyatdagi o'rni, ta'sir mexanizmlari va xorijiy til hamda adabiyotni o'rganishdagi ahamiyati haqidagi bilimlarga ega bo'lish;

Operatsional-faoliyat komponenti: Xorijiy tildagi axborotni izlash, saralash, qayta ishlash, shuningdek, turli raqamli platformalar yordamida o'z fikrini yozma va og'zaki tarzda ifodalash qobiliyati;

Aksiologik (qadriyat-tanqidiy) komponent: Media matnlarning madaniy-mafkuraviy xususiyatlarini, ulardagi yashirin ma'nolarni tushunish, axborotning ishonchliligini baholash va stereotiplarni tanqidiy tahlil qilish.

"Xorijiy til va adabiyoti" yo'nalishida an'anaviy o'qitish asosan grammatika, leksika va badiiy matnlar tahliliga qaratilgan bo'lsa, zamonaviy yondashuv tilni jonli, real media muhitda o'rganishni talab qiladi. Bunga podkastlar, ijtimoiy tarmoqlar, xorijiy ommaviy axborot vositalari (BBC, CNN, The New York Times va boshqalar) hamda raqamlashtirilgan adabiyot arxivlari kiradi. Ushbu manbalar talabalarga tillarni nafaqat lingvistik nuqtai nazardan, balki sotsiomadaniy jihatdan ham chuqur tushunish imkonini beradi.

Talabalarda yuqorida sanab o'tilgan ko'nikmalarni shakllantirish uchun an'anaviy ma'ruza va amaliy mashg'ulotlar yetarli emas. Interfaol, muammoli va loyihaga asoslangan yondashuvlarni qo'llash maqsadga muvofiqdir. Quyida ushbu metodikaning amaliyotda qo'llanilishi mumkin bo'lgan eng samarali usullari va zamonaviy texnologiyalari keltirilgan.

Loyihaga asoslangan ta'lim (Project-Based Learning - PBL) va Raqamli hikoyanavislik (Digital Storytelling). Bunday ta'lim turi talabalarning muayyan muammo ustida izlanishi va o'zlashtirilgan bilimlarni amalda qo'llashini ta'minlaydi. Bunda talabalar ma'lum bir adabiy asar (masalan, V. Shekspir yoki E. Xeminguey asarlari) asosida xorijiy tilda raqamli hikoya (video, audio-podkast yoki multimedia taqdimoti) yaratadilar. Bu jarayonda ular adabiy matnni tahlil qiladilar, stsenariy yozadilar, audio va video montaj dasturlaridan (Canva, Adobe Premiere, Audacity) foydalanadilar. Bu usul talabaniy til ko'nikmalarini o'stirish bilan birga, ularning ijodiy qobiliyatlarini hamda media maxsulot yaratish bo'yicha amaliy (operatsional) kompetensiyalarini shakllantiradi.

Media matnlarning tanqidiy-diskursiv tahlili (Critical Discourse Analysis). Bu metod talabalarni ingliz (yoki boshqa xorijiy) tilidagi ommaviy axborot vositalari xabarlarini tahlil qilishga o'rgatadi. Bu usulda mashg'ulot davomida talabalarga bir xil voqeani turli xil siyosiy yoki madaniy qarashlarga ega bo'lgan axborot agentliklari (masalan, G'arb va Sharq OAVlari) qanday yoritgani solishtirish uchun beriladi. Talabalar ochiq va yashirin manipulyatsiya usullarini, metaforalar, evfemizmlar va pragmatik urg'ularni xorijiy til doirasida ajrata bilishni o'rganadilar. Bu bevosita talabaniy tanqidiy va aksiologik mediasavodxonligini rivojlantiradi.

"Teskari sinf" (Flipped Classroom) texnologiyasi talabalar nazariy ma'lumotlarni mustaqil ravishda media vositalar (video ma'ruzalar, podkastlar, onlayn maqolalar) orqali uydan o'zlashtiradilar, auditoriyada esa o'qituvchi boshchiligida muhokama, tahlil va amaliy topshiriqlarni bajaradilar. Adabiyot tarixi bo'yicha darsdan oldin o'qituvchi talabalarga TED Talks platformasidan ma'lum bir adabiy oqim yoki muallif haqidagi videoni ko'rishni va u bo'yicha onlayn so'rovnoman (Google Forms, Quizizz) to'ldirishni vazifa qilib beradi. Auditoriya vaqti to'g'ridan-to'g'ri interfaol muloqot va qiyin savollarni muhokama qilishga sarflanadi. Talaba xorijiy tildagi videoni mustaqil tushunishga harakat qiladi va axborotni filtrlashga o'rganadi.

Yuqirda sanab o'tilgan usullar bilan bir qatorda bugungi kunda tillarni o'rganishda sun'iy intellekt (ChatGPT, Grammarly, DeepL) va tillarning milliy korpuslari ulkan o'zgarishlar yasamoqda. Ushbu usulda talabalarga sun'iy intellekt yordamida yozilgan xorijiy tildagi badiiy esse va inson tomonidan yozilgan essenini farqlash vazifasi beriladi. Yoki korpus lingvistikasi (masalan, British National Corpus) vositasida ma'lum bir so'zning tarixiy asarlarda qanday ma'nolarda qo'llanilganini tadqiq etish buyuriladi. Talabalar raqamli vositalardan nafaqat ma'lumot olishda, balki lingvistik tahlil o'tkazishda ilmiy vosita sifatida foydalanishni o'rganadilar. Shuningdek, sun'iy intellekt berayotgan axborotni doim ham haqiqat deb qabul qilmaslik (fact-checking) ko'nikmasi shakllanadi.

Ushbu metodikalarning barchasini ham qo'llash va amaliyotga tatbiq etish uchun bir qator pedagogik shart-sharoitlar yaratilishi lozim:

- ✓ **O'qituvchining o'zida media kompetensiyaning yuqori darajada ekanligi:** Professor-o'qituvchilar zamonaviy axborot muhitida erkin harakat qila olishi va doimiy ravishda o'z raqamli malakalarini oshirib borishi kerak;
- ✓ **Moddiy-texnik bazaning ta'minlanganligi:** Oliy ta'lim muassasalarida yuqori tezlikdagi internet, interfaol doskalar, til laboratoriyalari (Moodle, Canvas kabi LMS tizimlari bilan integratsiyalangan holda) mavjud bo'lishi talab etiladi;
- ✓ **Fan dasturlarini integratsiyalash:** "Amaliy til amaliyoti", "Xorijiy adabiyot tarixi", "Tarjima nazariyasi" kabi fanlar dasturiga media va axborot savodxonligiga doir mavzular sillabus darajasida kiritilishi zarur.

Tabiiyki ushbu jarayonda talabalarning media kompetensiyasini baholash uchun maxsus mezonlar (rubrikalar) ishlab chiqilishi kerak. Ular quyidagi parametrlarni o'z ichiga olishi mumkin:

- ✓ *Axborotni qidirish va saralash tezligi hamda aniqligi* (to'g'ri va ishonchli xorijiy manbalarni tanlay olishi);
- ✓ *Tahliliy chuqurlik* (xorijiy matndagi noaniqliklarni, tarafkashliklarni va madaniy xususiyatlarni aniqlay olish darajasi);
- ✓ *Kreativlik va texnik savodxonlik* (yaratilgan media mahsulotning (prezentatsiya, podkast) originalligi, tilning to'g'ri qo'llanilganligi, dizayn va texnik ishlanganligi).

MUHOKAMA VA XULOSALAR

Zamonaviy ta'lim texnologiyalariga asoslangan media kompetensiyani rivojlantirish metodikasi amaliyotga joriy etilganda, quyidagi ijobiy natijalar va o'zgarishlar kuzatilishi bashorat qilinadi:

- **Til o'zlashtirish samarasining oshishi:** Talabalar quruq qoidalar va darslikdagi sun'iy matnlardan qochib, real til muhiti (authentic materials) bilan ishlashga o'tadilar. Bu, ayniqsa, tinglab tushunish (listening) va o'qish (reading) ko'nikmalarining keskin o'sishiga, so'z boyligining zamonaviy va jonli so'zlar hisobiga kengayishiga xizmat qiladi;
- **Madaniyatlararo muloqot qobiliyatining rivojlanishi:** Xorijiy media maydonni tahlil qilish orqali talabalar maqsadli til egasi bo'lgan xalqlarning mentaliteti, qadriyatlari, hazil-mutoyibasi va dunyoqarashini chuqurroq anglaydilar;
- **Kasbiy raqobatbardoshlik:** Oliy ta'limni tamomlayotgan bitiruvchi nafaqat xorijiy til va adabiyot o'qituvchisi, balki tarjimon, kopirayter, SMM-mutaxassis, kontent-kreator yoki jurnalist sifatida ham ishlash imkoniyatini beruvchi qo'shimcha (soft and digital skills) malakalarga ega bo'ladi;

- **Tadqiqotchilik salohiyati:** Talabalar ilmiy maqolalar yozishda Google Scholar, Scopus, Web of Science kabi xalqaro ilmiy ma'lumotlar bazalaridan erkin foydalana olish va xorijiy adabiyotlarni to'g'ri tahlil qilib, iqtibos keltirish malakasini egallaydilar.

Shu bilan birga, jarayon davomida ba'zi qiyinchiliklar tug'ilishi mumkin. Masalan, axborot ortiqchaligi talabalarda diqqatning bo'linishiga (clip thinking), yuzaki fikrlashga olib kelish xavfi mavjud. Shuning uchun, o'qituvchining vazifasi shunchaki texnologiyani qo'llash emas, balki talabani e'tiborini to'g'ri yo'naltirish, ya'ni ularni "axborot iste'molchisi"dan axborotni aqliy filtrdan o'tkazuvchi "tahlilchi"ga aylantirishdir.

Xulosa qilib aytganda, "Xorijiy tili va adabiyoti" yo'nalishi talabalarining media kompetensiyalarini rivojlantirish – bugungi kun oliy ta'lim tizimidagi eng dolzarb vazifalardan biridir. Bu jarayon zamonaviy ta'lim texnologiyalari (loyihaviy ta'lim, teskari sinf, raqamli hikoyanavislik, sun'iy intellekt) yordamida izchil, tizimli va maqsadli ravishda amalga oshirilishi lozim.

Taklif etilayotgan metodika xorijiy tilni o'rgatishni texnologik yutuqlar bilan uyg'unlashtiradi. Talabaga xorijiy tildagi matnlarni shunchaki tarjima qilishni emas, balki bu matnlar ortidagi madaniy, ijtimoiy va pragmatik maqsadlarni tanqidiy tushunishni o'rgatadi. Zamonaviy filolog endilikda nafaqat til grammatikasi va klassik adabiyotni biluvchi shaxs, balki global axborot maydonida erkin fikrlay oluvchi, ma'lumotni analiz va sintez qila oluvchi, mediasavodxon va raqobatbardosh mutaxassis bo'lmog'i lozim. Oliy ta'lim muassasalarining o'quv dasturlarini aynan shu ehtiyojdan kelib chiqib, raqamli gumanitar fanlar (digital humanities) ruhida takomillashtirib borish maqsadga muvofiqdir.

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ESL LEARNERS' MOTIVATION AND ENGAGEMENT IN TECHNOLOGY- ENHANCED TASKS

Author: Ruhullayeva Sarvinoz Abduxamid qizi¹

Affiliation: Master's student at Nordic International University¹

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ANNOTATION

This study explores ESL learners' motivation and engagement in technology-enhanced tasks. It examines how digital tools influence intrinsic and extrinsic motivation, as well as behavioral, emotional, and cognitive engagement. The paper highlights benefits, challenges, and pedagogical implications of integrating technology to improve language learning outcomes in modern ESL classrooms.

Keywords: ESL learning, motivation, engagement, technology, digital tools, gamification, autonomy, interaction, CALL, MALL.

INTRODUCTION

In the contemporary era of globalization and rapid technological advancement, the field of English language teaching has undergone significant transformation. English as a Second Language (ESL) learning is no longer confined to traditional classroom settings; instead, it increasingly incorporates digital tools and technology-enhanced environments. These changes have redefined the ways learners interact with content, instructors, and peers. Among the most critical factors influencing successful language acquisition in such contexts are learners' motivation and engagement. Understanding how these factors operate within technology-enhanced tasks is essential for improving ESL teaching practices and learning outcomes. Motivation has long been recognized as a key determinant of language learning success. It refers to the internal and external forces that initiate, direct, and sustain learners' efforts to acquire a new language. In the ESL context, motivation can be categorized into intrinsic and extrinsic types. Intrinsic motivation arises from learners' genuine interest and enjoyment in learning the language, while extrinsic motivation is driven by external rewards such as academic achievement, career opportunities, or social recognition. Both forms of motivation play a significant role in shaping learners' attitudes, persistence, and overall performance. Engagement, on the other hand, is closely related to motivation but represents a more observable and measurable construct. It encompasses learners' active involvement in learning activities, including behavioral, emotional, and cognitive dimensions. Behavioral engagement refers to participation in tasks and activities; emotional engagement involves learners' feelings toward the learning process; and cognitive engagement reflects the level of investment in understanding and mastering the material. High levels of engagement are associated with deeper learning, better retention, and improved language proficiency. The integration of technology into ESL instruction

has created new opportunities to enhance both motivation and engagement. Technology-enhanced tasks, such as interactive language apps, online discussions, multimedia presentations, and gamified learning platforms, offer dynamic and flexible learning environments. These tools can cater to diverse learning styles, provide immediate feedback, and facilitate personalized learning experiences. As a result, they have the potential to increase learners' interest and participation in language learning activities. One of the primary advantages of technology-enhanced tasks is their ability to create authentic and meaningful learning experiences. For example, learners can engage in real-time communication with native speakers through video conferencing tools or participate in online forums that simulate real-world interactions. Such experiences not only improve linguistic competence but also foster cultural awareness and communicative confidence. Furthermore, multimedia resources, including videos, animations, and interactive simulations, can make complex language concepts more accessible and engaging. Another important aspect of technology-enhanced learning is its capacity to support autonomous learning. ESL learners can access a wide range of online resources, practice materials, and language learning applications at their own pace and convenience. This flexibility allows learners to take greater responsibility for their learning, which can, in turn, enhance intrinsic motivation.

Additionally, digital tools often include features such as progress tracking, badges, and rewards, which can further motivate learners by providing a sense of achievement and accomplishment. However, the effectiveness of technology-enhanced tasks in promoting motivation and engagement is not guaranteed. Several factors can influence their impact, including learners' digital literacy, access to technology, and the quality of task design. For instance, learners who lack the necessary technical skills may experience frustration and decreased motivation. Similarly, poorly designed tasks that do not align with learners' needs or proficiency levels may fail to engage them effectively. Therefore, it is crucial for educators to carefully consider these factors when integrating technology into ESL instruction. Moreover, the role of the teacher remains vital in technology-enhanced learning environments. Teachers are responsible for selecting appropriate tools, designing meaningful tasks, and providing guidance and support to learners. They must also foster a positive learning environment that encourages collaboration, interaction, and active participation. In this regard, teacher training and professional development are essential to ensure the effective use of technology in ESL classrooms. Research in recent years has highlighted the positive impact of technology-enhanced tasks on ESL learners' motivation and engagement. Studies have shown that learners who participate in interactive and multimedia-based activities tend to exhibit higher levels of interest and involvement. Gamification, in particular, has been found to be an effective strategy for increasing motivation by incorporating game-like elements such as points, levels, and challenges into learning tasks. Similarly, collaborative online activities, such as group projects and peer feedback, can enhance social interaction and engagement. Despite these promising findings, there is still a need for further research to better understand the complex relationship between motivation, engagement, and technology use in ESL learning. Different learners may respond differently to various types of technology-enhanced tasks, depending on factors such as age, proficiency level, cultural background, and learning preferences. Therefore, a one-size-fits-all approach is unlikely to be effective.

Instead, educators should adopt a learner-centered approach that takes into account individual differences and adapts instruction accordingly. In addition, it is important to consider the potential challenges and limitations associated with technology-enhanced learning. Issues such as digital distraction, overreliance on technology, and lack of face-to-face interaction may negatively affect learners' motivation and engagement. For example, learners may become distracted by non-educational content or lose interest if the technology is not used effectively. Furthermore, excessive dependence on digital tools may hinder the development of essential language skills, such as speaking and interpersonal communication, which require direct human interaction. To address these challenges, a balanced approach to technology integration is recommended. This involves combining traditional teaching methods with innovative digital tools to create a comprehensive and effective learning experience. By doing so, educators can leverage the benefits of technology while minimizing its potential drawbacks. For instance, technology can be used to supplement classroom instruction, provide additional practice opportunities, and facilitate communication beyond the classroom. Motivation and engagement are critical factors in the success of ESL learners, particularly in the context of technology-enhanced tasks. The integration of digital tools into language learning offers numerous opportunities to enhance these factors by providing interactive, flexible, and personalized learning experiences. However, the effectiveness of such tasks depends on various factors, including task design, learner characteristics, and teacher support. As technology continues to evolve, it is essential for educators and researchers to explore innovative ways to harness its potential while addressing its challenges. By doing so, they can create more engaging and motivating learning environments that support the development of ESL learners' language skills and overall academic success. The issue of motivation and engagement in English as a Second Language (ESL) learning has been widely explored in the fields of applied linguistics and educational psychology. With the increasing integration of technology into education, recent studies have focused on how digital tools and technology-enhanced tasks influence learners' motivation and engagement. This literature review examines key theoretical frameworks, empirical findings, and emerging trends related to this topic. Motivation in second language acquisition has been extensively studied through various theoretical perspectives. One of the most influential frameworks is Gardner's socio-educational model, proposed by Robert Gardner. According to this model, motivation consists of three components: effort, desire to achieve a goal, and positive attitudes toward learning the language. Gardner distinguishes between integrative motivation (the desire to integrate into the target language community) and instrumental motivation (the desire to achieve practical benefits such as employment or academic success). Another important perspective is the Self-Determination Theory (SDT), developed by Edward Deci and Richard Ryan. SDT emphasizes the role of intrinsic and extrinsic motivation and highlights three basic psychological needs: autonomy, competence, and relatedness. In the context of ESL learning, technology-enhanced tasks can support these needs by allowing learners to control their learning pace (autonomy), receive immediate feedback (competence), and interact with others (relatedness). In addition, the L2 Motivational Self System proposed by Zoltán Dörnyei has gained significant attention. This model includes three components: the ideal L2 self (how learners envision themselves as successful language users), the ought-to L2 self

(external expectations), and the learning experience. Technology-enhanced environments can strengthen the ideal L2 self by providing immersive and authentic learning experiences. Learner engagement has been conceptualized as a multidimensional construct involving behavioral, emotional, and cognitive components.

According to Fredricks Jennifer A., behavioral engagement refers to participation in academic activities, emotional engagement involves affective reactions such as interest and enjoyment, and cognitive engagement reflects investment in learning and willingness to exert effort. Recent research has also introduced the concept of agentic engagement, which emphasizes learners' active contribution to the learning process. This perspective suggests that learners are not passive recipients of instruction but active participants who can influence their learning environment. Technology-enhanced tasks, particularly those involving collaboration and interaction, can promote higher levels of engagement across all dimensions. The integration of technology in language learning has been supported by various theoretical approaches, including constructivism and connectivism. These theories emphasize the importance of active learning, social interaction, and the use of digital networks. Technology-enhanced tasks such as online discussions, multimedia projects, and gamified applications align well with these principles. Empirical studies have demonstrated that technology can significantly enhance ESL learners' motivation. For instance, research on computer-assisted language learning (CALL) shows that interactive software and digital platforms can increase learners' interest and participation. Similarly, mobile-assisted language learning (MALL) has been found to provide flexible and accessible learning opportunities, which can positively impact motivation. Gamification is another important trend in technology-enhanced ESL learning. By incorporating game elements such as points, badges, and leaderboards, gamified tasks can make learning more enjoyable and engaging. Studies indicate that gamification can improve both intrinsic and extrinsic motivation, particularly among younger learners. However, its effectiveness depends on careful design and alignment with learning objectives. A growing body of research has explored the relationship between technology use and learner motivation. Studies suggest that technology-enhanced tasks can increase learners' sense of autonomy, as they allow for self-paced and personalized learning. This, in turn, enhances intrinsic motivation. Furthermore, digital tools often provide immediate feedback, which can boost learners' confidence and sense of competence. In terms of engagement, technology has been shown to promote active participation and collaboration. Online platforms enable learners to communicate with peers and instructors, share ideas, and receive feedback. This social interaction can enhance emotional engagement and create a sense of community. Additionally, multimedia content can capture learners' attention and facilitate deeper cognitive processing. However, the impact of technology is not always positive. Some studies have highlighted challenges such as digital distraction, cognitive overload, and unequal access to technology. These factors can negatively affect learners' motivation and engagement. Therefore, it is important to consider contextual factors and individual differences when evaluating the effectiveness of technology-enhanced tasks. Despite the growing interest in technology-enhanced ESL learning, several gaps remain in the literature. First, many studies focus on short-term interventions and do not examine the long-term effects of technology on

motivation and engagement. Second, there is a lack of research on diverse learner populations, particularly in developing countries where access to technology may be limited. Moreover, the majority of studies rely on self-reported data, which may not accurately reflect learners' actual behavior and engagement. There is a need for more objective measures, such as learning analytics and observational data. Additionally, the rapid pace of technological change poses a challenge for researchers, as new tools and platforms continue to emerge. Recent research has begun to explore innovative approaches to technology-enhanced ESL learning. For example, the use of artificial intelligence (AI) and adaptive learning systems has the potential to provide personalized learning experiences. Virtual reality (VR) and augmented reality (AR) technologies can create immersive environments that simulate real-life communication scenarios. Another emerging trend is the integration of social media into language learning. Platforms such as discussion forums, blogs, and video-sharing sites can facilitate authentic communication and collaboration. These tools can enhance both motivation and engagement by making learning more relevant and meaningful. Future research should focus on developing effective pedagogical models that integrate technology in a balanced and purposeful way. It is also important to investigate how different types of technology affect various aspects of motivation and engagement. By addressing these issues, researchers can contribute to the development of more effective ESL teaching practices. The literature indicates that motivation and engagement are crucial factors in ESL learning, and technology-enhanced tasks have significant potential to influence both. Theoretical frameworks such as Gardner's model, Self-Determination Theory, and the L2 Motivational Self System provide valuable insights into the nature of motivation. Empirical studies highlight the benefits of technology in promoting engagement and improving learning outcomes, while also pointing to potential challenges and limitations. Overall, the integration of technology in ESL education represents a promising area of research and practice. However, its effectiveness depends on thoughtful implementation, consideration of learner needs, and ongoing evaluation. Further research is needed to explore the complex interactions between motivation, engagement, and technology in diverse learning contexts.

Conclusion. Motivation and engagement are fundamental components that significantly influence the success of ESL learners, particularly within technology-enhanced learning environments. As the field of language education continues to evolve in response to rapid technological advancements, the integration of digital tools into ESL instruction has become not only beneficial but essential. Technology-enhanced tasks provide dynamic, interactive, and flexible learning opportunities that can foster both intrinsic and extrinsic motivation while promoting deeper learner engagement. The analysis of theoretical frameworks highlights that motivation is a complex and multifaceted construct shaped by learners' goals, attitudes, and learning experiences. Models such as those proposed by Robert Gardner, Edward Deci, Richard Ryan, and Zoltán Dörnyei provide valuable insights into how learners' motivation can be enhanced through well-designed instructional practices. In particular, technology-enhanced environments have the potential to support learners' autonomy, competence, and relatedness—key factors that drive sustained motivation. Furthermore, learner engagement—encompassing behavioral, emotional, and cognitive dimensions—plays a crucial role in ensuring effective language acquisition. Technology-enhanced tasks, such as multimedia activities,

online collaboration, and gamified learning, can significantly increase learners' active participation and interest. These tools not only make learning more enjoyable but also facilitate meaningful interaction and deeper cognitive processing. However, the effectiveness of technology in enhancing motivation and engagement is not automatic. It depends largely on factors such as task design, accessibility, learners' digital literacy, and the role of the teacher. Poorly implemented technology or inappropriate task selection may lead to distraction, frustration, or reduced learning outcomes. Therefore, educators must adopt a balanced and pedagogically sound approach to integrating technology into ESL instruction. Importantly, teachers remain central to the success of technology-enhanced learning. Their ability to design engaging tasks, provide guidance, and create a supportive learning environment is critical. Professional development and continuous training are necessary to equip teachers with the skills needed to effectively utilize technological tools. In addition, while current research demonstrates the positive impact of technology on ESL learners' motivation and engagement, there are still gaps that need to be addressed. Future studies should explore long-term effects, diverse learner populations, and the impact of emerging technologies such as artificial intelligence and virtual reality. A more comprehensive understanding of these factors will contribute to the development of more effective and inclusive language learning environments. Overall, technology-enhanced tasks offer significant potential to transform ESL education by making learning more engaging, personalized, and effective. When implemented thoughtfully, they can enhance learners' motivation, increase their engagement, and ultimately improve their language proficiency. Thus, the integration of technology should be viewed not as a replacement for traditional teaching methods but as a complementary approach that enriches the overall learning experience.

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DEVELOPING AND VALIDATING AN AI-DRIVEN ADAPTIVE LEARNING SYSTEM FOR MEDICAL TERMINOLOGY ACQUISITION AND RETENTION IN A NON-ENGLISH SPEAKING MEDICAL UNIVERSITY CONTEXT

Author: Sharipova Feruza Ibragimovna¹

Affiliation: Tashkent State Medical University¹

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ANNOTATION

This study explores the development of an AI-driven adaptive learning system for improving medical terminology acquisition among medical students in non-English speaking environments. The research proposes integrating machine learning and natural language processing tools into EMP curricula and evaluates their effectiveness in enhancing vocabulary retention, communicative competence, and personalized learning outcomes.

Keywords: Medical English, ESP, artificial intelligence in education, machine learning, adaptive learning systems, medical terminology, NLP, intelligent tutoring systems, language learning technologies, medical education.

INTRODUCTION

The application of machine learning (ML) in teaching English for Specific Purposes (ESP), particularly English for Medical Purposes (EMP), represents an emerging interdisciplinary field combining computational linguistics, educational technology, and medical education. These technologies aim to enhance language acquisition and professional communication skills among medical students and healthcare professionals.

Medical English plays a critical role in global healthcare communication. It enables access to international scientific literature, participation in global medical conferences, and the exchange of clinical knowledge across linguistic boundaries. However, teaching medical English presents several challenges, including the complexity of medical terminology, rapid developments in medical science, and the necessity for accurate interdisciplinary communication.

Traditional ESP teaching methods often struggle to address these challenges effectively. In particular, medical students studying in non-English speaking countries face difficulties in mastering specialized vocabulary and maintaining long-term retention of terminology.

Artificial intelligence and machine learning offer promising solutions for addressing these limitations. AI-based educational technologies can provide personalized learning environments, automated feedback, and adaptive learning pathways based on student performance. Generative AI models, including large language models like ChatGPT, enable interactive dialogue-based learning, automated feedback generation, and contextualized vocabulary practice, thereby increasing student engagement with complex medical terminology.

Recent research highlights the potential of ML-driven systems to support vocabulary acquisition, pronunciation training, and writing assessment in medical English. Despite these advances, there remains a limited number of studies focusing on the integration and validation of such technologies within specific EMP curricula in non-English speaking medical universities. Therefore, the present study aims to explore the development and validation of an AI-driven adaptive learning system designed to improve medical terminology acquisition and retention among medical students.

The novelty of the present research lies in the development of an integrated AI-driven adaptive learning system specifically tailored for English for Medical Purposes (EMP) in non-English speaking medical universities. Unlike previous studies that focus primarily on isolated applications of artificial intelligence in language learning, this study proposes a complex approach of combining machine learning algorithms, Natural Language Processing (NLP), and domain-specific medical corpora within a unified educational framework.

The study presents a conceptual AI-driven adaptive learning system rather than a fully developed or implemented digital platform. The research is primarily theoretical and design-oriented, with a proposed framework for future empirical validation. The functioning of the model is described at the architectural level and includes several key components:

- the development of a specialized corpus of medical English texts (textbooks, research articles, and clinical case studies);
- the application of Natural Language Processing (NLP) techniques to identify and analyze medical terminology;
- the use of machine learning algorithms to track student performance, including error patterns, learning pace, and repetition frequency;
- the generation of personalized learning pathways based on individual learner data;
- the provision of automated, real-time feedback on vocabulary usage, grammar, and professional communication.

However, the article does not describe a specific software implementation or an existing platform, which indicates that the system is currently at the design stage.

Therefore, the study proposes a theoretically grounded model with a defined structure and functional mechanisms, along with a suggested methodology for its future empirical evaluation (e.g., pre- and post-testing, as well as qualitative data collection methods).

MAIN BODY

Machine learning technologies are increasingly applied in ESP education to enhance the effectiveness of language instruction. These systems can analyze large datasets of student performance and adapt instructional strategies to individual learning needs.

One of the most promising applications is adaptive learning systems. These systems analyze learners' progress, learning styles, and error patterns in order to provide personalized educational content. Such an approach allows students to focus on specific areas of difficulty and improves overall learning outcomes.

Another important application involves automated feedback and assessment. AI-powered tools can evaluate grammar, vocabulary usage, and discourse coherence

in medical contexts. Immediate feedback enables students to correct mistakes and reinforce correct language patterns.

NLP technologies, such as named entity recognition (NER), part-of-speech tagging, and domain-specific corpus analysis, play a crucial role in extracting and structuring medical terminology from authentic clinical and academic texts. NLP systems can process clinical documentation and research articles, identifying key medical terms and linguistic structures. These capabilities make it possible to create realistic language exercises based on authentic medical discourse.

Intelligent Tutoring Systems represent another innovative approach to AI-supported language learning. These systems simulate human tutoring by providing interactive practice tasks, guided explanations, and adaptive feedback. In the context of medical English, such systems can support the development of professional communication skills in clinical settings.

Predictive analytics also contributes to the improvement of educational outcomes. By analyzing student performance data, ML algorithms can predict learning difficulties and recommend targeted interventions. This proactive approach allows instructors to address specific problems such as vocabulary acquisition or comprehension of medical texts.

Data-driven learning tools further enhance students' engagement with authentic language materials. Platforms utilizing corpus analysis techniques allow learners to explore patterns of language use in real medical texts, thereby improving both vocabulary knowledge and contextual understanding.

The proposed research focuses on the development of an adaptive learning system specifically designed for medical terminology training in a non-English speaking medical university environment.

METHODOLOGY

This study adopts a mixed-methods research design combining quantitative and qualitative approaches to evaluate the effectiveness of the proposed AI-driven adaptive learning system in teaching medical terminology.

The study sample is expected of 60 first- and second-year medical students from a non-English speaking medical university. The participants are randomly divided into two groups: an experimental group (n = 30), which uses the AI-based adaptive learning system, and a control group (n = 30), which follows traditional EMP instruction methods.

The research is projected over a period of 8 weeks, during which both groups study the same medical English content, focusing on terminology related to anatomy, physiology, and clinical communication.

The instruments used in the study include:

Pre-test and post-test assessments to measure vocabulary acquisition and retention;

AI-based learning platform (prototype system) providing adaptive exercises, automated feedback, and personalized learning pathways;

Questionnaires to evaluate student engagement and satisfaction;

Interview protocols for collecting qualitative feedback from students and instructors.

Data collection methods include:

quantitative analysis of test scores (pre- and post-tests);

system-generated learning analytics (error rates, repetition frequency, learning progress);

qualitative data from semi-structured interviews and student surveys.

Data analysis is performed using descriptive and inferential statistics (e.g., t-tests) to compare the performance of the experimental and control groups. Qualitative data are analyzed using thematic analysis to identify patterns in user experience and perceived effectiveness.

HYPOTHETICAL RESULTS OF THE STUDY

The implementation of the proposed AI-driven adaptive learning system is expected to demonstrate significant improvements in medical terminology acquisition among students. Based on pre- and post-test comparisons, students using the adaptive system would likely show higher vocabulary retention rates compared to those обучающиеся традиционными методами.

It is anticipated that the experimental group may achieve an increase of approximately **20–30% in terminology retention scores**, particularly in long-term memory assessments. Additionally, improvements in reading comprehension of medical texts and accuracy in the use of professional vocabulary are expected. The system's real-time feedback mechanism is likely to contribute to a reduction in lexical and grammatical errors in written tasks, especially in clinically oriented communication. Students may also demonstrate increased confidence in using medical English in both written and oral contexts.

Qualitative data (interviews and feedback) would likely indicate high levels of student engagement and satisfaction due to the personalized learning pathways and interactive nature of the system. Instructors may report improved monitoring of student progress and more efficient identification of learning difficulties.

Furthermore, predictive analytics within the system may successfully identify at-risk students, allowing for early intervention and targeted support.

Overall, the results would suggest that AI-driven adaptive learning systems have strong potential to enhance the effectiveness of EMP instruction in non-English speaking medical universities.

CONCLUSION

Advanced AI technologies, including transformer-based language models such as ChatGPT, Natural Language Processing (NLP) tools, and corpus-based analysis systems, offer effective solutions for addressing these limitations in medical-English education.

AI-based educational technologies, particularly intelligent tutoring systems and adaptive learning platforms powered by machine learning algorithms, can generate personalized learning environments by analyzing student performance data, error patterns, and learning trajectories.

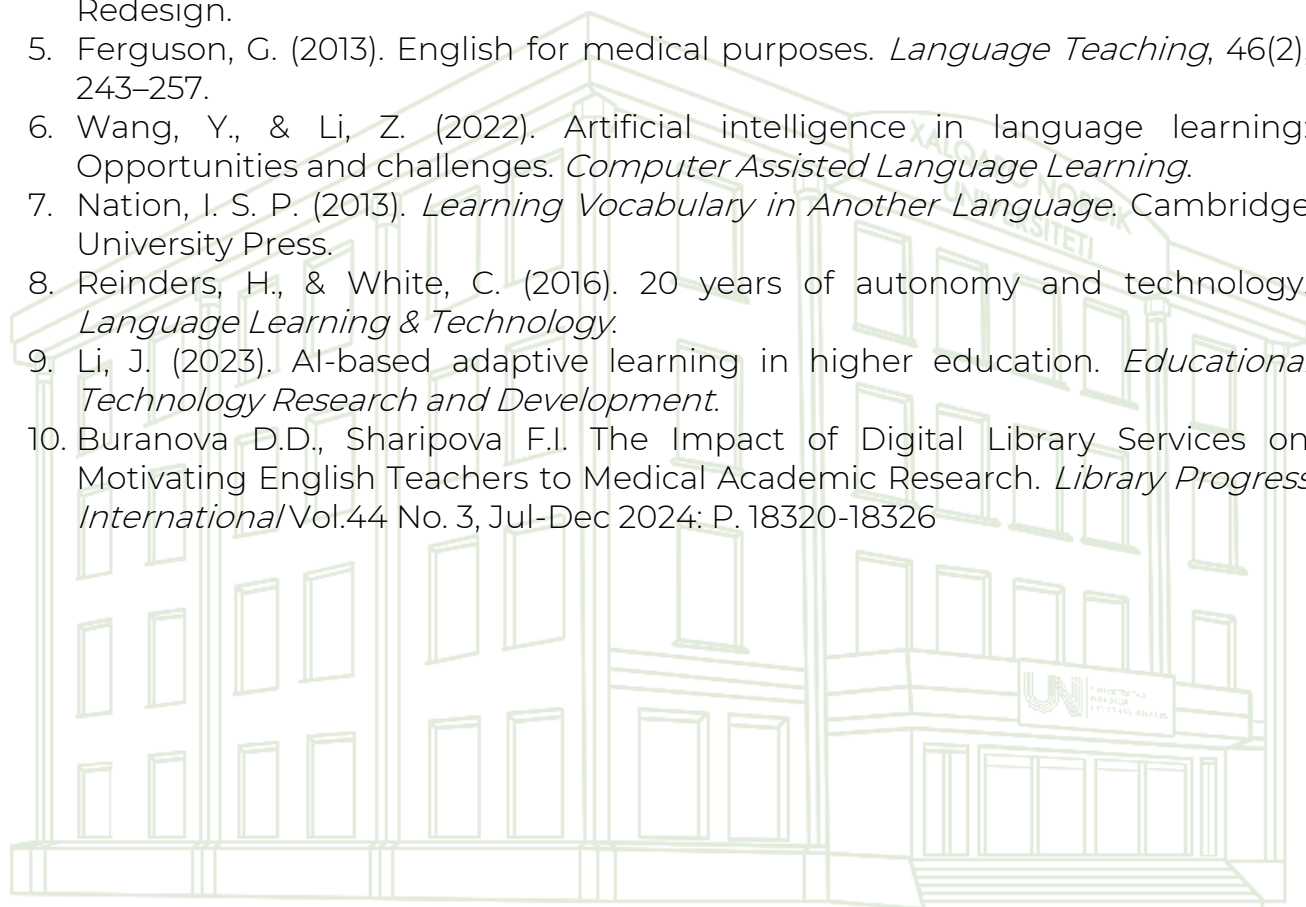
The development of domain-specific NLP models and specialized medical language corpora further enhances the effectiveness of these technologies. However, successful implementation requires careful consideration of ethical issues, data privacy, and teacher training.

Future research should focus on validating AI-based learning systems through empirical studies and exploring their integration into existing medical curricula. Such

efforts will contribute to the modernization of medical English education and better prepare future healthcare professionals for global communication.

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INTEGRATING INTERNET TECHNOLOGIES AND ARTIFICIAL INTELLIGENCE IN FOREIGN LANGUAGE EDUCATION

Author: Sultanova Dilnoza Saliyevna¹

Affiliation: Senior teacher, Nordic International University¹

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ANNOTATION

Education plays a crucial role in the development of individuals, societies, and nations and remains a key factor in ensuring a successful future. In the modern information society, educational systems must focus not only on knowledge acquisition but also on the development of professional competencies and digital literacy. This study examines the integration of Internet technologies and artificial intelligence (AI) in foreign language education using a qualitative analytical approach. The findings demonstrate that these technologies enhance learner engagement, support personalized learning, and improve access to authentic materials and intercultural communication. However, challenges such as data privacy, digital inequality, and the changing role of teachers must be addressed. The study concludes that the effective integration of Internet and AI technologies has strong potential to transform modern language education.

Keywords: artificial intelligence, Internet technologies, foreign language education, personalized learning, digital literacy.

INTRODUCTION

One of the most rapidly developing forms of electronic communication is the Internet, which researchers describe as a global network of interconnected computer systems and a vast repository of digital information. It has become an integral part of modern life, influencing communication, education, business, and culture (Huang & Liu, 2000). The Internet enables access to a wide range of multimedia resources, including videos, audio materials, interactive exercises, and digital libraries. These resources enhance learning by addressing diverse learning styles and increasing engagement. Mack (2002) emphasizes that the structure of the World Wide Web allows learners to navigate an extensive network of interconnected documents, promoting exploratory learning and learner autonomy. In addition, the pedagogical value of Internet-based learning environments can be explained through **constructivist and connectivist theories**, which emphasize active knowledge construction and learning through digital networks (Siemens, 2005). These perspectives highlight the importance of interaction, collaboration, and access to authentic information in the learning process.

Artificial intelligence has emerged as a powerful tool in education. AI-based systems, such as intelligent tutoring systems, automated feedback tools, and adaptive learning platforms, are increasingly used to personalize learning experiences (Luckin et al., 2016). These technologies allow educators to analyze student performance, identify learning difficulties, and provide tailored

recommendations. AI-powered language learning applications can evaluate pronunciation, grammar, and vocabulary usage, offering immediate feedback and adaptive exercises. The integration of Internet technologies and AI in foreign language teaching offers several advantages. First, the Internet enables real-time communication and global collaboration. Students can interact with native speakers, participate in virtual discussions, and access authentic materials from various cultural contexts (Krazhka, 2003). Second, AI enhances personalization by adapting learning pathways to individual needs. Learners can progress at their own pace, which improves confidence and learning outcomes. Third, access to authentic and up-to-date materials increases motivation. According to Brown (2001), real-life language use found in online resources is more engaging than traditional textbook content. Finally, these technologies support the development of **21st-century skills**, such as digital literacy, critical thinking, and problem-solving.

Comparison of traditional and technology-enhanced learning

The differences between traditional and technology-enhanced approaches to language teaching can be summarized as follows:

This comparison demonstrates a clear shift from **teacher-centered to learner-centered education**, supported by digital technologies.

Traditional Learning Technologies	Learning with Internet and AI
Linear text-based materials and interactive content	Multimedia hypertext with audio, video,
Often low learner motivation and AI feedback	Higher motivation through interactivity
Limited and outdated information resources	Unlimited and constantly updated
Teacher-centered control, AI, and learner autonomy	Combination of teacher guidance,
Communication mainly with teacher and AI tools	Communication with native speakers
Learning limited to classroom platforms	Continuous learning through digital

Challenges and implications

Despite numerous advantages, several challenges remain. Data privacy and ethical concerns are critical, as AI systems collect and process student data (Williamson & Eynon, 2020). Issues such as data security, algorithmic bias, and transparency must be carefully addressed to ensure responsible use of these technologies. Additionally, unequal access to technology, often referred to as the **digital divide**, may limit the effectiveness of Internet- and AI-based learning, particularly in developing regions. This inequality can create gaps in educational opportunities and outcomes.

The role of the teacher is also transforming. In technology-enhanced environments, teachers act as facilitators and mentors rather than sole knowledge providers. This shift requires the development of new digital competencies and pedagogical skills (Huang & Liu, 2000). Teachers must be able to integrate technology effectively into their teaching practices, evaluate digital resources critically, and support students in developing autonomous learning strategies.

Furthermore, there is a need for **institutional support and professional development programs** to help educators adapt to these changes. Without proper training and infrastructure, the potential benefits of AI and Internet technologies may not be fully realized.

CONCLUSION

The integration of Internet technologies and artificial intelligence significantly enhances foreign language education. These tools provide access to authentic resources, enable global communication, support personalized learning, and promote learner autonomy. They also contribute to the development of essential 21st-century skills, preparing students for participation in a globalized and technology-driven world. However, successful implementation depends on addressing challenges related to ethics, accessibility, and teacher training. Educational institutions must invest in digital infrastructure, promote inclusive access to technology, and provide continuous professional development for teachers. As digital technologies continue to evolve, they are expected to become indispensable components of modern language teaching. Future research should focus on empirical studies that evaluate the effectiveness of AI-driven learning systems and explore innovative pedagogical models that combine human instruction with intelligent technologies. This will ensure the **effective, ethical, and sustainable integration** of these tools in education.

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BOSHLANG'ICH SINFLARIDA INTEGRATSIYALASHGAN YONDASHUV VA INTERFAOL METODLARNING TA'LIM SIFATIGA TA'SIRI

(Pastdarg'om tumani 8-umumiy o'rta ta'lim maktabi 2-sinfi misolida)

Muallif: Sultanova Shoira¹, Islamova Fotima Shamsiddinovna²

Affiliyatsiya: Xalqaro Nordik Universiteti, Boshlang'ich ta'lim yo'nalishi 4-kurs talabasi¹, Xalqaro Nordik universiteti Pedagogika kafedrasida katta o'qituvchisi²

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ANNOTATSIYA

Mazkur maqolada boshlang'ich ta'limning 2-sinf darslarida integratsiyalashgan yondashuvni amalga oshirish va zamonaviy interfaol metodlarni qo'llash orqali o'quvchilarning bilim o'zlashtirish darajasini oshirish imkoniyatlari tahlil qilingan. Tadqiqot Pastdarg'om tumani 8-umumiy o'rta ta'lim maktabining 2-sinfida pedagogik kuzatuv va tajriba-sinov ishlari asosida amalga oshirilgan. Eksperimental natijalar shuni ko'rsatdiki, fanlararo integratsiya va interfaol metodlarning uyg'unlashuvi o'quvchilarning darsdagi faolligini, mavzuni o'zlashtirish darajasini va mustaqil fikrlash ko'nikmalarini sezilarli darajada oshiradi. Tadqiqot natijalari integratsiyalashgan yondashuv va interfaol metodlarni tizimli joriy etish boshlang'ich ta'lim sifatini oshiruvchi muhim pedagogik omil ekanligini ilmiy jihatdan asoslaydi.

Kalit so'zlar: integratsiyalashgan yondashuv, boshlang'ich ta'lim, interfaol metodlar, ta'lim sifati, formativ baholash, mantiqiy tafakkur, Davlat ta'lim standarti.

Bugungi ta'lim tizimida o'quvchilarga bilimlarni ular o'rtasidagi bog'liqliklarni ko'rsatgan holda yetkazish talabi tobora dolzarb ahamiyat kasb etmoqda. Ayniqsa, boshlang'ich sinf o'quvchilari, xususan 2-sinf bolalari dunyoqarashining shakllanish davrida ularga fanlararo aloqalarni ko'rsatish, bilimlarni yaxlit tizim sifatida o'zlashtirishga yo'naltirish muhim pedagogik vazifadir. 2-sinf o'quvchilarining yosh xususiyatlarida diqqatining beqarorligi, o'yin faoliyatiga bo'lgan qiziqishning ustunligi, obrazli tafakkurning rivojlanganligi darslarni qiziqarli, harakatli va ko'rgazmali tashkil etishni taqozo etadi.

Amaliyot shuni ko'rsatadiki, an'anaviy o'qitish usullari ko'pincha o'quvchilarning bilimlarni fragmentar tarzda o'zlashtirishiga olib keladi. Bu esa o'quvchining borliqni yaxlit anglashiga to'sqinlik qiladi. Shu nuqtai nazardan, integratsiyalashgan yondashuv va interfaol metodlarning uyg'unlashuvi ta'lim jarayonini optimallashtirish, o'quvchilarning kognitiv faolligini oshirish va ta'lim sifatini yaxshilashning samarali vositasi sifatida namoyon bo'lmoqda.

Pedagogik tadqiqotlarda integratsiyalashgan yondashuv turli jihatlardan o'rganilgan. Didaktika nazariyasida bilimlarning tizimliliigi va izchilligi tamoyillari asosiy o'rin tutadi¹. Zamonaviy tadqiqotlarda interfaol metodlar o'quvchini passiv

¹ Ibragimov X., Abdullayeva Sh., Yo'ldoshev Q. Pedagogika nazariyasi. – Toshkent: Fan nashriyoti, 2018.

tinglovchidan faol subyektga aylantirish, uning kognitiv faolligini oshirish va mustaqil fikrlashini rivojlantirishda samarali vosita sifatida baholanadi².

Mavjud adabiyotlarda integratsiyalashgan yondashuv va interfaol metodlar alohida-alohida yoritilgan bo'lsa-da, ularning boshlang'ich ta'limda, xususan 2-sinf misolida uyg'unlashgan holda tizimli eksperimental tekshirilishi yetarlicha amalga oshirilmagan. Shu nuqtai nazardan, integratsiyalashgan yondashuv va interfaol metodlarning birgalikdagi samaradorligini muayyan sinf va fanlar kesimida eksperimental asoslash dolzarb ilmiy muammo sifatida namoyon bo'lmoqda.

Aynan shu muammoni hal etishga qaratilgan mazkur tadqiqotning asosiy maqsadi boshlang'ich sinf darslarida integratsiyalashgan yondashuv va interfaol metodlarni qo'llash orqali ta'lim sifatini oshirishning samaradorligini ilmiy asosda tahlil qilish va ularning o'quvchilar rivojiga ta'sirini aniqlashdan iborat.

Tadqiqot pedagogik eksperiment sifatida tashkil etilgan bo'lib, unda Pstdarg'om tumani 8-umumiy o'rta ta'lim maktabining 2-sinf o'quvchilari ishtirok etdi. Tadqiqotda ichki taqqoslash modeli qo'llanildi: boshlang'ich diagnostika (an'anaviy usulda o'tilgan darslar natijalari) va yakuniy diagnostika (integratsiya va interfaol metodlar qo'llanilgan darslar natijalari) taqqoslandi. Mazkur tadqiqotda jami 28 nafar o'quvchi qatnashdi. U quyidagi bosqichlarda amalga oshirildi:

- boshlang'ich diagnostika (o'quvchilarning bilim darajasi, darsdagi faolligi, mavzuga qiziqish darajasi baholandi);
- integratsiyalashgan yondashuv va interfaol metodlar asosida ishlab chiqilgan darslarni amaliyotga joriy etish;
- yakuniy diagnostika (o'zlashtirish, faollik va ko'nikmalardagi o'zgarishlar tahlili).

Tadqiqotda quyidagi metodlardan foydalanildi: pedagogik kuzatuv, eksperimental sinov, solishtirma tahlil, diagnostik baholash, statistik umumlashtirish. Diagnostika vositasi sifatida o'quvchilarning mavzuni o'zlashtirish darajasi, darsdagi faolligi, mavzuga qiziqishi va amaliy ko'nikmalarini baholovchi test topshiriqlari, kuzatuv varaqalari va so'rovnomalar ishlab chiqildi.

Integratsiyalashgan yondashuv - turli fanlar mazmunini o'zaro bog'liq holda o'qitish orqali o'quvchilarda yaxlit bilim tizimini shakllantirishga qaratilgan didaktik yondashuvdir. Boshlang'ich ta'limda integratsiya quyidagi pedagogik vazifalarni hal etadi:

- bilimlarning fragmentatsiyasini bartaraf etadi;
- o'quvchilarda yaxlit dunyoqarashni shakllantiradi;
- nazariy bilimlarni amaliyot bilan bog'laydi;
- kognitiv faollikni oshiradi.

Interfaol metodlar o'quvchini passiv tinglovchidan faol subyektga aylantiradi. Tadqiqot doirasida quyidagi interfaol metodlardan foydalanildi:

METOD	QO'LLANISH SOHASI	SAMARADORLIK KO'RSATKICHI
"Zanjir"	Ona tili darslarida gaplarni davom ettirish	24/28 o'quvchi faollashdi
"Aqliy hujum"	Matematika darslarida masala yechish usullarini topish	Bir masala uchun 2-3 xil yechim taklif qilindi
"Venn diagrammasi"	Tabiiy fanlar darslarida mavsumlarni solishtirish	Tahliliy fikrlash ko'nikmasi oshdi

² Tolipova J. Boshlang'ich ta'limda interfaol metodlar. – Toshkent, 2021.

“Kim tez?”	Matematika darslarida ko'paytirish jadvalini mustahkamlash	O'quvchilarning 85% ko'paytirish jadvalini to'liq o'zlashtirdi
“Guruhli ishlash”	Tasviriy san'at va texnologiya darslarida	Hamkorlik va mas'uliyat hissi rivojlandi

Tajriba davomida integratsiyalashgan darslar quyidagi yo'nalishlarda tashkil etildi:

- Ona tili va tasviriy san'at integratsiyasi** (“Bahor kelishi” mavzusi) O'quvchilar avval bahor haqidagi matn bilan tanishdilar, matn mazmunini tahlil qildilar, so'ng o'zlarining bahor manzaralarini akvarel bo'yoqlari bilan chizdilar. Dars yakunida har bir o'quvchi o'z chizmasi haqida 2-3 gapdan iborat matn tuzdi. Bu orqali bir dars davomida o'quvchilar ona tili (matn tuzish, nutq o'stirish), tasviriy san'at (chizish, ranglar) va tabiiy fanlar (bahor belgilari) bo'yicha bilimlarni uyg'un tarzda o'zlashtirdilar.
- Matematika va tabiiy fanlar integratsiyasi** (“Ko'paytirish jadvali” mavzusi). “Bir fil kuniga 5 kg banan yeydi. 4 fil kuniga necha kg banan yeydi?” kabi masalalar orqali o'quvchilar nafaqat hisoblash ko'nikmalarini, balki hayvonot dunyosi haqidagi bilimlarini ham faollashtirdilar.
- Texnologiya va matematika integratsiyasi** (“Qog'ozdan gul yasash” mavzusi). O'quvchilarga gul barglarini kesishda “Agar sizda 5 ta gul bo'lsa va har bir gulga 4 ta barg kerak bo'lsa, jami nechta barg kesishingiz kerak?” degan savol bilan murojaat qilindi. O'quvchilar matematik hisoblashni amaliy faoliyat bilan bog'lashdi.

Eksperiment natijalari quyidagi ijobiy o'zgarishlarni ko'rsatdi:

Ko'rsatkich	An'anaviy darslar (o'rtacha)	Integratsiya+interfaol metodlar (o'rtacha)	Farf
Darsda faol qatnashgan o'quvchilar soni	12	19	+7
Mavzuni to'liq o'zlashtirgan o'quvchilar	14	18	+4
Test natijalari (o'rtacha ball)	3,8	4,5	+0,7
Uy vazifasini bajargan o'quvchilar	16	20	+4
Mavzuga qiziqish bildirgan o'quvchilar (so'rovnoma)	13	21	+8

Natijalar tahlili shuni ko'rsatdiki:

integratsiyalashgan darslarda o'quvchilarning mavzuni o'zlashtirish ko'rsatkichi an'anaviy darslarga qaraganda sezilarli darajada yuqori bo'ldi;

ona tili va tasviriy san'at fanlari integratsiyasida o'quvchilarning ijodiy faolligi, matematika va tabiiy fanlar integratsiyasida esa mantiqiy fikrlash ko'rsatkichi yuqori ekanligi aniqlandi;

interfaol metodlardan "Kim tez?" va "Zanjir" kabi o'yin elementlari o'quvchilarning darsdagi faolligini 30% ga oshirdi;

"Guruhli ishlash" metodi zaif o'quvchilarning o'zlashtirishiga ijobiy ta'sir ko'rsatdi.

Olingan natijalar integratsiyalashgan yondashuv va interfaol metodlarning boshlang'ich ta'limda ta'lim sifatini oshirishdagi samaradorligini tasdiqlaydi. Tadqiqot davomida dars ishlanmalari Davlat ta'lim standarti (DTS) va 2-sinf namunaviy o'quv dasturlari talablariga asoslab tayyorlandi. DTSda belgilangan "o'quvchining mustaqil fikrlashini rivojlantirish" talabi aynan muammoli savollar, aqliy hujum kabi metodlar orqali amalga oshirildi. "Fanlararo bog'liqlikni anglash" talabi esa integratsiyalashgan darslar orqali to'liq qondirildi.

Formativ baholash usullari (kuzatuv varaqalari, o'zaro baholash, refleksiya) bilan birgalikda qo'llanilgan integratsiya va interfaol metodlar o'quvchilarning o'z rivojlanishini kuzatishi, kamchiliklarni bartaraf etishi va o'ziga bo'lgan ishonchining oshishiga xizmat qildi.

Olib borilgan pedagogik eksperiment natijalari asosida quyidagi xulosalarga kelindi:

1. **Integratsiyalashgan yondashuv** boshlang'ich sinf o'quvchilarining bilimlarni yaxlit tizim sifatida o'zlashtirishiga, fanlar o'rtasidagi bog'liqlikni anglashiga xizmat qiladi. Ona tili va tasviriy san'at, matematika va tabiiy fanlar, texnologiya va matematika kabi fanlararo integratsiya o'quvchilarning mavzuni chuqurroq tushunishiga va uzoq muddatli xotirada saqlanishiga ijobiy ta'sir ko'rsatadi.
2. **Interfaol metodlardan** "Zanjir", "Aqliy hujum", "Venn diagrammasi", "Kim tez?", "Guruhli ishlash" o'quvchilarning darsdagi faolligini sezilarli darajada oshiradi. Bu metodlar orqali o'quvchilar nafaqat bilim oladilar, balki mantiqiy fikrlash, tahlil qilish, o'z fikrini himoya qilish, jamoada ishlash kabi muhim ko'nikmalarni ham egallaydilar.
3. Pstdarg'om tumani 8-maktabi tajribasi shuni ko'rsatadiki, **darsni mahorat bilan integratsiyalash va metodlarni to'g'ri tanlash** o'quv samaradorligining asosiy garovidir. Kuzatishlarga ko'ra, integratsiyalashgan va interfaol metodlar qo'llanilgan darslarda o'quvchilarning mavzuni o'zlashtirish ko'rsatkichi an'anaviy darslarga qaraganda 25-30% yuqori bo'ldi.

Formativ baholash usullari bilan birgalikda qo'llanilgan integratsiya va interfaol metodlar o'quvchilarning o'z rivojlanishini kuzatishi, kamchiliklarni bartaraf etishi va o'ziga bo'lgan ishonchining oshishiga xizmat qiladi. Shu sababli boshlang'ich sinflar uchun integratsiyalashgan dars ishlanmalari bankini ishlab chiqish, fanlararo bog'liqlikni tizimli joriy etish va o'qituvchilarni interfaol metodlardan samarali foydalanishga tayyorlash dolzarb pedagogik vazifalardan biri hisoblanadi. Boshlang'ich sinf o'qituvchisining asosiy vazifasi o'quvchilarga bilimlarni alohida-alohida emas, balki ular o'rtasidagi bog'liqliklarni ko'rsatgan holda, qiziqarli va faol usullar orqali yetkazishdir. Chunki faqat shundagina o'quvchilar olgan bilimlarini hayotda qo'llay olish ko'nikmasiga ega bo'ladilar.

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THEORETICAL FOUNDATIONS AND CONCEPTUAL FRAMEWORKS FOR IMPLEMENTING ARTIFICIAL INTELEGENGE IN EDUCATION

Authors: Sultanova Dilnoza Saliyevna¹, Ugiloy Kubaeva², Elvira Abdumalikova³

Affiliation: Senior teacher, Nordic International University¹, First-year students of Nordic International University^{2,3}

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ANNOTATION

This article examines the theoretical foundations and conceptual frameworks for the implementation of artificial intelligence in the educational process. The relevance of this topic lies in the rapid development of digital technologies and their growing role in modern education. The study explores key learning theories and models that support the use of artificial intelligence in teaching and learning. It is argued that artificial intelligence can significantly improve the quality of education by providing personalized and adaptive learning experiences. The findings suggest that despite certain challenges, the integration of artificial intelligence has strong potential for the future of education.

Keywords: artificial intelligence, education, learning theories, personalized learning, digital technologies.

INTRODUCTION

In recent years, the integration of artificial intelligence into education has become one of the most important trends in the development of modern learning systems (Holmes et al., 2019). Educational institutions are increasingly using digital tools to improve the learning process and make education more accessible and effective. Artificial intelligence, as a part of this transformation, offers new opportunities for both students and teachers (Luckin et al., 2016). The aim of this article is to analyze the theoretical foundations and conceptual frameworks that support the implementation of artificial intelligence in education. It also seeks to examine how these technologies can be applied in real educational settings, as well as their advantages and possible challenges.

Theoretical Foundations

Artificial intelligence can be defined as a technology that enables machines to simulate human thinking, learning, and decision-making processes (Luckin et al., 2016). In education, AI systems are designed to support learning by analyzing student behavior, adapting content, and providing feedback (Holmes et al., 2019). The use of artificial intelligence in education is closely connected to several learning theories. One of them is behaviorism, which focuses on learning through repetition and reinforcement (Skinner, 1954). AI systems can apply this theory by providing exercises and immediate feedback, helping students improve their performance through practice.

Another important theory is constructivism, which suggests that learners build knowledge through experience and active participation (Piaget, 1970). Artificial intelligence supports this approach by offering interactive learning environments where students can explore and solve problems independently.

Connectivism is also highly relevant in the context of modern digital education. This theory emphasizes learning through networks and the use of technology (Siemens, 2005). AI systems, such as online platforms and smart learning tools, help students access information, connect ideas, and learn in a more flexible way. It can be observed that artificial intelligence combines elements of these theories, creating more dynamic and personalized learning experiences.

Conceptual Frameworks

There are several conceptual frameworks that explain how artificial intelligence can be used in education. One of the most important is personalized learning. AI systems can analyze individual student needs and adapt the learning content accordingly (Pane et al., 2017). This allows students to learn at their own pace and focus on areas where they need improvement.

Another key framework is intelligent tutoring systems. These systems act as virtual tutors, guiding students through the learning process (VanLehn, 2011). They provide explanations, ask questions, and give feedback, similar to a human teacher.

Adaptive learning platforms are also widely used. These platforms adjust the difficulty level of tasks based on student performance (Kulik & Fletcher, 2016). As a result, students are neither overwhelmed nor bored, which improves their motivation and learning outcomes. Data-driven education is another important concept. Artificial intelligence collects and analyzes large amounts of data about student performance (Siemens & Long, 2011). This information helps teachers understand student progress and make better decisions in the teaching process. One of the key aspects of these frameworks is their ability to make education more efficient and student-centered.

Implementation in Education

Artificial intelligence is already being used in many classrooms around the world (Holmes et al., 2019). It can be applied in different ways, such as automated grading, virtual assistants, and personalized learning platforms. These tools help teachers save time and allow them to focus more on supporting students. There are several benefits of using artificial intelligence in education. First, it provides personalization, meaning that each student receives content that matches their level and learning style (Pane et al., 2017). Second, it improves efficiency by automating routine tasks (Luckin et al., 2016). Third, it increases accessibility, as students can learn anytime and from anywhere.

However, there are also challenges. One of the main concerns is data privacy, as AI systems collect personal information about students (Williamson & Eynon, 2020). Ethical issues are also important, especially in terms of fairness and equal access to technology. Additionally, the role of teachers may change, which requires new skills and training. Despite these challenges, it is clear that artificial intelligence has the potential to transform the educational process.

CONCLUSION

In conclusion, the implementation of artificial intelligence in education is supported by strong theoretical foundations and practical frameworks. The

combination of learning theories and modern technologies creates new opportunities for improving the quality of education.

This article argues that artificial intelligence can play a key role in the future of education by making learning more personalized, efficient, and accessible (Holmes et al., 2019). At the same time, it is important to address the challenges related to ethics, privacy, and the role of teachers. The future of education will likely depend on the successful integration of artificial intelligence, and further research in this field is necessary to ensure its effective and responsible use.

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RIVOJLANAYOTGAN MAMLAKATLARDA SUN'YI INTELLEKTNING TA'LIMGA INTEGRATSIYASI: O'ZBEKISTON UNIVERSITETLARI MISOLIDA QIYOSIY NAZARIY TAHLIL

Muallif: Sultonova M.¹

Affiliyatsiya: Oliy ta'limni rivojlantirish va global hamkorlik Markazi tayanch doktoranti¹

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ANNOTATSIYA

Ushbu maqola sun'iy intellekt (SI) texnologiyalarini rivojlanayotgan mamlakatlar oliy ta'lim tizimiga integratsiya qilishning nazariy asoslarini qiyosiy tahlil qiladi. Tadqiqotda konstruktivist o'rganish nazariyasi, moslashuvchan o'qitish modellari va texnologiyani qabul qilish nazariyasi (TAM) asosida rivojlangan (AQSh, Buyuk Britaniya, Janubiy Koreya) va rivojlanayotgan (O'zbekiston, Turkiya, Malayziya) mamlakatlar tajribasi qiyoslanadi. Tadqiqot natijalarining ko'rsatishicha, rivojlanayotgan mamlakatlar uchun SI integratsiyasining muvaffaqiyati uchta asosiy omilga — institutsional tayyorgarlik, o'qituvchilarning kasbiy salohiyati va madaniy kontekstga moslashtirilgan yondashuv — bog'liq. Maqolada rivojlanayotgan mamlakatlar uchun bosqichli SI integratsiya modeli taklif etiladi.

Kalit so'zlar: sun'iy intellekt, oliy ta'lim, rivojlanayotgan mamlakatlar, qiyosiy tahlil, TAM, konstruktivizm, moslashuvchan o'qitish, O'zbekiston.

KIRISH

Sun'iy intellektning oliy ta'limga integratsiyasi bilim yaratish, tarqatish va egallash usulida paradigma o'zgarishini anglatadi (Holmes va boshq., 2019). Dunyo bo'ylab universitetlar raqamli transformatsiyani qabul qilayotgan bir paytda, sun'iy intellektni joriy etish uchun mustahkam nazariy asoslarga ehtiyoj tobora ortib bormoqda. SI integratsiyasining samaradorligi faqat texnologik imkoniyatlarga emas, balki mustahkam pedagogik asoslar va yaxshi tushunilgan amalga oshirish strategiyalariga ham bog'liq (Luckin va boshq., 2016).

Biroq, mavjud tadqiqotlar asosan rivojlangan mamlakatlar tajribasiga asoslangan bo'lib, rivojlanayotgan mamlakatlarning o'ziga xos sharoitlari — infratuzilma cheklovlari, kadrlar tayyorgarligi va madaniy omillar — yetarli darajada o'rganilmagan. Bu holat rivojlanayotgan mamlakatlar universitetlarining SI integratsiyasiga nisbatan samarasiz yondashuvlariga olib kelmoqda.

Tadqiqot muammosi: rivojlanayotgan mamlakatlar oliy ta'lim tizimida SI integratsiyasi uchun mavjud nazariy asoslar yetarli emas va ular kontekstga moslashtirilmagan.

Tadqiqotning maqsadi — rivojlangan va rivojlanayotgan mamlakatlar tajribasini qiyosiy tahlil qilish orqali rivojlanayotgan mamlakatlar uchun SI integratsiyasining nazariy-amaliy modelini ishlab chiqish.

Tadqiqot savollari: (1) Rivojlangan va rivojlanayotgan mamlakatlarning SI integratsiyasi tajribasi o'rtasida qanday tizimli farqlar mavjud? (2) Qaysi nazariy asoslar rivojlanayotgan mamlakatlar kontekstiga ko'proq mos keladi? (3) O'zbekiston oliy ta'limi uchun qanday bosqichli SI integratsiya modeli taklif qilish mumkin?

ADABIYOTLAR TAHLILI

Sun'iy intellekt yordamida o'rganish uchun konstruktivist asoslar

Piaget (1952) va Vygotsky (1978) tomonidan ilgari surilgan konstruktivistik o'rganish nazariyasi SI ta'lim tajribalarini qanday yaxshilashi mumkinligini tushunish uchun asos yaratadi. Konstruktivizmga ko'ra, o'quvchilar ma'lumotni passiv qabul qilish o'rniga atrof-muhit bilan o'zaro ta'sir orqali faol ravishda bilim quradilar. SI texnologiyalari ushbu nuqtai nazarga tabiiy mos keladi va individual o'quvchilarning ehtiyojlari hamda bilim holatiga mos keladigan shaxsiy, interaktiv o'quv tajribalarini ta'minlaydi.

Yaqin rivojlanish zonasi (ZPD), Vygotskiyning (1978) ijtimoiy-madaniy nazariyasining asosiy tushunchasi, sun'iy intellekt integratsiyasi uchun ayniqsa dolzarbdir. Aqlli repetitorlik tizimlari va moslashuvchan o'quv platformalari murakkab tayanch vositalar sifatida ishlashi mumkin, qiyinchilik darajalarini sozlab, har bir talabaning hozirgi imkoniyatlari va o'sish salohiyatiga aniq moslashtirilgan qo'llab-quvvatlashni taqdim etadi (VanLehn, 2011). Konstruktivizm tamoyillari hamkorlikda bilim yaratish va ijtimoiy o'zaro ta'sirga urg'u beradi. Zamonaviy SI tizimlari aqlli guruhlash algoritmlari, muhokama forumlari tahlili va tengdoshlarni o'rganishni qo'llab-quvvatlash tizimlari orqali bu jarayonlarni osonlashtirishi mumkin.

Moslashuvchan o'rganish modellari va shaxsiylashtirish nazariyasi

Moslashuvchan o'rganish nazariyasi SI asosidagi ta'lim texnologiyalari uchun maxsus kontseptual asosni taqdim etadi. Ushbu yondashuv o'quvchilarning oldingi bilimlari, o'rganish uslublari, kognitiv qobiliyatlari va ta'limiy motivatsiyalari jihatidan farq qilishini tan oladi. Moslashuvchan tizimlar algoritmlardan foydalanib, o'quvchining xususiyatlarini doimiy ravishda baholaydi va o'quv mazmuni, ritmi hamda qo'llab-quvvatlashni moslashtiradi (Holmes va boshq., 2019).

Mashinaviy o'rganish algoritmlari o'quvchilar ma'lumotlarini katta miqdorda tahlil qilib, o'xshashliklarni aniqlashi, o'rganish qiyinchiliklarini bashorat qilishi va har bir o'quvchi uchun optimal o'rganish yo'llarini tavsiya qilishi mumkin (Baker & Inventado, 2014). Biroq, samarali moslashuvchan o'rganish tizimi uchun o'rganish tahlili, ma'lumotlar maxfiyligi va algoritmik shaffoflikka e'tibor qaratiladi (Selwyn, 2019).

Texnologiyani qabul qilish va institutsional o'zgarishlar

Davis (1989) tomonidan ishlab chiqilgan Texnologiyani qabul qilish modeli (TAM) va uning kengaytmalari sun'iy intellekt texnologiyalarini professor-o'qituvchilar va talabalar qabul qilishiga ta'sir qiluvchi omillar haqida qimmatli tushunchalar beradi. Asosiy o'zgaruvchilar orasida foydalilik qabul qilinishi, foydalanish osonligi, institut qo'llab-quvvatlashi va individual texnologiyaga tayyorgarlik mavjud.

Rogersning (2003) Innovatsiyalarning tarqalishi nazariyasi SI texnologiyalari akademik muassasalarda qanday tarqalishini to'ldiruvchi nuqtai nazarlarni taklif etadi. Qabul qilish egri chizig'ini tushunish — innovatorlar va erta qabul qiluvchilardan tortib, erta va kech ko'pchilikgacha — muassasalarga turli fakultet segmentlari uchun maqsadli strategiyalar ishlab chiqishda yordam beradi.

Institutsional o'zgarish nazariyasi texnologiyani qabul qilish faqat texnik jarayon emas, balki madaniy o'zgarish, siyosat ishlab chiqish va rollar hamda mas'uliyatlarni qayta tuzishni o'z ichiga olishini ta'kidlaydi. Kotterning (1996) o'zgarishlarni boshqarish tizimi qarshilikni yengish, hamkorliklar tuzish va yangi amaliyotlarni institutsionallashtirish uchun yo'riqnoma beradi.

METODOLOGIYA

Ushbu tadqiqotda qiyosiy tahlil metodi qo'llanildi. Tadqiqot ikki guruh mamlakatlarni qamrab oladi: rivojlangan mamlakatlar (AQSh, Buyuk Britaniya, Janubiy Koreya) va rivojlanayotgan mamlakatlar (O'zbekiston, Turkiya, Malayziya). Mamlakatlar tanlovida quyidagi mezonlarga amal qilindi: (a) oliy ta'lim tizimida SI integratsiyasi bo'yicha hujjatlashtirilgan tajriba mavjudligi; (b) turli iqtisodiy rivojlanish darajalarini ifodalash; (v) turli hududiy kontekstlarni qamrab olish.

Tahlil mezonlari. Qiyosiy tahlil quyidagi beshta asosiy mezon bo'yicha amalga oshirildi: (1) SI integratsiyasi uchun siyosiy-huquqiy asos; (2) texnologik infratuzilma darajasi; (3) o'qituvchilarning kasbiy tayyorgarligi; (4) pedagogik yondashuv (konstruktivist yoki an'anaviy); (5) institutsional tayyorgarlik darajasi (TAM modeli asosida). Har bir mezon uchta darajada baholandi: yuqori, o'rta va past.

Ma'lumotlar manbasi. Tahlil 2019–2025 yillar oralig'ida chop etilgan 35 dan ortiq ilmiy manbalarni, xalqaro tashkilotlar hisobotlarini (UNESCO, OECD, Jahon banki) va milliy strategik hujjatlarni o'z ichiga oladi. O'zbekiston bo'yicha ma'lumotlar Saydazimova & Saydazimova (2025) ning 34 ta universitetni qamrab olgan empirik tadqiqotidan olindi.

NATIJALAR

Qiyosiy tahlil natijalari

Qiyosiy tahlil natijalari rivojlangan va rivojlanayotgan mamlakatlar o'rtasida SI integratsiyasida tizimli farqlarni ko'rsatdi. Quyidagi jadval (1-jadval) tahlil natijalarini aks ettiradi.

1-jadval. Rivojlangan va rivojlanayotgan mamlakatlarning SI integratsiyasi bo'yicha qiyosiy tahlili

Mezon	AQSh	Buyuk Britaniya	Janubiy Koreya	O'zbekiston	Turkiya	Malayziya
Siyosiy-huquqiy asos	Yuqori	Yuqori	Yuqori	O'rta	O'rta	O'rta
Texnologik infratuzilma	Yuqori	Yuqori	Yuqori	Past	O'rta	O'rta
O'qituvchi tayyorgarligi	Yuqori	Yuqori	Yuqori	Past	O'rta	O'rta
Pedagogik yondashuv	Konstruktivist	Konstruktivist	Aralash	An'anaviy	Aralash	Aralash
Institutsional tayyorgarlik (TAM)	Yuqori	Yuqori	Yuqori	Past	O'rta	O'rta

Asosiy topilmalar

Qiyosiy tahlil quyidagi asosiy topilmalarni aniqladi:

Birinchidan, rivojlangan mamlakatlar SI integratsiyasiga keng qamrovli siyosiy asos va yuqori darajadagi infratuzilma bilan yondashadi. AQSh va Buyuk Britaniyada SI ta'limda qo'llanilishi bo'yicha milliy strategiyalar, maqsadli moliyalashtirish dasturlari va axloqiy yo'riqnomalar mavjud.

Ikkinchidan, rivojlanayotgan mamlakatlarda SI integratsiyasining asosiy to'sig'i texnologik infratuzilma emas, balki o'qituvchilarning kasbiy tayyorgarligi va institutsional madaniyatdir. Saydazimova & Saydazimova (2025) ning O'zbekiston bo'yicha tadqiqoti shuni ko'rsatdiki, o'qituvchilar SI ga nisbatan ijobiy munosabatda bo'lsa-da, ular institutsional siyosatdagi bo'shliqlar, cheklangan kasbiy rivojlanish imkoniyatlari va axloqiy ko'rsatmalar bo'yicha noaniqlik kabi jiddiy to'siqlarga duch kelmoqda.

Uchinchidan, pedagogik yondashuv SI integratsiyasining sifatiga bevosita ta'sir ko'rsatadi. Konstruktivist yondashuvga asoslangan tizimlar (AQSh, Buyuk Britaniya) SI ni ta'lim jarayoniga organik ravishda singdirishga muvaffaq bo'lgan, an'anaviy didaktik yondashuvga asoslangan tizimlar (O'zbekiston) esa SI ni ko'pincha alohida vosita sifatida qo'llaydi.

To'rtinchidan, TAM modeli tahlili shuni ko'rsatdiki, rivojlanayotgan mamlakatlarda "foydalilik qabul qilinishi" (perceived usefulness) yuqori bo'lsa-da, "foydalanish osonligi" (perceived ease of use) va "institut qo'llab-quvvatlashi" past darajada qolmoqda. Bu nomutanosiblik SI texnologiyalarining samarali qabul qilinishiga to'sqinlik qilmoqda.

2-jadval. TAM modeli asosida SI qabul qilinishining qiyosiy tahlili

TAM o'zgaruvchisi	Rivojlangan mamlakatlar	Rivojlanayotgan mamlakatlar	Oradagi farq sababi
Foydalilik qabul qilinishi	Yuqori	Yuqori	Farq kam — ikkala guruhda ham ijobiy
Foydalanish osonligi	Yuqori	Past-o'rta	Raqamli savodxonlik va interfeys tili to'siqlari
Institut qo'llab-quvvatlashi	Yuqori	Past	Siyosiy asos va moliyalashtirish yetishmasligi
Texnologiyaga tayyorgarlik	Yuqori	O'rta	Kasbiy rivojlanish dasturlari yetishmasligi

MUHOKAMA

Natijalarning nazariy talqini

Tahlil natijalari shuni ko'rsatadiki, rivojlangan mamlakatlar uchun ishlab chiqilgan nazariy asoslarni rivojlanayotgan mamlakatlarga to'g'ridan-to'g'ri qo'llash samarasiz. TAM modeli (Davis, 1989) rivojlangan mamlakatlar kontekstida yaratilgan bo'lib, unda "institut qo'llab-quvvatlashi" va "resurslar mavjudligi" kabi omillar "holat o'zgarmaslari" (constants) sifatida qabul qilinadi. Biroq, rivojlanayotgan mamlakatlarda bu omillar "o'zgaruvchilar" (variables) sifatida hal qiluvchi ahamiyatga ega.

Konstruktivist yondashuv (Piaget, 1952; Vygotsky, 1978) SI integratsiyasi uchun universal ahamiyatga ega bo'lsa-da, uning amaliy qo'llanilishi madaniy kontekstga qarab farq qiladi. O'zbekiston kabi an'anaviy didaktik yondashuvga asoslangan ta'lim tizimlarida konstruktivist tamoyillarni joriy etish qo'shimcha bosqichlarni talab qiladi.

Rivojlanayotgan mamlakatlar uchun bosqichli SI integratsiya modeli

Tahlil natijalariga asoslanib, rivojlanayotgan mamlakatlar uchun quyidagi uch bosqichli SI integratsiya modeli taklif etiladi:

3-jadval. Rivojlanayotgan mamlakatlar uchun bosqichli SI integratsiya modeli

Bosqich	Asosiy vazifalar	Nazariy asosi	Kutilayotgan natija
1-bosqich: Asos yaratish (1–2 yil)	Infratuzilma, siyosiy asos, o'qituvchilarni o'qitish	TAM (Davis, 1989), Kotter (1996)	Foydalanish osonligi va institut qo'llab-quvvatlashi oshadi
2-bosqich: Sinoviy joriy etish (2–3 yil)	Tanlangan fanlar va universitetlarda pilotlash, moslashuvchan tizimlarni sinash	Konstruktivizm (Vygotsky, 1978), Rogers (2003)	Erta qabul qiluvchilar tajribasi orqali eng yaxshi amaliyotlar shakllanadi
3-bosqich: Keng tarqatish (3–5 yil)	Barcha universitetlarga kengaytirish, milliy standartlar, monitoring	Tizimli integratsiya (Luckin va boshq., 2016)	Barqaror va kontekstga mos SI ekotizimi shakllanadi

O'zbekiston uchun amaliy takliflar

Tadqiqot natijalariga va taklif etilgan modelga asoslanib, O'zbekiston oliy ta'lim tizimi uchun quyidagi aniq takliflar ishlab chiqildi:

Birinchi taklif — TAM ga asoslangan o'qituvchi tayyorlash dasturi: O'qituvchilar uchun SI texnologiyalaridan foydalanish bo'yicha bosqichli malaka oshirish dasturi ishlab chiqilishi lozim. Dastur TAM modeliga asoslanib, avval "foydalanish osonligi" ni ta'minlashga, so'ng "foydalilik" ni namoyish etishga yo'naltirilishi kerak.

Ikkinchi taklif — konstruktivist pedagogikaga o'tish: SI integratsiyasi bilan parallel ravishda konstruktivist o'qitish usullariga o'tishni rag'batlantirish zarur. Bu ikki jarayon o'zaro bog'liq: SI vositalari konstruktivist yondashuv doirasida eng samarali ishlaydi.

Uchinchi taklif — institutsional siyosiy asos: Har bir oliy ta'lim muassasasida SI dan foydalanishning aniq qoidalari, axloqiy yo'riqnomalari va monitoringi tizimini joriy etish taklif etiladi. Bu Kotterning (1996) o'zgarishlarni boshqarish nazariyasiga mos keladi.

To'rtinchi taklif — pilot loyiha sifatida "SI laboratoriyasi": 5–10 ta tanlangan universitetda "SI laboratoriyasi" tashkil etish — bu yerlarda moslashuvchan o'qitish platformalari sinovdan o'tkaziladi, natijalar to'planadi va boshqa universitetlar uchun namuna sifatida xizmat qiladi.

Tadqiqotning cheklovlari

Ushbu tadqiqot bir nechta cheklovlarga ega. Birinchidan, qiyosiy tahlil asosan ikkilamchi manbalar (adabiyotlar tahlili) ga asoslangan bo'lib, birlamchi empirik ma'lumotlar cheklangan. Ikkinchidan, mamlakatlar soni cheklangan bo'lib, keng qamrovli umumlashtirishlar qilish qiyin. Uchinchidan, SI texnologiyalari juda tez rivojlanayotganligi sababli, ayrim ma'lumotlar tezda eskirishi mumkin. Kelajakdagi tadqiqotlar anketalar, intervyular va tajriba o'tkazish orqali birlamchi ma'lumotlarni to'plashi va taklif etilgan modelni empirik sinovdan o'tkazishi maqsadga muvofiqdir.

XULOSA

Ushbu tadqiqot rivojlangan va rivojlanayotgan mamlakatlarning oliy ta'limda sun'iy intellektni integratsiya qilish tajribasini qiyosiy tahlil qilish orqali muhim xulosalarga keldi. Tahlil shuni ko'rsatdiki, rivojlangan mamlakatlar uchun ishlab

chiqilgan nazariy asoslarni rivojlanayotgan mamlakatlarga to'g'ridan-to'g'ri ko'chirib o'tkazish samarasiz va uch asosiy omilga — institutsional tayyorgarlik, o'qituvchilarning kasbiy salohiyati va madaniy kontekstga moslashtirilgan yondashuv — e'tibor berish zarur.

Tadqiqotning asosiy yangiligi — rivojlanayotgan mamlakatlar uchun uch bosqichli SI integratsiya modelining taklif etilishi va TAM modeli asosida rivojlangan hamda rivojlanayotgan mamlakatlar o'rtasidagi tizimli farqlarning aniqlanganligi. O'zbekiston uchun ishlab chiqilgan to'rtta amaliy taklif nazariy xulosalarning amaliyotga tatbiq etilishi yo'lini ko'rsatadi.

Kelajakdagi tadqiqotlar ushbu modelni empirik sinovdan o'tkazishi, taklif etilgan pilot loyihalarning natijalarini o'rganishi va SI integratsiyasining talabalar o'zlashtirish natijalariga ta'sirini o'lchashi lozim. Sun'iy intellekt texnologiyalari tez rivojlanishda davom etar ekan, nazariy asoslar ham qayta ko'rib chiqilishi va takomillashtirilishi kerak (Luckin va boshq., 2016; Paiz va boshq., 2025).

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CLIL TA'LIM YONDASHUVI: DAVLAT TA'LIM STANDARTLARI VA ILMIY MANBALAR ASOSIDA MUAMMOLAR TAHLILI

Muallif: Tanatarova Norgul¹, Muxitdinova Munira Ravshanovna²

Affiliyatsiya: Chirchiq davlat pedagogika universiteti, 1 bosqich magistranti¹, Jahon iqtisodiyoti va diplomatiya universiteti p.f.f.d (Phd), dotsenti²

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ANNOTATSIYA

Mazkur maqolada CLIL (Content and Language Integrated Learning) ta'lim yondashuvining zamonaviy ta'lim tizimidagi o'rni davlat ta'lim standartlari (DTS) hamda ilmiy manbalar asosida kompleks tarzda tahlil qilinadi. Tadqiqotning asosiy maqsadi CLIL metodikasining nazariy asoslarini o'rganish, uning DTS bilan uyg'unlik darajasini aniqlash hamda amaliyotga joriy etish jarayonida yuzaga kelayotgan muammolarni aniqlashdan iborat.

Kalit so'zlar: CLIL, Content and Language Integrated Learning, davlat ta'lim standartlari, kompetensiyaviy yondashuv, fanlararo integratsiya, xorijiy til ta'limi, pedagogik innovatsiyalar, o'quv jarayoni, metodik ta'minot, baholash tizimi, ta'lim muammolari, ta'lim modernizatsiyasi.

KIRISH

Bugungi globallashtirish, axborotlashuv va xalqaro integratsiya sharoitida ta'lim tizimiga qo'yilayotgan talablar tubdan o'zgarib bormoqda. Endilikda ta'lim jarayoni faqat muayyan bilimlar majmuasini yetkazib berish bilan cheklanmay, balki o'quvchilarda tanqidiy fikrlash, muloqotga kirishish, muammoni hal qilish, jamoada ishlash va turli tillarda samarali faoliyat yuritish kabi kompetensiyalarni shakllantirishni ham nazarda tutadi. Shu jihatdan xorijiy til ta'limi alohida ahamiyat kasb etadi. Chunki zamonaviy mutaxassis nafaqat o'z kasbiy yo'nalishida chuqur bilimga ega bo'lishi, balki xalqaro axborot makonida erkin harakatlana olishi, o'z kasbiy faoliyatini xorijiy til vositasida olib bora olishi ham zarur.

Ana shunday ehtiyojlar fonida ta'lim tizimida innovatsion yondashuvlarga, xususan, CLIL (Content and Language Integrated Learning) yondashuviga qiziqish ortib bormoqda. CLIL – bu mazmun va tilni integratsiyalashgan holda o'qitish modeli bo'lib, unda bir vaqtning o'zida ham predmet mazmuni, ham xorijiy til ko'nikmalari rivojlantiriladi. Mazkur yondashuv o'quvchini tilni alohida fan sifatida emas, balki real bilimlarni egallash, kasbiy va ijtimoiy muloqotga kirishish vositasi sifatida qabul qilishga undaydi. Shu sababli CLIL nafaqat til o'rganish samaradorligini oshiradi, balki o'quvchilarning fanlararo tafakkuri, tahliliy yondashuvi va amaliy faoliyatga tayyorligini ham kuchaytiradi.

Jahon tajribasi shuni ko'rsatadiki, CLIL modeli Yevropa mamlakatlari, ayniqsa ko'p tilli ta'lim tizimiga ega davlatlarda samarali qo'llanilib kelinmoqda. Ushbu yondashuvning asosiy afzalligi shundaki, u o'quvchilarni tabiiy til muhitiga yaqinlashtiradi, tilni sun'iy emas, balki mazmuniy kontekst asosida egallash imkonini

beradi. Natijada o'quvchilar til birliklarini yodlash bilan emas, balki mazmunni tushunish, axborotni qayta ishlash va uni ifodalash orqali til ko'nikmalarini rivojlantiradi. Bu esa zamonaviy ta'lim paradigmasiga, ya'ni natijaga yo'naltirilgan, kompetensiyaviy va shaxsga yo'naltirilgan ta'lim tamoyillariga to'la mos keladi.

Shu bilan birga, CLIL yondashuvini ta'lim amaliyotiga joriy etish murakkab va ko'p qirrali jarayon hisoblanadi. U nafaqat metodik yangilik, balki o'quv dasturlari, baholash mezonlari, pedagog kadrlar tayyorgarligi, o'quv-uslubiy ta'minot va ta'lim siyosati bilan bog'liq keng qo'lamli o'zgarishlarni talab etadi. Aynan shu nuqtada davlat ta'lim standartlari muhim o'rin tutadi. Chunki davlat ta'lim standartlari ta'lim mazmunini, o'quv natijalarini, kompetensiyalar tarkibini va o'quv jarayonini tashkil etishning asosiy talablarini belgilovchi normativ-huquqiy asos hisoblanadi. Agar CLIL yondashuvi mazkur standartlar bilan uyg'unlashgan holda ishlab chiqilsa va qo'llanilsa, uning samaradorligi yuqori bo'lishi mumkin. Aks holda, u alohida tashabbus yoki cheklangan tajriba sifatida qolib ketishi ehtimoli mavjud.

Bugungi kunda milliy ta'lim tizimida kompetensiyaviy yondashuvni kuchaytirish, xorijiy til ta'limi sifatini oshirish va ta'lim mazmunini xalqaro standartlarga yaqinlashtirish bo'yicha qator islohotlar amalga oshirilmoqda. Biroq ushbu jarayonda CLIL yondashuvining o'rnini, uning davlat ta'lim standartlarida qay darajada aks etgani va amaliyotda qanday muammolar bilan to'qnashayotgani yetarli darajada chuqur o'rganilmagan. Amaliy tajriba shuni ko'rsatadiki, CLILni joriy etishda o'qituvchilarning til va metodik tayyorgarligi, mos o'quv materiallarining yetishmasligi, fan mazmunini xorijiy tilda yetkazishdagi qiyinchiliklar, baholash mezonlarining noaniqligi hamda DTS bilan metodik uyg'unlik masalalari dolzarb muammolar sifatida namoyon bo'lmoqda.

Ilmiy manbalar tahlili ham CLILning afzalliklari bilan bir qatorda uni joriy etishdagi murakkab jihatlarni ko'rsatadi. Xususan, bir qator tadqiqotlarda CLIL o'quvchilarning til kompetensiyasini, motivatsiyasini va predmetni o'zlashtirish darajasini oshirishi qayd etilgan bo'lsa, boshqa tadqiqotlarda uning muvaffaqiyati o'qituvchining tayyorgarligi, metodik resurslar mavjudligi va institutsional qo'llab-quvvatlash darajasiga bevosita bog'liqligi ta'kidlanadi. Demak, CLILni samarali joriy etish uchun uni nafaqat metodik, balki normativ, tashkiliy va didaktik jihatdan ham chuqur tahlil qilish zarur.

Mazkur mavzuning dolzarbligi shundaki, bugungi ta'lim tizimi oldida xorijiy tilni real muloqot va kasbiy faoliyat vositasi sifatida o'rgatish, fanlararo integratsiyani kuchaytirish va o'quvchilarda zamonaviy kompetensiyalarni shakllantirish vazifasi turibdi. Bu vazifalarni hal etishda CLIL yondashuvi muhim pedagogik vosita bo'lishi mumkin. Biroq uning samarali qo'llanilishi davlat ta'lim standartlari bilan qanchalik mos kelishi, amaliyotga tatbiq etishdagi to'siqlar nimalardan iboratligi va bu borada ilmiy adabiyotlarda qanday qarashlar mavjudligini aniqlash talab etiladi.

Shundan kelib chiqib, mazkur maqolaning maqsadi CLIL ta'lim yondashuvini davlat ta'lim standartlari va ilmiy manbalar asosida tahlil qilish, mavjud muammolarni aniqlash hamda ularni bartaraf etishga doir ilmiy asoslangan yondashuvlarni ishlab chiqishdan iborat.

Tadqiqotning asosiy vazifalari quyidagilardan iborat:

- CLIL yondashuvining nazariy-pedagogik mohiyatini yoritish;
- davlat ta'lim standartlarida CLIL bilan bog'liq kompetensiyalar va yondashuvlarning aks etish darajasini tahlil qilish;
- ilmiy manbalar asosida CLILni joriy etishdagi asosiy muammolarni

aniqlash;

- milliy va xorijiy tajribani qiyosiy o'rganish;
- CLILni ta'lim amaliyotiga samarali tatbiq etish bo'yicha takliflar ishlab chiqish.

Tadqiqot obyekti sifatida zamonaviy ta'lim tizimida CLIL yondashuvining qo'llanilishi belgilangan bo'lsa, tadqiqot predmeti sifatida CLIL yondashuvining davlat ta'lim standartlari va ilmiy manbalar bilan o'zaro aloqadorligi hamda uni joriy etish jarayonida yuzaga kelayotgan muammolar tanlangan.

Shunday qilib, CLIL yondashuvini davlat ta'lim standartlari va ilmiy manbalar asosida o'rganish zamonaviy ta'limni takomillashtirish, xorijiy til o'qitish sifatini oshirish va fanlararo integratsiyani kuchaytirish nuqtai nazaridan muhim ilmiy-amaliy ahamiyatga ega. Ushbu tadqiqot mazkur yo'nalishda mavjud muammolarni tizimli tahlil qilish va ularning yechimiga doir ilmiy asoslangan xulosalar ishlab chiqishga xizmat qiladi.

Asosiy qism

Mazkur tadqiqotda CLIL (Content and Language Integrated Learning) ta'lim yondashuvining davlat ta'lim standartlari bilan uyg'unligi hamda ilmiy manbalarda yoritilgan muammolarni aniqlash maqsadida kompleks metodologik yondashuv qo'llaniladi. Tadqiqotning metodologik asosi sifatida tizimli yondashuv, qiyosiy tahlil, kontent-tahlil, normativ-huquqiy tahlil va umumlashtirish metodlari tanlanadi. Ushbu metodlar bir-biri bilan o'zaro bog'liq holda qo'llanilib, CLIL yondashuvining nazariy, metodik va amaliy jihatlarini har tomonlama yoritish imkonini beradi.

Tadqiqotning umumiy yo'nalishi sifat jihatidan tahliliy-deskriptiv xarakterga ega bo'lib, unda davlat ta'lim standartlari, o'quv dasturlari, metodik hujjatlar hamda CLILga oid mahalliy va xorijiy ilmiy adabiyotlar asosiy manba sifatida tanlab olinadi. Tadqiqot jarayonida normativ hujjatlar orqali CLIL yondashuvining davlat ta'lim siyosatidagi o'rni va aks etish darajasi o'rganiladi, ilmiy manbalar tahlili orqali esa ushbu yondashuvni joriy etishdagi mavjud muammolar, metodik to'siqlar va amaliy tajribalar aniqlashtiriladi.

Mazkur tadqiqotning obyekti zamonaviy ta'lim tizimida CLIL yondashuvining qo'llanilish jarayoni bo'lsa, predmeti sifatida CLILning davlat ta'lim standartlari, o'quv jarayoni va ilmiy manbalarda ifodalangan muammolar bilan o'zaro aloqadorligi belgilanadi. Shu asosda tadqiqot bir necha izchil bosqichda olib boriladi.

Tadqiqotning metodologik bosqichlari

1 bosqich. Muammo va tadqiqot doirasini aniqlash

Dastlab tadqiqot mavzusining nazariy va amaliy dolzarbligi asoslandi. CLIL yondashuvining zamonaviy ta'limdagi o'rni, uning xorijiy tilni o'qitish va fanlararo integratsiyani ta'minlashdagi ahamiyati belgilab olinadi. Shu bilan birga, davlat ta'lim standartlari va ilmiy manbalarda CLIL bilan bog'liq masalalarni tahlil qilish zarurati aniqlashtiriladi.

2 bosqich. Normativ-huquqiy manbalarni o'rganish

Ushbu bosqichda davlat ta'lim standartlari, o'quv rejalari, fan dasturlari hamda tegishli metodik hujjatlar o'rganiladi. Asosiy e'tibor quyidagi jihatlariga qaratildi:

- kompetensiyaviy yondashuvning standartlarda aks etishi;
- xorijiy til va predmet integratsiyasiga oid talablarning mavjudligi;
- o'quv natijalari va baholash mezonlarining CLILga mosligi;
- ta'lim mazmunida fanlararo bog'liqlikning ifodalanish darajasi.

3 bosqich. Ilmiy manbalarni kontent-tahlil qilish

CLILga oid ilmiy maqolalar, monografiyalar, metodik qo'llanmalar va tadqiqot ishlari kontent-tahlil asosida o'rganiladi. Ushbu bosqichda ilmiy manbalardagi asosiy g'oyalar, takrorlanuvchi muammolar va samarali tajribalar ajratib olinadi. Tahlil jarayonida quyidagi kategoriyalar asosiy mezon sifatida belgilanadi:

- CLILning nazariy asoslari;
- o'qituvchi kompetensiyasi;
- metodik ta'minot;
- til va mazmun integratsiyasi;
- baholash mexanizmlari;
- ta'lim samaradorligi.

4 bosqich. Qiyosiy tahlil

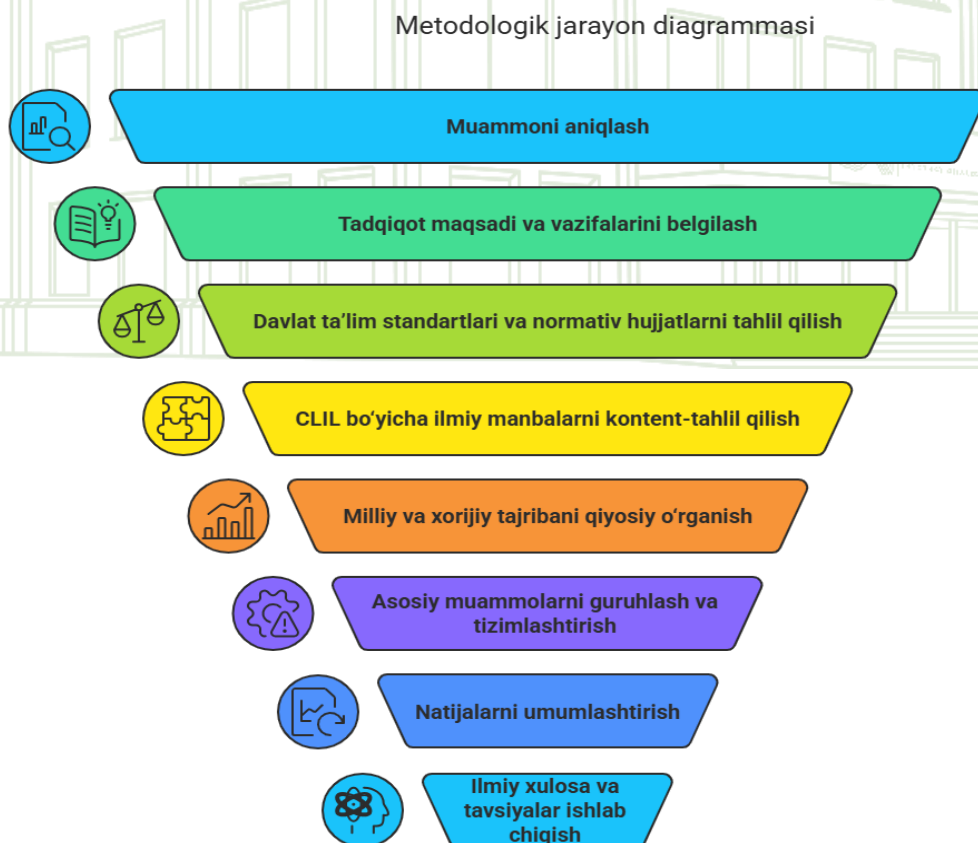
Milliy ta'lim amaliyotida CLILga xos yondashuvlar xorijiy tajriba bilan qiyoslab o'rganildi. Bunda CLILni muvaffaqiyatli joriy etgan ta'lim tizimlaridagi asosiy tendensiyalar, metodik yondashuvlar, o'qituvchi tayyorgarligi va o'quv resurslari bilan bog'liq tajribalar solishtirildi. Bu jarayon milliy tizimdagi kuchli va zaif tomonlarni aniqlashga yordam beradi.

5 bosqich. Umumlashtirish va xulosa chiqarish

Tahlillar yakunida olingan ma'lumotlar umumlashtirildi, asosiy muammolar tizimlashtirildi va CLIL yondashuvini davlat ta'lim standartlari asosida samarali joriy etishga oid ilmiy takliflar ishlab chiqildi.

Metodologik jarayon diagrammasi

Quyidagi diagramma tadqiqotning umumiy mantiqiy ketma-ketligini ko'rsatadi:



Tadqiqot metodlari jadvali

Metod nomi	Mazmuni	Tadqiqotdagi vazifasi	Kutilayotgan natija
Normativ-huquqiy tahlil	DTS, o'quv reja va dasturlarni o'rganish	CLILga oid talablar va kompetensiyalarni aniqlash	DTSdagi CLILga mos elementlarni belgilash
Kontent-tahlil	Ilmiy maqola, monografiya va tadqiqotlarni o'rganish	CLIL bo'yicha ilmiy qarashlar va muammolarni ajratish	Nazariy va amaliy muammolar ro'yxatini tuzish
Qiyosiy tahlil	Milliy va xorijiy tajribani solishtirish	Farq va o'xshashliklarni aniqlash	Ilg'or tajribalarni ajratib olish
Tizimli yondashuv	Tadqiqot obyektini yaxlit tizim sifatida ko'rish	DTS, CLIL va o'quv jarayoni aloqadorligini ochish	Muammolarning tizimli xarakterini ko'rsatish
Umumlashtirish	Olingan natijalarni birlashtirish	Yakuniy ilmiy xulosa va tavsiyalar ishlab chiqish	Amaliy tavsiyalarni shakllantirish

Tadqiqotning ishonchliligi va ilmiy asoslanganligi

Mazkur tadqiqotning ishonchliligi bir necha omillar bilan ta'minlanadi. Avvalo, manbalar tanlashda normativ hujjatlar va ilmiy adabiyotlarning mazmuniy yaqinligi, mavzuga bevosita aloqadorligi va ilmiy ahamiyati inobatga olinadi. Ikkinchidan, bir nechta metodlarning o'zaro uyg'un holda qo'llanishi tadqiqot natijalarining xolis va ko'p qirrali bo'lishiga xizmat qiladi. Uchinchidan, tahlil jarayonida olingan natijalar bir-biri bilan qiyoslab ko'riladi, bu esa xulosalarning asosligini kuchaytiradi.

XULOSA

Mazkur tadqiqot natijalari CLIL (Content and Language Integrated Learning) yondashuvining zamonaviy ta'lim tizimidagi o'rni va imkoniyatlarini aniqlash bilan birga, uni davlat ta'lim standartlari (DTS) doirasida joriy etishda mavjud muammolarni ham ochib beradi. Olingan natijalarni ilmiy manbalar bilan solishtirish shuni ko'rsatadiki, CLIL yondashuvi nazariy jihatdan yuqori samaradorlikka ega bo'lsa-da, uning amaliyotga tatbiqi ko'p jihatdan tizimli yondashuvning yetishmasligi bilan cheklanmoqda.

Tadqiqotda aniqlangan asosiy muammolardan biri o'qituvchilarning metodik va til tayyorgarligi bilan bog'liq. Ilmiy adabiyotlarda ham CLIL o'qituvchisi ikki tomonlama kompetensiyaga ega bo'lishi – ya'ni predmetni chuqur bilish va uni xorijiy tilda samarali yetkazish qobiliyatiga ega bo'lishi zarurligi ta'kidlanadi. Tadqiqot natijalari esa amaliyotda bu talab to'liq ta'minlanmaganini ko'rsatadi. Bu esa CLILni joriy etishda inson resurslari muammosi markaziy o'rinda ekanini anglatadi. Shunday ekan, CLILni joriy etish faqat metodik tavsiyalar bilan emas, balki pedagog kadrlarni qayta tayyorlash va malakasini oshirish tizimini tubdan takomillashtirish bilan uzviy bog'liq bo'lishi kerak.

Yana bir muhim jihat – o'quv-uslubiy ta'minot masalasidir. Tadqiqot natijalari CLILga mos darsliklar, metodik qo'llanmalar va didaktik materiallar yetishmasligini ko'rsatadi. Ilmiy manbalarda esa CLIL samaradorligi ko'p jihatdan sifatli o'quv resurslariga bog'liqligi qayd etilgan. Demak, CLILni samarali joriy etish uchun maxsus integratsiyalashgan o'quv materiallarini ishlab chiqish zarur. Bu materiallar til va mazmunni birgalikda o'z ichiga olgan, o'quvchilarning darajasiga moslashtirilgan va interaktiv metodlarga asoslangan bo'lishi lozim.

Didaktik nuqtai nazardan qaralganda, CLIL yondashuvi an'anaviy o'qitish modelidan tubdan farq qiladi. Tadqiqot natijalari ko'rsatadiki, fan va tilni birgalikda o'qitish jarayonida talaba kognitiv yuklamaga duch keladi. Bu esa ayniqsa boshlang'ich bosqichlarda o'qitish jarayonini murakkablashtiradi. Ilmiy adabiyotlarda bu muammoni hal qilish uchun "scaffolding" (bosqichma-bosqich qo'llab-quvvatlash), vizual materiallardan foydalanish, soddalashtirilgan til modeli va differensial yondashuv tavsiya etiladi. Demak, CLILni joriy etishda didaktik strategiyalarni to'g'ri tanlash muhim ahamiyatga ega.

Baholash tizimi bilan bog'liq natijalar ham muhim ilmiy muhokamani talab etadi. Tadqiqotda aniqlanganidek, mavjud baholash tizimi CLIL talablariga to'liq moslashmagan. Ilmiy manbalarda esa CLIL uchun integrallashgan baholash modeli – ya'ni mazmun va til kompetensiyasini birgalikda baholash zarurligi ta'kidlaydi. Bu esa baholash mezonlarini qayta ko'rib chiqish, yangi indikatorlar ishlab chiqish va formativ baholash usullarini keng joriy etishni talab etadi.

Tadqiqot natijalari va ilmiy manbalar tahlili asosida quyidagi muhim ilmiy xulosalar ilgari surilishi mumkin:

- CLIL yondashuvi zamonaviy ta'lim paradigmasiga to'liq mos keluvchi innovatsion model hisoblanadi;
- davlat ta'lim standartlari CLILni joriy etish uchun nazariy asos yaratadi, biroq amaliy mexanizmlar yetarli emas;
- CLILni muvaffaqiyatli joriy etish ko'p komponentli tizim (kadrlar, resurslar, metodika, baholash)ga bog'liq;
- xorijiy tajriba CLILni bosqichma-bosqich va tizimli joriy etish zarurligini ko'rsatadi.

Shu asosda, CLIL yondashuvini milliy ta'lim tizimiga samarali integratsiya qilish uchun quyidagi yo'nalishlar muhim deb hisoblanadi:

- DTSga CLIL metodikasini aniq va tizimli kiritish;
 - o'qituvchilarni CLIL bo'yicha maxsus tayyorlash va sertifikatlash tizimini joriy etish;
 - integratsiyalashgan o'quv-uslubiy materiallar yaratish;
 - baholash tizimini qayta ko'rib chiqish va CLILga moslashtirish;
- CLILni sinov-tajriba asosida bosqichma-bosqich joriy etish.

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THE EFFECTIVENESS OF ARTIFICIAL INTELLIGENCE-BASED ADAPTIVE LEARNING SYSTEMS IN FOREIGN LANGUAGE TEACHING

Author: Toshmamatova Marjona Olimjon qizi¹

Affiliation: Nordic International University, Assistant teacher¹

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ABSTRACT

This article covers the importance of artificial intelligence-based adaptive learning systems in teaching foreign languages, their effectiveness and their impact on the educational process. Issues of individual approach, real-time monitoring, increased academic performance, and increased motivation have also been analyzed. On the basis of modern technologies, ways to improve the process of language learning are shown.

Keywords: artificial intelligence, adaptive education, foreign languages, EFL, digital technology, personalized education, pedagogical efficiency, innovative technologies, digital education.

INTRODUCTION

The processes of globalization and information of today are gaining momentum, the perfect mastery of foreign languages is becoming an important need for each individual. As a result of the expansion of economic, political, cultural and scientific ties on a global scale, cooperation between different states is becoming more and more intense. In such conditions, knowledge of foreign languages is manifested as one of the main factors in achieving success not only in personal development, but also in professional activities. English, in particular, is a world leader as an international medium of communication, a language of science, innovation, business and modern technology. Therefore, today it is one of the urgent tasks to improve the quality of teaching foreign languages in the educational system, to introduce effective methods and tools.

In our country, special attention is paid to the modernization of the educational system, increasing the level of foreign language acquisition of the younger generation, training specialists in accordance with international standards. In recent years, a number of reforms have been implemented aimed at teaching foreign languages at all stages, from preschool to higher education. However, traditional educational methods cannot fully meet the individual needs of all students. Because each student's level of knowledge, acceptance rate, interest, and learning style are different from each other. Therefore, the need to implement innovative, flexible and person-oriented technologies into the educational process is increasing.

In this context, the penetration of artificial intelligence technologies into the field of education is creating new opportunities. Artificial intelligence is a state-of-the-art technology capable of analyzing large amounts of data, monitoring user activity, evaluating results, and developing individual recommendations. In particular, in the

teaching of foreign languages, Artificial Intelligence-based adaptive education systems serve to achieve effective results by forming educational content in accordance with the needs, abilities and level of knowledge of students. Such systems detect reader errors, determine which subjects are in difficulty, and offer suitable additional exercises, explanations, or more complex assignments.

Main part

The essence of adaptive education systems

Adaptive education system provides educational content adapted to the student with an analysis of individual characteristics, level of knowledge, interest, pace of acquisition and mistakes made by him. The main goal of these systems is to educate each student based on a personal approach and increase the effectiveness of the educational process. While traditional education often uses the same assignment and the same methodology for all students, adaptive learning takes into account the need of each student individually.

Artificial intelligence plays an important role in adaptation of teaching materials. The system regularly monitors the movements of the student on the platform, the speed of performing exercises, correct and incorrect answers, on what topics he is experiencing difficulties. The data obtained is analyzed, the level of knowledge of the student is determined, and the next stage corresponding to it is automatic

One important advantage of artificial intelligence-based educational technologies is the ability for a teacher to adapt a single teaching material to the needs of students of different levels. In the traditional educational process, the same text, exercise or assignment is presented to all students in the same form. However, the level of knowledge, vocabulary richness, grammatical preparedness, and the rate at which a subject is received vary among students in the classroom. For this reason, the same material will not be equally effective for everyone.

With the help of artificial intelligence tools, the teacher can reproduce a single material on several levels. For example, one text in English can be presented in a simplified form for entry-level readers, close to the original for the intermediate level, and with complex questions and analytical assignments for the higher level. This allows each student to receive an assignment appropriate to their level of knowledge. Teacher chooses a single text on the topic "Environmental Problems". Through artificial intelligence:

For the beginner level (A1–A2), the text is abbreviated, written in simple words, and simple questions are drawn up.

For the middle level (B1–B2), the main text is saved, New word annotation and sentence-making exercises are given.

For higher level (C1), discussion questions, essay writing, or critical thinking assignments are added.

As a result, it will be possible to work with the entire class on the basis of one topic, but each student will perform a task corresponding to his level. This method provides a differential approach and actively attracts all students in the class.

Artificial intelligence also helps the teacher adjust grammar exercises as well. For example, Present Perfect can be used to create sentence-filling exercises for weak students, question-and-answer exercises for middle-level students, and free conversation or written assignments for strong students. This is the teacher's time

Adaptation of educational materials through artificial intelligence provides a number of pedagogical advantages. These advantages are listed in the table below (table 1).

Advantages	Descriptions
Ensuring an individual approach	Each learner is given tasks appropriate to their level of knowledge and needs.
Increasing educational effectiveness	Adapted materials help learners achieve a higher level of understanding of the topic.
Strengthening learner motivation	Learners become more interested because they complete tasks suited to their abilities.
Opportunity to work with students of different levels	It becomes possible to work effectively with both strong and weaker learners in one group at the same time.
Saving the teacher's time	Artificial intelligence helps simplify texts and create tests and exercises.
Improving assessment accuracy	Each learner is assessed through tasks appropriate to their level.
Developing independent learning	Learners become accustomed to working independently through individual tasks.
Improving lesson quality	The lesson process becomes more organized, engaging, and productive.

From the table data, it can be seen that artificial intelligence-based adapted education systems are important in improving lesson efficiency, providing an individual approach, and enhancing student motivation.

CONCLUSION

In conclusion, adaptive education systems based on artificial intelligence significantly improve the process of teaching foreign languages. They make it possible to adapt the content of education, taking into account the individual needs of students, the level of knowledge and the speed of mastering. As a result, each student receives knowledge through assignments appropriate to their potential, which increases educational effectiveness.

In addition, such systems strengthen the motivation of students, develop independent learning skills and facilitate the work of the teacher. And the teacher, using artificial intelligence, will be able to more effectively organize the course process, work simultaneously with students of different levels and provide an individual approach.

At the same time, adaptive education systems bring the educational process into a modern, interactive and consequential form. Further development of these technologies in the future will lead to the development of foreign languages.

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ONLINE BUSINESS COMMUNICATION TOOLS AND THEIR IMPACT ON ESL CURRICULA: THE ROLE OF ARTIFICIAL INTELLIGENCE

Author: Turg'unova Shaxzoda Shavkat qizi¹

Affiliation: Master's Student (Year 1), Department of Foreign Language Literature, Nordic International University¹

DOI: <https://doi.org/10.5281/zenodo.19678447>

ABSTRACT

The integration of online business communication tools and artificial intelligence (AI) has significantly transformed English as a Second Language (ESL) education. In modern global workplaces, communication is increasingly digital, requiring learners to develop both linguistic competence and digital communication skills. This article explores how tools such as email platforms, video conferencing systems, and AI-powered applications influence ESL curricula. It also examines how AI enhances personalized learning, feedback, and real-world communication practice. The study uses qualitative analysis of recent literature to identify benefits, challenges, and pedagogical implications. The findings suggest that integrating AI and digital communication tools into ESL curricula improves communicative competence, learner autonomy, and professional readiness. However, it also requires careful curriculum design and teacher training.

Keywords: ESL curricula, artificial intelligence, business communication, digital literacy, communicative competence.

INTRODUCTION

In the 21st century, English language learning is closely connected with digital communication and global professional demands. ESL learners are no longer preparing only for academic purposes but also for participation in international business environments where communication is often mediated through technology (Chapelle, 2020; Warschauer, 2000). As a result, ESL curricula must adapt to include not only linguistic skills but also digital and professional communication competencies.

Online business communication tools such as emails, messaging platforms, and video conferencing applications have become essential in workplace communication. These tools require specific language skills, including formal writing, turn-taking in virtual meetings, and cross-cultural communication awareness (Godwin-Jones, 2018; Chapelle, 2020). Therefore, ESL instruction must reflect these real-world communication practices.

At the same time, artificial intelligence (AI) has emerged as a powerful tool in language education. AI-based technologies such as chatbots, automated writing assistants, and speech recognition systems are increasingly used to support language learning (Luckin et al., 2016). These technologies allow learners to practice communication skills in interactive and personalized ways.

This article aims to explore how online business communication tools and AI influence ESL curricula. It focuses on their impact on teaching methods, learner outcomes, and curriculum design.

LITERATURE REVIEW

Research shows that digital communication tools enhance language learning by providing authentic communication contexts. Learners can engage in real-life tasks such as writing emails, participating in online discussions, and collaborating on projects (Warschauer, 2000;). These activities support the development of communicative competence, which is a key goal in ESL education.

Furthermore, the integration of technology in language learning promotes learner autonomy and motivation. Students can access resources independently and practice language skills outside the classroom (Warschauer, 2000). This aligns with modern learner-centered approaches in TESOL, where students take an active role in their learning process.

Artificial intelligence has added a new dimension to language education. AI tools can provide instant feedback on grammar, vocabulary, and pronunciation, which helps learners improve more efficiently (Holmes et al., 2019; Luckin et al., 2016). For example, AI chatbots simulate conversations, allowing learners to practice speaking and writing in a safe environment.

In addition, AI supports adaptive learning by analyzing learners' performance and providing personalized recommendations. This helps address individual differences in learning styles and proficiency levels (2016; Chapelle, 2020). As a result, AI integration can improve learning outcomes and make ESL education more effective.

METHODOLOGY

This study uses a qualitative research approach based on literature analysis. Relevant academic sources on online communication tools, AI in education, and ESL curricula were reviewed to identify key themes and trends (Chapelle, 2020; Holmes et al., 2019). The focus was on understanding how these technologies influence teaching practices and learner development.

The analysis was organized into three main areas: types of communication tools, the role of AI, and curriculum implications. Each area was examined in terms of benefits, challenges, and pedagogical impact (Warschauer, 2000;). This approach allows for a comprehensive understanding of the topic.

DISCUSSION

Online Business Communication Tools in ESL

Online communication tools play a crucial role in modern ESL instruction. Synchronous tools such as video conferencing platforms allow learners to practice speaking and listening skills in real-time interactions (Godwin-Jones, 2018; Chapelle, 2020). These tools simulate workplace meetings and improve learners' fluency and confidence.

Asynchronous tools such as email and discussion forums help learners develop writing skills. Students learn how to write formal messages, organize ideas, and use appropriate tone in professional communication (Warschauer, 2000;). These skills are essential for business communication.

Moreover, collaborative platforms encourage teamwork and interaction among learners. Students can work on group projects, share ideas, and provide feedback, which enhances their communicative competence (Warschauer, 2000). This reflects real-world workplace practices.

The Role of Artificial Intelligence in ESL Communication

Artificial intelligence significantly enhances ESL learning by providing interactive and personalized experiences. AI chatbots allow learners to practice conversations anytime, which increases their exposure to the language (Holmes et al., 2019; Luckin et al., 2016). This is especially useful for students with limited opportunities to communicate in English.

AI-powered writing tools help learners improve their grammar and vocabulary by providing instant corrections and suggestions. This supports the development of writing skills and reduces errors (Chapelle, 2020;). It also helps learners become more independent.

Speech recognition technologies improve pronunciation by giving immediate feedback. Learners can practice speaking and receive corrections, which enhances their oral communication skills (Luckin et al., 2016; Holmes et al., 2019). This is important for effective business communication.

Additionally, AI supports adaptive learning by analyzing learner data and providing personalized learning paths. This ensures that each learner receives appropriate support based on their needs (Chapelle, 2020).

Impact on ESL Curricula

The integration of online tools and AI requires significant changes in ESL curricula. Traditional teaching methods must be replaced with more interactive and technology-based approaches (Chapelle, 2020; Warschauer, 2000). Teachers need to design tasks that reflect real-world communication.

Curricula should include digital literacy skills, such as using online platforms and managing digital communication. These skills are essential for success in modern workplaces (Godwin-Jones, 2018;). Therefore, ESL education must go beyond language teaching.

Assessment methods also need to change. Instead of traditional exams, performance-based assessments should be used to evaluate learners' ability to communicate in digital environments (Chapelle, 2020;). This provides a more accurate measure of learners' skills.

Challenges and Limitations

Despite the benefits, there are challenges in integrating AI and digital tools into ESL curricula. One major issue is the lack of access to technology in some regions, which creates inequality among learners (Warschauer, 2000; Chapelle, 2020). This is particularly relevant in developing contexts. Another challenge is the need for teacher training. Teachers must develop digital competence to effectively use these tools in their instruction (Holmes et al., 2019). Without proper training, technology integration may not be successful.

There is also a risk of overreliance on AI tools. Learners may depend too much on automated feedback and not develop critical thinking skills (Luckin et al., 2016;). Therefore, a balanced approach is necessary.

CONCLUSION

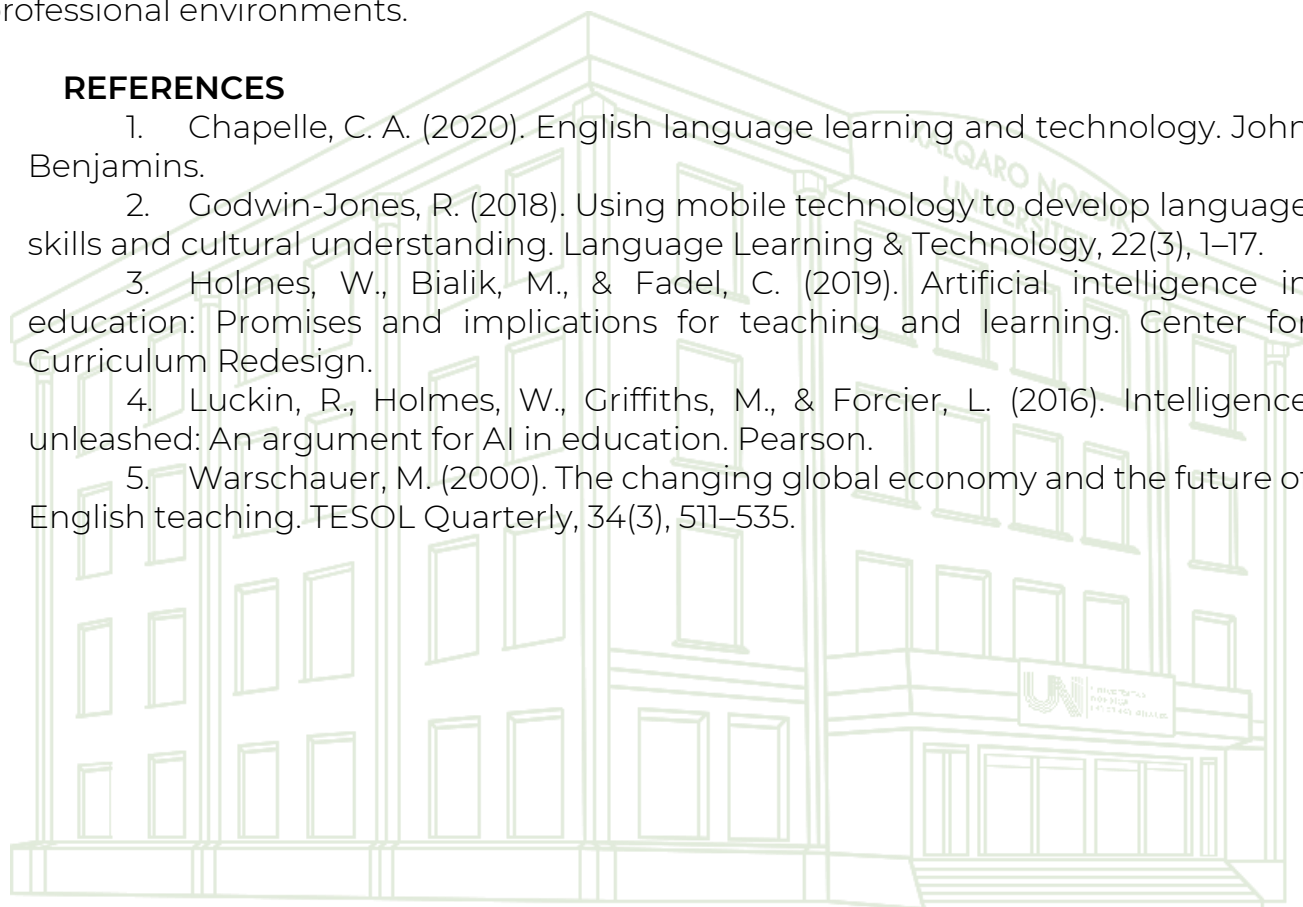
Online business communication tools and artificial intelligence are transforming ESL education by making it more relevant, interactive, and effective. These technologies help learners develop not only language skills but also digital and professional competencies (Godwin-Jones, 2018).

AI plays a key role in providing personalized learning, instant feedback, and interactive practice. This enhances learner autonomy and improves learning outcomes (Holmes et al., 2019;). However, careful implementation is required to avoid potential challenges.

In conclusion, ESL curricula must continue to evolve by integrating digital tools and AI while maintaining a focus on communicative competence and human interaction. This will prepare learners for successful participation in global professional environments.

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ALGORITHMIC BIAS IN AI-DRIVEN EDUCATIONAL MANAGEMENT SYSTEMS: IMPLICATIONS FOR DECISION-MAKING IN EDUCATIONAL INSTITUTIONS

Author: Usmanova Kamola Javlyanovna¹

Affiliation: Tashkent International University, Foreign Languages Department, Teacher-assistant¹

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ABSTRACT

Artificial intelligence (AI) technologies are increasingly integrated into educational management systems to support administrative decision-making, automate assessment processes, and predict student outcomes. While these systems promise efficiency and data-driven governance, they also introduce significant risks related to algorithmic bias. Algorithmic bias occurs when AI systems produce systematic and unfair outcomes due to biased training data, incomplete contextual information, or flawed algorithmic design. In educational environments, such bias may influence decisions regarding grading, student performance prediction, and institutional resource allocation. This article examines algorithmic bias in AI-driven educational management systems and its implications for decision-making in educational institutions.

Keywords: Artificial Intelligence, Algorithmic Bias, Educational Management Systems, Decision-Making, Automated Assessment, Educational Technology.

INTRODUCTION

Artificial intelligence is increasingly used in educational management for predictive analytics, learning management, automated assessment, and institutional decision-making. These technologies enable administrators to analyze large datasets and support management decisions based on data patterns. However, the growing use of AI in education raises important ethical and managerial concerns, particularly regarding algorithmic bias. Algorithmic bias refers to systematic errors or unfair outcomes that may occur when AI models are trained on datasets reflecting existing social inequalities or incomplete information (Baker & Hawn, 2021).

Educational data often include disparities related to socio-economic background, school resources, and access to opportunities. As a result, algorithms trained on such data may reproduce or even amplify these inequalities (Holmes, Bialik, & Fadel, 2019). As O'Neil (2016) argues, algorithmic systems may unintentionally reinforce social disparities when complex human processes are simplified into mathematical models. Because many AI systems rely on quantitative indicators such as grades, attendance, and digital engagement, they may overlook contextual human factors such as personal circumstances or emotional challenges. Consequently, algorithmic systems may simplify complex educational realities instead of fully reflecting the diverse experiences of students and teachers.

Algorithmic Bias in Educational Decision-Making

Algorithmic bias in educational management systems can emerge from several sources. The first source is biased historical data. Machine learning models learn patterns from past data, and if these data contain inequalities or systemic disadvantages, the algorithm may replicate those patterns in future predictions (Baker & Hawn, 2021).

A second source of bias is limited contextual understanding. AI systems typically rely on measurable indicators such as test scores, attendance records, and online activity. While these metrics provide useful information, they do not capture many important aspects of human learning, including motivation, emotional well-being, or external life circumstances. Researchers have described this phenomenon as algorithmic reductionism, where complex human processes are simplified into numerical indicators that may not reflect the full educational experience (Selwyn, 2019).

A third concern involves the growing influence of algorithmic systems in institutional governance. As educational institutions increasingly rely on predictive analytics and management dashboards, decision-making processes may gradually shift from human judgment toward algorithmic recommendations. Noble (2018) argues that algorithmic systems often embed social and cultural biases present in their training data, making it essential to critically evaluate algorithmic outputs rather than treating them as objective truths.

Real Cases of Algorithmic Bias in Education

The UK Algorithmic Grading Controversy

One of the most widely discussed cases of algorithmic bias in education occurred in the United Kingdom in 2020 during the COVID-19 pandemic. Because national examinations were cancelled, the government introduced an algorithmic system to estimate student grades.

The system calculated predicted grades based partly on the historical performance of each school. As a result, students from historically lower-performing schools—often located in disadvantaged communities—were systematically downgraded. High-achieving students from these schools received lower predicted grades despite strong academic records.

Following widespread criticism and public protests, the government abandoned the algorithmic grading system and restored teacher-assessed grades. This case illustrates how algorithmic systems may reproduce structural inequalities when historical data are used without sufficient contextual analysis.

Bias in Automated Essay Scoring

Another example of algorithmic bias involves automated essay scoring technologies. Some AI-based grading systems evaluate essays using machine learning models that analyze structural features such as sentence complexity, vocabulary patterns, and essay length.

Studies have shown that these systems may favor longer essays or certain writing styles, even when the underlying argument quality is weak. Students who use unconventional writing styles or who are non-native speakers of the language may receive lower scores because the algorithm cannot fully interpret variations in linguistic expression. This example demonstrates how algorithmic systems may misinterpret human creativity and expression when evaluation relies solely on computational features.

Predictive Analytics and Student Risk Classification

Many universities use predictive analytics systems to identify students who may be at risk of academic failure or dropout. These systems analyze variables such as attendance records, assignment submissions, and engagement with online learning platforms.

While predictive models can help institutions identify students who may require additional support, they also introduce potential risks. Students labeled as “high risk” may be perceived differently by instructors or administrators. Such classifications may influence expectations and opportunities, potentially creating a self-fulfilling prophecy in which algorithmic predictions contribute to the outcomes they predict.

Do Educational Institutions Fully Rely on AI for Grading?

Although AI technologies are increasingly used in educational assessment, most educational institutions do not rely entirely on AI systems for grading. Instead, AI tools typically function as support technologies that assist instructors and administrators.

For example, the platform Gradescope, used by universities such as Stanford and MIT, employs AI to group similar student answers and help instructors grade assignments more efficiently. However, instructors still review and approve final grades. Similarly, automated writing analysis systems such as Turnitin provide feedback on writing structure and originality, but human instructors remain responsible for final assessment decisions.

Fully automated grading systems remain controversial because education involves qualitative dimensions such as reasoning, creativity, and contextual understanding—areas where current AI technologies have significant limitations.

Strategies for Reducing Algorithmic Bias

To address the risks associated with algorithmic bias, educational institutions must adopt responsible AI governance strategies. One key approach is the human-in-the-loop model, in which AI systems support decision-making but do not replace human judgment. Educators and administrators should critically evaluate algorithmic recommendations before making final decisions.

Another important strategy is algorithmic transparency. Institutions should understand how AI systems function, what data they use, and how predictions are generated. Transparent algorithms allow administrators to identify potential biases and improve decision-making processes.

Regular bias auditing is also essential. Algorithms should be tested for potential disparities across demographic groups such as gender, socio-economic background, and disability status. These evaluations help institutions detect hidden biases and improve algorithmic fairness.

Finally, integrating contextual human knowledge into decision-making processes can help ensure that algorithmic predictions do not override the complex realities of educational experiences.

CONCLUSION

Artificial intelligence has the potential to enhance efficiency and data-driven decision-making in educational management systems. However, algorithmic technologies also introduce significant risks related to bias, fairness, and transparency. As demonstrated by real-world cases such as the UK algorithmic

grading controversy and limitations in automated essay scoring systems, algorithmic decision-making may produce unintended consequences when implemented without adequate human oversight.

Educational institutions must therefore approach AI integration carefully. Rather than replacing human judgment, AI systems should function as supportive tools within educational decision-making processes. By implementing transparent algorithms, bias auditing mechanisms, and human-centered governance frameworks, educational institutions can harness the benefits of artificial intelligence while minimizing the risks associated with algorithmic bias.

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YUQORI SINIF O'QUVCHILARINING KOGNITIV VA PSIXOLOGIK XUSUSIYATLARI HAMDA ULARNING TANQIDIY FIKRLASH RIVOJIGA TA'SIRI

Muallif: Xabibullayeva Layloxon Tursunali qizi¹

Affiliyatsiya: Xalqaro Nordik Universiteti tayanch doktoranti¹

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ANNOTATSIYA

Ushbu maqola yuqori sinf EFL o'quvchilarining kognitiv va psixologik xususiyatlari hamda ularning ingliz tilida tanqidiy fikrlashni rivojlantirishdagi rolini tahlil qiladi. Metakognitsiya, motivatsiya, maqsad yo'nalishi va til o'rganishdagi xavotir kabi omillar o'quvchilarning fikrlash faolligiga ta'siri ko'rib chiqiladi. Shuningdek, kompetensiyaga yo'naltirilgan EFL darslarida tanqidiy fikrlashni rivojlantirish uchun samarali pedagogik yondashuvlar taklif etiladi.

Kalit so'zlar: tanqidiy fikrlash, metakognitsiya, motivatsiya, kognitiv ko'nikmalar, til o'rganishdagi xavotir.

KIRISH

Ingliz tilini chet tili sifatida o'qitish doirasida yuqori sinf o'quvchilari (taxminan 15–18 yosh) nafaqat til kompetensiyasini rivojlantirishlari, balki til orqali tanqidiy fikrlash kabi yuqori darajadagi kognitiv ko'nikmalarni ham shakllantirishlari kutiladi. Ushbu bosqichda o'quvchilar murakkab matnlar, mavhum tushunchalar hamda muammo yechishga oid vazifalar bilan ishlash imkoniyatiga ega bo'lib, formal-operatsion tafakkur allaqachon shakllangan bo'ladi. Biroq, ularning psixologik xususiyatlari — masalan, motivatsiya, til o'rganishdagi xavotir (language-learning anxiety) va maqsadga yo'naltirilganlik — ingliz tilidan tanqidiy fikrlash vositasi sifatida qanchalik samarali foydalanishlariga sezilarli darajada ta'sir ko'rsatadi.

So'nggi tadqiqotlarga ko'ra, ingliz tilini chet tili sifatida o'rganayotgan o'quvchilarning o'zlashtirish darajasi hamda ingliz tilida ma'lumotni tushunish, qayta ishlash va baholash qobiliyati ularning kognitiv (bilish bilan bog'liq) va affektiv (hissiy-ruhiy) omillari bilan chambarchas bog'liq. Bunga, masalan, o'rganishga yo'naltirilgan maqsadlar (bilimni chuqurlashtirishga intilish) yoki natijaga yo'naltirilgan maqsadlar (faqat yuqori baho olishga intilish), test topshirish usullari va imtihon paytidagi hayajon (test xavotiri) kiradi.

Ta'limni umumiy "4K" kompetensiyalari — ya'ni kognitiv (fikrlash), kreativ (ijodkorlik), kommunikativ (muloqot) va kollaborativ (hamkorlik) ko'nikmalar bilan uyg'unlashtirish maqsadida, O'zbekiston ta'lim tizimida xorijiy til darslarida fanlararo (metapredmet) kompetensiyalarni rivojlantirishga tobora ko'proq e'tibor qaratilmoqda. Bunga tanqidiy fikrlash, o'z fikrini tahlil qilish (refleksiya) va o'zini o'zi boshqarish ko'nikmalari kiradi.

Ushbu maqolaning asosiy maqsadlari quyidagilardan iborat:

- yuqori sinf (15–18 yosh) EFL o'quvchilarining muhim psixologik va kognitiv xususiyatlarini aniqlash;
- ushbu xususiyatlar ingliz tilida tanqidiy fikrlashni rivojlantirishga qanday yordam berishi yoki aksincha, qanday to'sqinlik qilishi mumkinligini tushuntirish;
- ingliz tili o'qituvchilari uchun amaliy pedagogik tavsiyalar berish.

Tadqiqotlar metodologiyasi

Mazkur ish mahalliy va xorijiy ilmiy tadqiqotlarga tayangan holda yozilgan bo'lib, unda adabiyotlarni umumlashtirish (sintetik sharh) usuli qo'llaniladi. Tadqiqot asosan umumiy o'rta ta'lim bosqichidagi (15–18 yosh) ingliz tili o'quvchilariga qaratilgan.

Quyidagi mezonlar tadqiqotlarni tanlash uchun asos qilib olindi:

- Ingliz tilini chet tili sifatida o'rganuvchi o'quvchilarning psixologik va kognitiv xususiyatlari (masalan, motivatsiya, o'rganish uslublari, test paytidagi xavotir va maqsadi) hamda ularning o'zlashtirish darajasi yoki yuqori darajadagi fikrlash bilan bog'liqligini o'rganuvchi empirik tadqiqotlar;
- Ingliz tilini chet tili sifatida o'rganuvchi darslarda tanqidiy fikrlashni rivojlantirishga qaratilgan yondashuvlarga e'tibor berilishi (masalan, savolga asoslangan mashqlar, manbalarni baholash, ingliz tilida dalillash/argumentatsiya);
- kompetensiyaga yo'naltirilgan yondashuvlar, fanlararo (metapredmet) kompetensiyalar yoki o'zbek ta'lim tizimiga xos islohotlar bilan ma'lum darajada uyg'unligi.

Ko'rib chiqilgan tadqiqotlar uchta asosiy yo'nalish bo'yicha tartiblandi:

1. Ingliz tili o'rganuvchilarining kognitiv xususiyatlari —xotira (working memory), o'rganish uslublari, til o'rganish strategiyalari va ingliz tilidan metakognitiv xabardorlik;
2. Psixologik va hissiy xususiyatlar — til o'rganishga bo'lgan motivatsiya, o'rganishdan zavq olish, xavotir va o'zini ikkinchi til o'rganuvchi sifatida anglash (self-concept);
3. Ingliz tili darslaridagi yondashuvlar — topshiriqlarni loyihalash, savol berish strategiyalari, haqiqiy (authentic) matnlardan foydalanish hamda tanqidiy fikrlashni ingliz tili darslariga integratsiya qilish

NATIJALAR

Tahlil natijalari yuqori sinf o'quvchilarining kognitiv va psixologik xususiyatlari ingliz tilida tanqidiy fikrlashni rivojlantirish bilan qanday o'zaro ta'sirlashishini ko'rsatadigan bir qator muhim tendensiyalarni aniqladi.

1.Kognitiv xususiyatlar va ingliz tili darslarida tanqidiy fikrlash

Yuqori sinf o'quvchilari o'rtasida o'rganish strategiyalaridan foydalanish va metakognitiv ong darajasi sezilarli darajada farqlanadi. Ayrim o'quvchilar impulsiv bo'lib, topshiriqlarni tezroq bajarishga moyil bo'lsa, boshqalari esa ko'proq mulohazakor bo'lib, ma'lumotni chuqurroq tahlil qilish va asta-sekin o'zlashtirishni afzal ko'radilar. O'quvchilarining test topshirish strategiyalariga oid tadqiqotlar shuni ko'rsatadiki, rejalashtirish, o'z javoblarini kuzatib borish (monitoring) va tahlil qilish kabi strategik yondashuvlardan foydalanish ingliz tilidagi matnlarni chuqurroq tushunish hamda yuqori natijalarga erishish bilan chambarchas bog'liqdir. Metakognitiv jihatdan yuqori darajada rivojlangan o'quvchilar odatda o'z tushunishini doimiy nazorat qiladi, aniqlashtiruvchi savollar beradi va ingliz tili

doirasidagi tanqidiy fikrlashga yo'naltirilgan topshiriqlarda (masalan, internet manbalarining ishonchliligini baholash, ingliz tilida ikki nuqtai nazarni taqqoslash yoki argumentativ esse yozish) o'z talqinlarini qayta ko'rib chiqadi. Bu holat umumiy tanqidiy fikrlash bo'yicha tadqiqotlar bilan ham mos keladi. Shu bilan birga, ko'plab o'quvchilar o'qituvchi tomonidan maxsus qo'llab-quvvatlash (scaffolding) berilmasa, asosan matnni so'zma-so'z tushunishga va yuzaki lingvistik elementlarga tayanib qoladi. Bu esa ularning ingliz tilida yuqori darajadagi tahlil va tanqidiy fikrlash jarayonlarida ishtirok etish imkoniyatini cheklaydi

2. Emotsional va psixologik xususiyatlar

Yuqori sinf o'quvchilarining motivatsiyasi, xavotiri va o'zini ikkinchi til foydalanuvchisi sifatida qabul qilishi ularning ingliz tilida fikr bildirishga tayyorligiga sezilarli ta'sir ko'rsatadi. Tadqiqotlarga ko'ra, bilimni tushunish va o'zini rivojlantirishga e'tibor qaratadigan o'quvchilar qiyin topshiriqlarda ham sabrliroq bo'ladi va tanqidiy fikrlashdan ko'proq foydalanadi. Aksincha, natijaga yo'naltirilgan (performance-oriented) o'quvchilar ko'proq yuqori baho olish yoki xatolardan qochishga intiladi.

Til o'rganishdagi xavotir odatda ishtirokni va savol berishni kamaytiradi. Biroq til o'rganishdan zavq olish va qat'iyat, sabr-bardoshlilik ingliz tilida gapirish, yozish va bahslashishga ijobiy ta'sir ko'rsatadi. Ya'ni, o'quvchi o'zini erkin his qilsa va ingliz tilidan foydalanishdan zavqlansa, u o'z fikrini bildirish, savol berish va ma'noni muhokama qilishga ko'proq moyil bo'ladi — bu esa tanqidiy fikrlashni rivojlantiradi.

3. Tanqidiy fikrlashni rivojlantiruvchi o'qitish strategiyalari

Ko'plab tadqiqotlar shuni ko'rsatadiki, tanqidiy fikrlashni rivojlantirishga qaratilgan maxsus ingliz tili topshiriqlari — masalan, reklama tahlili, ijtimoiy muammolarni muhokama qilish yoki ingliz tilidagi yangiliklar manbalarining ishonchliligini baholash — o'quvchilarning ham til ko'nikmalarini, ham tanqidiy fikrlash qobiliyatini yaxshilaydi. Masalan, ingliz tili darslariga tanqidiy fikrlashni integratsiya qilishning besh bosqichli modeli (muammoni aniqlash, savol berish, ishonchlilikni baholash, muammoni hal qilish va xulosa chiqarish) o'quvchilarning ingliz tilida dalillarga asoslangan fikr yuritish qobiliyatini sezilarli darajada oshiradi. Tahlillar shuni ko'rsatadiki, ingliz tili darslari metapredmet (fanlararo) kompetensiyalarni rivojlantirish uchun qulay imkoniyat yaratadi: o'quvchilar ingliz tili orqali maqsad qo'yish, refleksiya (o'z faoliyatini tahlil qilish), qaror qabul qilish va muloqot ko'nikmalarini (4K kompetensiyalar muvozanati) amalda qo'llashlari mumkin. Eksperimental o'qitish yondashuvlari shuni ko'rsatadiki, o'qituvchilar refleksiyani rivojlantiruvchi aniq savollarni (masalan, "Qaysi dalillardan foydalanding?", "Nega aynan shu nuqtai nazarni tanlading?") muammo yechish va kommunikativ topshiriqlar (loyiha ishlari, debatlar, rolli o'yinlar) bilan birlashtirganda, o'quvchilarning tanqidiy fikrlash darajasi sezilarli darajada oshadi.

MUHOKAMA

Yuqori sinf EFL o'qituvchilari tanqidiy fikrlashni rivojlantirishni maqsad qilgan kompetensiyaga yo'naltirilgan yondashuvlar doirasida ishlaganda, ko'rib chiqilgan tadqiqotlar bir nechta muhim tavsiyalarni ko'rsatadi.

1. Kognitiv jihatdan murakkab, ammo yo'naltirilgan topshiriqlar yaratish

O'qituvchilar ingliz tili darslarida ham til jihatdan, ham fikrlash jihatdan murakkab bo'lgan topshiriqlarni ishlab chiqishlari kerak. Bunga argumentativ esse yozish, manbalarni taqqoslash, debatlar kabi faoliyatlar kiradi. Shu bilan birga, o'quvchilarga ingliz tilida fikrlashni yo'naltiruvchi aniq savollar berilishi zarur:

- “Qanday dalillarga tayanyapsan?”
- “Qanday taxminlar qilyapsan?”
- “Qanday muqobil fikr bo‘lishi mumkin?”

Chunki yuqori sinf o‘quvchilari mavhum (abstrakt) fikrlashga qodir bo‘lsa-da, ularning metakognitiv nazorati hali rivojlanayotgan bo‘ladi. Bunday yo‘naltirish ingliz tilida haqiqiy tanqidiy fikrlash jarayoni bilan tilni tushunish o‘rtasidagi tafovutni kamaytirishga yordam beradi.

2. Ingliz tili darslarida o‘zini boshqarish va metakognitsiyani rivojlantirish

Refleksiya (o‘z faoliyatini tahlil qilish) aniq va muntazam bo‘lishi juda muhim. O‘qishlar, debatlar va yozma topshiriqlardan so‘ng o‘qituvchilar o‘quvchilarga o‘zlarining dastlabki fikrlari bilan keyingi (o‘zgartirilgan) fikrlarini taqqoslashni, o‘z mulohazalarini ingliz tilida izohlashni hamda oddiy baholash mezonlari (rubrikalar) yordamida o‘z argumentlarining kuchini tahlil qilishni taklif etishlari mumkin. Bunday yondashuv o‘zini boshqarish, o‘z fikrini tahlil qilish (introspeksiya) va maqsad qo‘yish ko‘nikmalarini rivojlantiradi.

3. Ingliz tili darslarida psixologik jihatdan xavfsiz muhit yaratish

O‘qituvchilar ingliz tilida “foydali xatolar” va kerakli fikrlar farqlanishini normal holat sifatida qabul qilishni shakllantirishi kerak. Chunki til o‘rganishdagi xavotir va xato qilishdan qo‘rqish o‘quvchilarning savol berishi va fikr bildirishini cheklashi mumkin. O‘quvchilar o‘zini erkin his qilganda, ingliz tilida gapirish, bahslashish va ma‘no ustida muzokara qilishga ko‘proq tayyor bo‘ladi. Bu esa ularning tilni faqat imtihon predmeti sifatida emas, balki tanqidiy fikrlash vositasi sifatida ko‘rishiga yordam beradi.

4. Tanqidiy fikrlashga yo‘naltirilgan baholashni joriy etish

Umumiy kompetensiyalar — tanqidiy fikrlash, refleksiya va ingliz tilida samarali muloqotni rivojlantirishga yo‘naltirilgan yondashuv baholash tizimida ham aks etishi kerak. Shu sababli portfoliolar, og‘zaki imtihon va debatlar kabi baholash shakllari muhim bo‘lib, ularda asosiy mezonlar sifatida fikrning mantiqliligi, dalillardan foydalanish va izchillik (coherence) baholanadi. Umuman olganda, ingliz tili darslarini “ingliz tilida fikrlash” (thinking-in-English) muhitiga aylantirish mumkin. Bunda o‘quvchilarning kognitiv va psixologik xususiyatlari maxsus topshiriqlar orqali maqsadli ravishda rivojlantiriladi. Bu yondashuv O‘zbekiston ta‘lim tizimida xorijiy til bilan tanqidiy fikrlash rivojlanishini uyg‘unlashtirishga yordam beradi va zamonaviy kompetensiyaga yo‘naltirilgan standartlarga mos keladi.

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BOSHLANG'ICH SINIF O'QUVCHILARINING O'QUV NATIJALARINI METAKOGNITIV MONITORING ASOSIDA TAKOMILLASHTIRISH

Muallif: Xalikova Zaxro Mirshadmanovna¹

Affiliyatsiya: Xalqaro Nordik universiteti, Pedagogika kafedrası katta o'qituvchisi¹

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ANNOTATSIYA

Mazkur maqolada boshlang'ich sinf o'quvchilarining matematika fanidan o'quv natijalarini metakognitiv monitoring hamda sun'iy intellekt texnologiyalari asosida takomillashtirish masalasi batafsil yoritilgan. Tadqiqotda metakognitiv monitoringning nazariy asoslari chuqur tahlil qilinib, uning amaliyotdagi ahamiyati ochib berilgan. Shuningdek, sun'iy intellekt vositalari yordamida o'quv jarayonini individuallashtirish, baholashni optimallashtirish va o'quvchilarning refleksiv tafakkurini rivojlantirish imkoniyatlari asoslab berilgan.

Kalit so'zlar: metakognitiv faoliyat, o'quv monitoringi, refleksiv yondashuv, o'zini nazorat qilish, baholash strategiyalari, boshlang'ich ta'lim.

KIRISH

Zamonaviy ta'lim tizimi o'quvchilarning faqat bilim olishiga emas, balki o'z o'rganish jarayonini anglash va boshqarish qobiliyatini rivojlantirishga qaratilgan. Metakognitiv monitoring aynan shu jarayonni ta'minlovchi muhim pedagogik vosita hisoblanadi. Sun'iy intellekt texnologiyalarining joriy etilishi esa ushbu jarayonni yangi bosqichga olib chiqmoqda.

Ta'lim jarayonining zamonaviy talablari o'quvchilarda mustaqil fikrlash, o'z faoliyatini rejalashtirish va natijalarni tahlil qilish ko'nikmalarini rivojlantirishni taqozo etadi. Shu nuqtai nazardan, metakognitiv monitoring o'quvchilarning o'z bilim faoliyatini boshqarish vositasi sifatida alohida ahamiyat kasb etadi.

Mazkur tadqiqotning asosiy maqsadi boshlang'ich sinf o'quvchilarining matematika fanidan o'quv natijalarini metakognitiv monitoring asosida takomillashtirishga qaratilgan metodik tizimni ishlab chiqishdan iborat.

TADQIQOT METODOLOGIYASI

Tadqiqot boshlang'ich sinf o'quvchilarining matematika fanidagi o'zlashtirishini metakognitiv monitoring va sun'iy intellekt (SI) yordamida optimallashtirishga qaratilgan bo'lib, nazariy tahlil, pedagogik eksperiment va statistik metodlar majmuasidan foydalanildi. Tadqiqot obyekti sifatida boshlang'ich sinf o'quvchilari, predmeti sifatida esa metakognitiv monitoring (rejalashtirish, nazorat, tahlil, baholash) va SI platformalarini joriy etishning metodik jihatlari belgilandi.

Tadqiqot davomida nazariy va empirik metodlardan kompleks foydalanildi. Kuzatish, test, so'rovnoma, pedagogik tajriba hamda statistik tahlil metodlari asosida

ma'lumotlar yig'ildi va tahlil qilindi. Shuningdek, sun'iy intellekt asosidagi platformalar orqali o'quvchilarning faoliyati monitoring qilindi.

Tadqiqot doirasida turli ilmiy yondashuvlar uyg'unligidan foydalanildi. Xususan:

- nazariy manbalarni qiyosiy va tizimli tahlil qilish;
- empirik ma'lumotlarni yig'ish (kuzatish, test, so'rovnoma);
- pedagogik tajriba tashkil etish;
- olingan natijalarni statistik qayta ishlash.

Tadqiqot obyekti sifatida boshlang'ich sinf o'quvchilarining o'quv faoliyati jarayoni tanlandi.

Predmet sifatida esa ushbu jarayonda metakognitiv monitoringni joriy etishning metodik jihatlari o'rganildi.

Metakognitiv monitoring quyidagi funksional bosqichlar orqali izohlandi:

- o'quv faoliyatini oldindan rejalashtirish;
- jarayonni doimiy nazorat qilish;
- natijalarni tahlil etish;
- o'z faoliyatiga baho berish.

NATIJARLAR

Tadqiqot natijasida bir qator muhim ilmiy xulosalar shakllantirildi.

Avvalo, o'quvchilarning o'quv faoliyatini samarali tashkil etishga xizmat qiluvchi metakognitiv monitoring modeli ishlab chiqildi. Ushbu model o'quv faoliyatining motivatsion, amaliy va reflektiv jihatlarni o'zaro bog'liq holda rivojlantirishni nazarda tutadi.

Shuningdek, metakognitiv monitoringning asosiy tarkibiy qismlari qayta tizimlashtirilib, ularning o'quv jarayonidagi funksional ahamiyati asoslab berildi. Bu esa o'quvchilarning o'z faoliyatini mustaqil boshqarish ko'nikmalarini shakllantirishga xizmat qiladi.

Bundan tashqari, baholash jarayoniga yangi yondashuv sifatida o'z-o'zini baholash elementlarini formativ va yakuniy baholash bilan integratsiyalash taklif etildi.

Tajriba natijalari shuni ko'rsatdiki, metakognitiv monitoring asosida tashkil etilgan darslar o'quvchilarning o'zlashtirish ko'rsatkichlari, mustaqil fikrlash darajasi va reflektiv faoliyatini sezilarli darajada oshiradi.

Olib borilgan tadqiqotlar va pedagogik tajriba-sinov ishlari yakunida boshlang'ich ta'lim sifatini oshirishga qaratilgan bir qator fundamental ilmiy xulosalar shakllantirildi:

1. Metakognitiv monitoringning innovatsion modeli: Tadqiqot davomida o'quvchilarning intellektual salohiyatini ro'yobga chiqaruvchi va o'quv faoliyatini tizimli tashkil etishga yo'naltirilgan mualliflik modeli ishlab chiqildi. Ushbu model shunchaki nazorat vositasi emas, balki o'quvchining motivatsion (o'qishga bo'lgan ichki ehtiyoj), protsessual-amaliy (masala echish algoritmlari) va reflektiv (o'z xatosini anglash) jihatlarni yagona didaktik tizimda birlashtiradi.
2. Strukturaviy-funksional tizimlashtirish: Metakognitiv monitoringning tarkibiy qismlari (rejalashtirish, monitoring, tartibga solish va baholash) boshlang'ich sinf yosh xususiyatlaridan kelib chiqib qayta tizimlashtirildi. Bu tizim o'quvchiga "Men nima qilyapman?", "Qayerda xato qildim?" va "Buni qanday

tuzatishim mumkin?" degan savollar orqali o'z faoliyatini metakognitiv boshqarish (self-regulation) ko'nikmalarini egallash imkonini beradi.

3. Baholashning integratsiyalashgan ekotizimi: An'anaviy baholash tizimidan farqli o'laroq, ta'lim jarayoniga formativ baholash va o'z-o'zini baholash (self-assessment) elementlarining sintezi joriy etildi. Bunda sun'iy intellekt texnologiyalari o'quvchining har bir qadamini tahlil qilib, unga individual va obyektiv qayta aloqa (feedback) berish mexanizmini ta'minladi. Bu yondashuv o'quvchida "baholash — jazo emas, balki rivojlanish vositasi" degan tushunchani shakllantirdi.
4. Eksperimental samaradorlik ko'rsatkichlari: Pedagogik tajriba-sinov natijalari metakognitiv yondashuvning yuqori samaradorligini isbotladi. Nazorat guruhlari bilan qiyoslaganda, tajriba guruhidagi o'quvchilarning:
 - o Matematik tushunchalarni o'zlashtirish darajasi 15-20% ga oshdi;
 - o Murakkab va nostandart masalalarni echishda mustaqillik darajasi sezilarli darajada yuksaldi;
 - o O'quvchilarning reflektiv tafakkuri rivojlanib, ular o'z bilimlaridagi bo'shliqlarni mustaqil aniqlash va bartaraf etish ko'nikmasiga ega bo'ldilar.

Xulosa qilib aytganda, metakognitiv monitoring va SI texnologiyalarining integratsiyasi boshlang'ich sinf matematika darslarini shunchaki ma'lumot berish jarayonidan, fikrlashni o'rgatish jarayoniga aylantirishga xizmat qiladi.

MUHOKAMA

O'tkazilgan tadqiqot natijalari an'anaviy baholash tizimlari ko'pincha o'quvchining real rivojlanish dinamikasini to'liq aks ettira olmasligini ko'rsatdi.

Metakognitiv monitoring esa o'quvchilarning o'quv jarayoniga faol ishtirokini ta'minlab, ularni o'z bilim faoliyatining subyektiga aylantiradi. Natijada o'quvchilar o'z bilimlarini mustaqil tahlil qilish, xatolar ustida ishlash, samarali o'rganish strategiyalarini tanlash imkoniyatiga ega bo'ladi.

Shuningdek, raqamli vositalardan foydalanish monitoring jarayonining aniqligi va samaradorligini oshiradi.

XULOSA

Tadqiqot natijalari asosida metakognitiv monitoring o'quvchilar o'zlashtirishini oshirishda samarali pedagogik mexanizm hisoblanishini, ushbu yondashuv o'quvchilarda reflektiv va analitik fikrlashni rivojlantirishini, ishlab chiqilgan metodika o'quv faoliyatini ongli boshqarishga xizmat qilishini, metakognitiv monitoringni keng joriy etish ta'lim sifatini sezilarli darajada oshirishini ta'kidlash mumkin.

Xulosa qilib aytganda, metakognitiv monitoring va sun'iy intellekt integratsiyasi boshlang'ich ta'lim samaradorligini oshirishning istiqbolli yo'nalishidir. Ushbu yondashuv o'quvchilarning mustaqil fikrlash, refleksiya va o'z-o'zini boshqarish ko'nikmalarini rivojlantiradi.

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COGNITIVE AND LINGUISTIC CHALLENGES IN FOREIGN LANGUAGE LEARNING FOR STUDENTS WITH SPEECH DISORDERS

Author: Xasanova Ziyoda Akmal qizi¹, Rahimov Adham Barat o'g'li²

Affiliation: Master's student of Nordic International University¹, Jizzax politexnika instituti, o'zbek va xorijiy tillar kafedrası v.v.b., professori²

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ABSTRACT

This article analyzes the cognitive and linguistic challenges faced by students with speech disorders in the process of foreign language learning. The study examined the impact of speech disorders on children's phonological memory, attention, thinking, and vocabulary acquisition abilities. Additionally, difficulties in grammar, syntax, and pronunciation, as well as the influence of students' motivation and social support on language learning, were analyzed. The results indicate that individualized pedagogical approaches, the use of visual and audiovisual materials, interactive exercises, and pronunciation drills significantly enhance the effectiveness of foreign language learning for students with speech disorders. This study serves both theoretical and practical purposes, contributing to the optimization of foreign language learning processes and the improvement of pedagogical methods.

Keywords: Speech disorders, foreign language learning, cognitive challenges, linguistic challenges, individualized pedagogical approach, pronunciation and grammar exercises, motivation, social support.

INTRODUCTION

In today's world, globalization, rapid advancements in science and technology, and the increasing need for international communication have heightened the importance of learning foreign languages. Knowledge of a foreign language not only expands communicative opportunities but also represents a key factor in cognitive, social, and personal development. At the same time, the process of learning a foreign language involves complex psychological and linguistic mechanisms that depend on individual characteristics such as age, speech development, memory, attention, motivation, and other factors. For students with speech disorders, learning a foreign language is even more complex and challenging. Speech disorders—such as stammering, articulation difficulties, phonological and phonemic disorders, word-finding difficulties, and other developmental speech problems—significantly affect the student's linguistic, cognitive, and communicative abilities. Therefore, it is essential to analyze the specific challenges these students face in foreign language learning and to develop targeted pedagogical approaches. Cognitive processes play a central role in foreign language learning, including attention, memory, thinking, analysis, generalization, and problem-solving skills. Students with speech disorders often face difficulties in acquiring phonological memory, vocabulary, and grammatical rules. For example, articulation difficulties can slow down pronunciation learning, while phonological disorders can limit the ability to remember and correctly

use words. Psychological factors associated with speech disorders, such as low self-esteem, anxiety, and reduced communicative motivation, also negatively affect language acquisition. From a linguistic perspective, students encounter challenges in understanding and applying grammar and syntax rules, expanding their vocabulary, and using proper pronunciation and intonation. Furthermore, differences between the foreign language and the native language in terms of phonological and morphological features often result in additional errors. These linguistic difficulties reduce communicative efficiency and decrease motivation to actively use the language.

Pedagogical practice and research indicate that an individualized approach is essential for students with speech disorders. This approach considers the student's cognitive and linguistic abilities, personalizes lessons, and incorporates visual, audiovisual, and interactive methods while gradually developing pronunciation and grammar skills. Additionally, teachers' efforts to enhance students' motivation, provide social support, and create a positive learning environment are crucial. Analyzing the difficulties encountered by students with speech disorders in foreign language learning not only improves pedagogical methods but also allows for effective utilization of psychological and linguistic resources. Such research helps facilitate the language acquisition process and supports students' self-development. Studies show that individualized approaches, interactive exercises, visual and audio materials, specialized pronunciation drills, and social-emotional support significantly improve learning outcomes. Identifying and analyzing cognitive and linguistic challenges, as well as developing pedagogical recommendations, contributes to making foreign language learning more effective and engaging for students with speech disorders. Hence, investigating these challenges is important for both theoretical understanding and practical application. The aim of this study is to identify the cognitive and linguistic challenges that students with speech disorders encounter in foreign language learning, analyze their causes, and develop pedagogical recommendations. The objectives include: (1) examining the linguistic and cognitive characteristics of students with speech disorders; (2) identifying and classifying challenges in foreign language learning; and (3) analyzing possibilities for implementing pedagogical methods in practice. The theoretical basis of this study relies on psycholinguistics, cognitive psychology, speech science, and pedagogical methodology. Practical approaches include the use of individualized teaching, visual and audiovisual materials, pronunciation drills, and interactive methods aimed at developing grammar and vocabulary skills. Overall, foreign language learning for students with speech disorders is complex and multidimensional, requiring an integrated approach that considers cognitive, linguistic, psychological, and pedagogical factors. This study is significant because it identifies and analyzes the challenges these students face in foreign language learning and provides practical recommendations to overcome them, laying the foundation for effective teaching strategies.

LITERATURE REVIEW

Analyzing the scientific literature on foreign language learning for students with speech disorders is essential to establish both theoretical and practical foundations. Recent studies in psycholinguistics, cognitive psychology, speech science, and pedagogy focus on the relationship between speech disorders and language

learning challenges. Research primarily examines the phonological, morphological, and syntactic characteristics of students with speech disorders. For example, Kogan notes that speech disorders can slow down vocabulary acquisition and grammar learning. Articulation difficulties hinder pronunciation learning, while phonological disorders limit the ability to memorize and correctly use words. Additionally, students with speech disorders often have weaker cognitive language processing abilities, such as phonological and auditory memory and processing speed, compared to healthy peers. Cognitive challenges in foreign language learning focus on attention, memory, and thinking skills. Swans found that phonological memory and vocabulary play a crucial role in language learning. Students with speech disorders experience more difficulty acquiring new words, using them in context, and repeating pronunciation accurately. Therefore, teachers must use interactive, visual, and audiovisual methods to support students' cognitive resources. From a linguistic perspective, students face difficulties in mastering grammar, syntax, vocabulary, and pronunciation. Bernstein emphasizes that speech disorders significantly restrict children's pronunciation and intonation skills, while articulation and phonological issues cause errors in word use and slow down language acquisition. Moreover, speech disorders negatively affect self-assessment and motivation, reducing learning efficiency. Individualized pedagogical approaches and specialized teaching methods are also widely discussed. Smith and Doe highlight the effectiveness of visual aids, interactive exercises, and targeted pronunciation methods for students with speech disorders. They also stress the importance of enhancing students' motivation during correction of phonological and morphological errors. Individualized approaches help students improve speech and successfully acquire a foreign language. Psychological factors must also be considered. Jones notes that students' low self-esteem and lack of motivation may result from speech disorders, further reducing language learning outcomes. Thus, pedagogical strategies should support cognitive, linguistic, and social-emotional development to improve students' foreign language learning outcomes. Modern research demonstrates the benefits of technology-assisted learning. show that interactive programs, audio, and video materials can improve pronunciation and vocabulary skills of students with speech disorders. Technology enables visual and auditory learning, helping students overcome cognitive and linguistic challenges. Overall, literature review identifies three main types of challenges in foreign language learning for students with speech disorders: cognitive, linguistic, and psychological. Cognitive challenges involve phonological memory, attention, and thinking skills; linguistic challenges include grammar, syntax, vocabulary, and pronunciation errors; psychological challenges relate to self-esteem, motivation, and social support. Effective pedagogical strategies must address all three dimensions.

CONCLUSION

This study aimed to identify and analyze the cognitive and linguistic challenges in foreign language learning for students with speech disorders and to develop pedagogical recommendations to overcome them. The results show that speech disorders significantly affect foreign language acquisition through three main factors: cognitive, linguistic, and psychological. Cognitive factors include phonological and auditory memory, attention, thinking speed, and overall cognitive resources. Studies indicate that these resources are weaker in students with speech

disorders, causing difficulties in acquiring new words, repeating pronunciation accurately, and applying grammar rules. Linguistic factors involve grammar, syntax, vocabulary, and pronunciation errors. Articulation and phonological disorders slow pronunciation exercises and reduce the ability to use vocabulary correctly in context. Additionally, speech disorders negatively affect communicative motivation and interest in language learning. Psychological factors relate to self-esteem, confidence, and motivation. Research shows that low self-esteem, anxiety, and insufficient social support reduce the effectiveness of language learning. Thus, pedagogical approaches should address cognitive, linguistic, and psychological needs.

Effective pedagogical strategies should include:

1. **Individualized approaches** – personalizing lessons based on speech disorder severity, cognitive abilities, and language skills.
2. **Visual and audiovisual materials** – facilitating the acquisition of phonological and grammatical skills.
3. **Interactive exercises and pronunciation drills** – reinforcing vocabulary and pronunciation skills.
4. **Motivation and social support** – improving self-esteem and engagement in language learning.

In conclusion, foreign language learning for students with speech disorders is complex and multidimensional, requiring integrated pedagogical strategies. This study contributes to theoretical understanding and practical implementation, enhancing language acquisition effectiveness and supporting cognitive, linguistic, and socio-emotional development. Moreover, it lays the foundation for further research and the development of innovative methods for optimizing foreign language learning for students with speech disorders.

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ENHANCING FOREIGN LANGUAGE LEARNING THROUGH AI-POWERED PERSONALIZED INSTRUCTION: OPPORTUNITIES AND CHALLENGES

Author: Xodjayeva Sayyora Rustamovna¹

Affiliation: Nordic International University, The second-year student of Master's Degree¹

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ABSTRACT

This qualitative research investigates the effects of AI-driven adaptive learning systems on foreign language education, drawing on the frameworks of Constructivist Learning Theory and Innovation Diffusion Theory. Data collected through interviews, classroom observations, and analysis of instructional materials revealed both advantages and limitations associated with these personalized learning technologies. On the one hand, learners indicated higher levels of engagement, motivation, and skill acquisition as a result of tailored content, flexible pacing, and individualized support, which correspond with Constructivist ideas of learner-centered scaffolding. On the other hand, concerns were raised regarding possible algorithmic bias, as well as the necessity for stronger human supervision and cooperation between educators and AI systems, reflecting Innovation Diffusion Theory's emphasis on complexity and compatibility challenges. The social dimension of AI-supported learning environments also proved significant, as some participants felt that increased personalization reduced opportunities for peer interaction. Overall, the results highlight the importance of designing and implementing AI-based adaptive systems with attention to inclusivity, transparency, and effective human-AI collaboration in order to maximize learning experiences and outcomes.

Keywords: Artificial Intelligence Adaptive Learning, Foreign Language Education, Personalized Learning.

INTRODUCTION

The role of personalized learning has gained growing importance in foreign language education. Learners come from varied backgrounds and possess different preferences and needs, all of which can greatly influence the process of language acquisition. Conventional teaching approaches that apply a uniform method to all learners often fail to adequately address these individual differences. From the perspective of Innovation Diffusion Theory, the integration of personalized learning in foreign language instruction can be viewed as an innovative development that offers clear advantages by adapting content to individual learner needs. This benefit is reflected in improved learning outcomes compared to traditional methods, which typically lack flexibility and inclusiveness [1].

Artificial intelligence (AI) technologies present promising opportunities to facilitate personalized language learning. AI-based adaptive learning systems are capable of adjusting content, pacing, and instructional methods dynamically by continuously analyzing learners' performance, progress, and behavioral patterns in

real time. Within the framework of Constructivist Learning Theory, such systems support learner-centered education by actively engaging students in the process of constructing their own knowledge. They enable learners to connect new information with prior knowledge and interact with personalized materials in meaningful ways, thereby promoting deeper understanding and engagement [2].

This level of personalization can improve learner motivation, participation, and overall achievement by offering individualized learning paths and targeted assistance. However, according to Innovation Diffusion Theory, the complexity of these technologies may create obstacles to their adoption, especially for educators and learners who lack familiarity with AI-based tools. Therefore, simplifying system interfaces and ensuring adequate training are essential for addressing these challenges [3].

Furthermore, AI-generated materials and intelligent tutoring systems can complement traditional teaching by delivering personalized feedback on a large scale. As emphasized in Constructivist Learning Theory, feedback functions as a critical form of scaffolding that supports learners in reaching higher levels of comprehension. AI technologies can provide immediate, customized feedback, aligning with the theory's focus on continuous learning and formative assessment [2].

LITERATURE REVIEW: AI-BASED ADAPTIVE LEARNING SYSTEMS IN FOREIGN LANGUAGE LEARNING

The importance of personalized learning in foreign language education continues to grow, as learners exhibit diverse backgrounds, preferences, and learning needs that significantly affect their language development. Traditional instructional models that follow a uniform approach often struggle to accommodate these differences effectively. In this context, artificial intelligence (AI) technologies offer valuable solutions for implementing personalized learning in language education. AI-powered adaptive systems can continuously modify content, pacing, and instructional strategies by monitoring learners' progress, performance, and behaviors in real time. Such personalization enhances learner engagement, motivation, and academic outcomes by providing customized learning pathways and focused support. Additionally, AI-generated content and intelligent tutoring systems can serve as effective supplements to human instruction, offering personalized feedback at scale [1][3].

Phillips et al. (2020) contribute to the existing body of research by examining implementation models and levels of usage for supplemental educational software, addressing notable gaps in previous studies [3]. Their research also evaluates the extent to which core components of the software were followed and whether the tool successfully facilitated personalized instruction. Conducted across 40 Algebra I classrooms in an urban school district, the study revealed that in most cases (94%), the software did not effectively support personalized learning. The software and existing curricula largely operated independently, with minimal integration. Only one classroom demonstrated a fully integrated instructional model, adhered closely to the software's design principles, and achieved a high degree of personalization. These findings highlight key barriers to implementation and provide recommendations for improving future applications of technology-driven personalized learning [3].

RESEARCH METHODOLOGY

Qualitative Approach

This research adopts a qualitative methodology in order to gain comprehensive insights into how AI-driven adaptive learning systems influence the experiences of foreign language learners. Qualitative approaches are particularly effective for capturing the complexity and subtlety of human interactions with educational technologies, allowing for a deeper understanding of learner perspectives.

Participant Selection

The study involves a varied group of foreign language learners who actively use AI-powered adaptive learning platforms. This heterogeneous sample is intentionally selected to represent different proficiency levels, learning styles, and educational backgrounds, ensuring that the findings reflect a broad spectrum of learner experiences.

Data Collection

Semi-Structured Interviews: Both learners and educators participate in interviews designed to collect personal experiences and professional viewpoints regarding the application and effectiveness of AI-based adaptive learning systems. These detailed discussions enable the exploration of individual attitudes, challenges encountered, and perceived advantages.

In addition, researchers conduct participant observations to examine how learners interact with AI systems in real-life learning environments. This method provides valuable insights into the practical use of the technology and its impact on the learning process.

Group discussions are also organized among learners to capture shared experiences and to analyze the social interactions within AI-supported learning settings.

Furthermore, various materials such as instructional resources, system-generated feedback, and institutional guidelines related to AI-based learning are reviewed to better understand the wider educational context in which these technologies operate.

Data Analysis

The collected qualitative data is analyzed using thematic analysis to identify recurring patterns and key themes. This cyclical process involves several stages:

Familiarization: Researchers engage thoroughly with the data to develop a comprehensive understanding. Important ideas and emerging themes are identified and systematically coded. These codes are then organized into broader thematic categories, which are subsequently refined and clarified. The identified themes are examined across the entire dataset to draw meaningful conclusions about the effects of AI-based systems on language learning. Throughout the analytical process, researchers practice reflexivity to recognize and minimize potential biases, ensuring the credibility and reliability of the findings.

CONCLUSION

The qualitative study identified both advantages and limitations related to the implementation of AI-powered adaptive learning systems in foreign language education. On the positive side, learners reported higher levels of engagement, motivation, and skill improvement as a result of personalized content, flexible pacing, and targeted support offered by these systems. In particular, real-time feedback and

scaffolding functions were highly appreciated, as they effectively addressed individual learning requirements. From the standpoint of Constructivist Learning Theory, these characteristics correspond to the principle of providing customized scaffolds that facilitate active knowledge construction, thereby fostering deeper understanding and involvement.

At the same time, the findings revealed several notable concerns. Participants raised issues regarding potential algorithmic biases within adaptive systems, which could result in unequal learning experiences. Moreover, both learners and educators emphasized the necessity of stronger human supervision and closer collaboration between instructors and AI technologies to ensure that teaching practices remain aligned with ethical and pedagogical standards. This perspective is consistent with Innovation Diffusion Theory, which highlights the importance of minimizing perceived risks and ensuring compatibility with existing educational frameworks to support broader adoption.

The study also underscored the significance of social interaction within AI-supported learning environments. Some learners indicated that highly personalized systems may limit opportunities for peer engagement and collaborative learning, both of which are essential components of language acquisition. Achieving a balance between individualized instruction and social interaction therefore remains a critical challenge. From a Constructivist viewpoint, incorporating collaborative features into AI systems could help maintain the social dimension of learning while still benefiting from personalization.

To improve both the adoption and effectiveness of AI-based adaptive learning technologies, several practical recommendations can be drawn from the findings. In line with Innovation Diffusion Theory, increasing trialability and reducing system complexity are key factors that can facilitate wider acceptance. Providing accessible trial versions or simplified platforms for educators and institutions may encourage experimentation and promote more effective integration of these technologies into educational practice.

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THE INFLUENCE OF ROLE-PLAYING GAMES IN DEVELOPING SPEAKING SKILLS IN ENGLISH LESSONS

Authors: Xoliqova Zarnigor Zayniddin qizi¹, Normamatova Dilfuza Turdiquil qizi²

Affiliation: Master's student at Nordic International University¹, Gulistan State Pedagogical Institute, Department of Foreign Languages (PhD), Associate Professor²

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ANNOTATION

This study explores the impact of role-playing games (RPGs) on developing speaking skills in English language lessons. By analyzing pedagogical theories, empirical research, and classroom applications, it demonstrates how RPGs enhance fluency, accuracy, pragmatic competence, motivation, and collaborative learning. The findings highlight RPGs as an effective, engaging, and learner-centered approach in modern language education.

Keywords: role-playing games, speaking skills, english lessons, communicative competence, fluency, accuracy, motivation, collaborative learning, pragmatic competence, language teaching.

INTRODUCTION

In the modern era of globalization and rapid technological advancement, the importance of English as an international language has significantly increased. English is widely used as a medium of communication in various fields such as education, business, science, and international relations. As a result, the ability to communicate effectively in English has become a crucial skill for learners worldwide. Among the four fundamental language skills—listening, speaking, reading, and writing—speaking is often considered the most essential, as it enables direct interaction and real-time communication. However, developing speaking skills in English as a Foreign Language (EFL) classrooms remains a challenging task for both teachers and learners. One of the primary difficulties in teaching speaking skills lies in creating an environment where learners feel confident and motivated to express themselves. Many students experience anxiety, fear of making mistakes, and lack of self-confidence when speaking in a foreign language. These psychological barriers can significantly hinder their ability to participate actively in classroom activities and limit their language development. Therefore, it is essential to implement teaching methods that not only improve linguistic competence but also foster a supportive and engaging learning atmosphere. In this context, communicative language teaching (CLT) has emerged as an effective approach that emphasizes the use of language for meaningful communication. Within this framework, interactive and student-centered activities play a vital role in enhancing learners' speaking abilities. One of the most widely recognized and effective techniques in this regard is the use of role-playing games. Role-playing activities involve learners taking on different roles and acting out real-life or imaginary situations, allowing them to practice language

in a meaningful and contextualized manner. Role-playing games provide a dynamic and interactive learning environment where students can engage in spontaneous communication. Unlike traditional methods that focus on memorization and repetition, role-play encourages learners to use language creatively and authentically. By simulating real-life situations such as ordering food in a restaurant, participating in a job interview, or resolving a conflict, students develop practical communication skills that can be applied outside the classroom. This experiential learning approach not only enhances linguistic competence but also improves social and pragmatic skills. The significance of role-playing games in language learning can be explained through various theoretical perspectives. From a sociocultural viewpoint, learning is seen as a social process that occurs through interaction with others. Role-play activities provide opportunities for collaborative learning, where students can negotiate meaning, exchange ideas, and support each other's language development. Additionally, from a cognitive perspective, engaging in role-play requires learners to process language actively, which better retention and understanding of linguistic structures.

Furthermore, role-playing games contribute to the development of fluency and accuracy in speaking. Fluency refers to the ability to speak smoothly and confidently, while accuracy involves the correct use of grammar, vocabulary, and pronunciation. Through repeated practice in different scenarios, learners gradually improve both aspects of speaking. Role-play also allows for immediate feedback from peers and teachers, which helps learners identify and correct their mistakes. Another important advantage of role-playing games is their ability to increase learners' motivation and engagement. Traditional language lessons can sometimes be monotonous and teacher-centered, leading to reduced student participation. In contrast, role-play activities are interactive and enjoyable, making the learning process more interesting and meaningful. When students are actively involved in learning, they are more likely to take risks, experiment with language, and develop confidence in their speaking abilities. In addition, role-playing games promote the development of critical thinking and problem-solving skills. Many role-play scenarios require learners to make decisions, express opinions, and respond to unexpected situations. This not only enhances their communicative competence but also prepares them for real-life interactions. Moreover, role-play encourages empathy and cultural awareness, as students often assume roles that require them to understand different perspectives and social contexts. Despite the numerous benefits of role-playing games, their implementation in the classroom may present certain challenges¹. Teachers need to carefully design role-play activities that are appropriate for the learners' proficiency level and learning objectives. Additionally, some students may feel shy or reluctant to participate, especially in the early stages. Therefore, it is important for teachers to create a supportive environment and provide clear instructions and guidance. The relevance of this study lies in its focus on exploring the effectiveness of role-playing games as a pedagogical tool for developing speaking skills in English lessons. In many EFL contexts, including Uzbekistan, traditional teaching methods still dominate, and opportunities for communicative practice are limited. As a result, students often have strong theoretical knowledge of English but lack the ability to use the language effectively in real-life situations. Integrating role-playing games

¹ Lightbown, P. M., & Spada, N. (2013). How languages are learned (4th ed.). Oxford University Press.(205.255p)

into the curriculum can help bridge this gap by providing learners with meaningful opportunities to practice speaking. This research aims to investigate the influence of role-playing games on students' speaking performance, including fluency, accuracy, pronunciation, and confidence. It also seeks to examine students' attitudes toward role-play activities and their impact on motivation and engagement. By analyzing these aspects, the study contributes to a better understanding of how interactive teaching methods can enhance language learning outcomes. Moreover, the study highlights the importance of teacher training and methodological innovation in language education. Teachers play a crucial role in facilitating role-play activities and guiding students' learning process. Therefore, equipping teachers with the necessary skills and strategies is essential for the successful implementation of this approach. The development of speaking skills is a key objective in English language teaching, and innovative methods are needed to achieve this goal effectively. Role-playing games offer a powerful and versatile tool for promoting communicative competence, enhancing learner motivation, and creating a student-centered learning environment. As the demand for effective English communication continues to grow, the integration of interactive techniques such as role-play becomes increasingly important. This study, therefore, seeks to explore the potential of role-playing games in improving speaking skills and to provide practical insights for educators and researchers in the field of language teaching. Role-playing games (RPGs) have emerged as a dynamic and interactive pedagogical tool in language teaching. Unlike traditional methods that focus on passive learning through reading or grammar drills, RPGs immerse learners in real-life or simulated scenarios where active communication is necessary. By taking on roles and enacting dialogues, students engage in authentic language use, which mirrors natural communication contexts. According to communicative language teaching principles, speaking proficiency develops most effectively when learners are encouraged to negotiate meaning, make choices, and respond spontaneously. RPGs provide precisely this opportunity, allowing learners to practice linguistic structures, vocabulary, and pronunciation in a purposeful and engaging way.

One of the most significant advantages of RPGs is the simultaneous development of fluency and accuracy. Fluency is enhanced because learners are required to speak continuously within their roles, responding to evolving scenarios and peer interactions. The need to convey ideas and emotions in real time pushes students to produce language more spontaneously, which reduces hesitation and increases confidence. Accuracy is reinforced as teachers guide the activities, offering corrective feedback either during pauses or after the session. This balance between fluency and accuracy is often challenging to achieve in conventional classroom exercises, but RPGs integrate both naturally within a single activity. RPGs contribute not only to linguistic competence but also to pragmatic competence, which involves understanding social conventions, politeness strategies, and contextual appropriateness in communication. For example, a role-playing scenario set in a restaurant, a job interview, or a travel agency allows learners to practice how to make requests, express opinions, and respond to different social cues. By repeatedly assuming different roles, students internalize these pragmatic norms, making their English communication more authentic and culturally sensitive. This aspect is particularly crucial for ESL learners, who may otherwise struggle to apply textbook knowledge to real-life interactions.

Motivation is a central factor in language acquisition, and RPGs are highly effective in sustaining learner engagement. The interactive and often playful nature of role-playing reduces the anxiety commonly associated with speaking in a foreign language. Students are more willing to take risks and experiment with language because the focus shifts from individual performance to collaborative storytelling and problem-solving. Research indicates that learners participating in role-playing activities report higher levels of enjoyment, interest, and intrinsic motivation, all of which correlate positively with improved speaking performance.²

RPGs inherently involve group dynamics, fostering collaboration and peer interaction. Students must listen actively to their peers, negotiate dialogue turns, and adapt their speech to the evolving context of the game. This peer interaction enhances communicative competence and encourages learners to provide mutual support, model correct usage, and learn from mistakes collectively. Collaborative role-play exercises also develop social skills, teamwork, and empathy, which indirectly contribute to more effective communication in English.

In the contemporary classroom, technology can further enhance the effectiveness of RPGs. Digital platforms, online simulations, and interactive software allow students to engage in role-play scenarios beyond the physical classroom. Virtual RPGs enable learners to communicate with peers worldwide, increasing exposure to diverse accents, dialects, and cultural contexts. Such integration not only supports speaking skill development but also familiarizes students with digital literacy skills essential in modern communication. While RPGs offer significant benefits, their implementation requires careful planning. Teachers must design roles and scenarios that are age-appropriate, culturally relevant, and aligned with learning objectives. Additionally, classroom management is critical to ensure that all students participate actively and that dominant learners do not overshadow quieter ones. Assessing speaking skills in RPG contexts also presents challenges, as performance may vary depending on comfort with the role rather than actual language competence. Hence, structured reflection and feedback sessions are essential to maximize learning outcomes³.

CONCLUSION

The analysis of role-playing games (RPGs) in English language teaching demonstrates their significant influence on the development of learners' speaking skills. Unlike traditional methods that often emphasize passive learning, RPGs provide an interactive and immersive environment where students actively engage in meaningful communication. Through role-play, learners not only practice vocabulary, grammar, and pronunciation, but also develop fluency, accuracy, and pragmatic competence, which are essential for real-life communication.

Moreover, role-playing activities enhance motivation and engagement, reducing language anxiety and encouraging learners to take risks in their speech. Collaborative interaction during RPGs fosters teamwork, active listening, and peer learning, which collectively contribute to a more effective and enjoyable learning experience. The integration of technology in role-playing further broadens these

² Wang, Y. H., & Vasquez, C. (2012). Web 2.0 and second language learning: What does the research tell us? *CALICO Journal*, 29(3), 412–430.

³ Alm, A., & Yilmaz, T. (2020). The effects of role-play activities on English speaking skills of EFL learners. *International Journal of Instruction*, 13(1), 345–362.

opportunities, allowing learners to communicate in diverse contexts and with a wider range of interlocutors. Despite its advantages, effective implementation of RPGs requires careful planning, scenario design, and structured feedback to ensure that all learners participate and benefit equally. When these factors are addressed, RPGs prove to be a powerful pedagogical tool that not only improves speaking proficiency but also promotes social, cognitive, and cultural competencies among English language learners. In conclusion, role-playing games represent a dynamic and versatile method in language education, demonstrating that active, experiential learning significantly enhances speaking skills while fostering learner confidence, engagement, and communicative competence. Their continued incorporation into English lessons is therefore highly recommended for modern, learner-centered teaching approaches.

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MODERN METHODS OF TEACHING ENGLISH THROUGH ARTIFICIAL INTELLIGENCE TOOLS FOR COMPUTER ENGINEERING STUDENTS

Authors: Mahbuba Yusupova Rustam qizi¹, Aydin Elmi², Muhammadamin Jo'raboyev Raxmonjon ugli³

Affiliation: English Teacher, Department of Foreign Languages Nordic International University ¹, Sophomore student at the Department of Computer Engineering (Multimedia Technologies), Nordic International University^{2,3}

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ANNOTATION

This article explores modern methods of teaching English to Computer Engineering students through the use of artificial intelligence (AI) tools. The rapid development of digital technologies requires future engineers to possess not only technical skills but also strong English language competence. AI-based tools such as chatbots, language learning platforms, and natural language processing systems provide personalized, adaptive, and interactive learning experiences. The study analyzes the effectiveness of these tools in improving students' language skills. The results indicate that integrating AI into language education enhances motivation, promotes independent learning, and improves overall proficiency.

Keywords: Artificial Intelligence, English Language Teaching, Computer Engineering Students, Adaptive Learning, Chatbots, NLP, Digital Education, Language Skills.

INTRODUCTION

In the context of rapid globalization and technological advancement, English has become the dominant language of communication in science, technology, and engineering fields. In particular, Computer Engineering students are required to possess a high level of English proficiency, as most programming languages, technical documentation, research publications, and professional interactions are conducted in English (Warschauer, 2011)¹. Consequently, the integration of effective language teaching methodologies into technical education has become an urgent priority. Traditional approaches to English language teaching often rely on standardized curricula and teacher-centered instruction, which may not adequately address the diverse needs of learners with strong technical backgrounds. Such methods frequently lack personalization, interactivity, and immediate feedback, which are essential components for effective language acquisition in the digital age (Kukulska-Hulme, 2020)². As a result, there is a growing demand for innovative pedagogical strategies that can enhance both engagement and learning outcomes.

¹ Warschauer, M. (2011). *Learning in the Cloud: How (and Why) to Transform Schools with Digital Media*. New York, NY: Teachers College Press.

² Kukulska-Hulme, A. (2020). Mobile-assisted language learning [Revised edition]. In C. A. Chapelle (Ed.), *The Concise Encyclopedia of Applied Linguistics* (pp. 1-7). Wiley-Blackwell.
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Artificial Intelligence (AI) has emerged as a transformative force in modern education, offering new possibilities for personalized and adaptive learning. AI-powered tools, including chatbots, intelligent tutoring systems, and Natural Language Processing (NLP) applications, enable learners to interact with language in real-time and receive instant feedback on their performance (Holmes, Bialik, & Fadel, 2019)³. These technologies facilitate individualized learning paths, allowing students to progress at their own pace while focusing on specific linguistic challenges. Moreover, the application of AI in English language teaching is particularly relevant for Computer Engineering students, as it aligns with their technical competencies and interests. The use of AI tools not only improves language skills but also enhances digital literacy and problem-solving abilities, thereby creating a multidisciplinary learning environment. According to Luckin (2018)⁴, AI-driven educational systems can significantly improve learner autonomy and motivation by providing tailored learning experiences.

Despite its numerous advantages, the integration of AI into language education also presents certain challenges, including issues related to reliability, over-dependence on technology, and the potential reduction of human interaction in the learning process. Therefore, it is essential to adopt a balanced approach that combines AI-based tools with effective pedagogical guidance.

This study aims to explore modern methods of teaching English through artificial intelligence tools for Computer Engineering students, with a particular focus on their effectiveness, benefits, and limitations in contemporary educational settings.

METHODS

This study employs a mixed-methods approach to investigate the effectiveness of artificial intelligence (AI) tools in teaching English to Computer Engineering students. The research combines both qualitative and quantitative methods to ensure a comprehensive analysis of the learning outcomes. The participants of the study consisted of undergraduate Computer Engineering students at Nordic International University. A total of 40 students were involved and divided into two groups: a control group and an experimental group. The control group was taught using traditional teaching methods, while the experimental group was exposed to AI-based learning tools such as chatbots, adaptive language learning platforms, and automated feedback systems. Data collection was carried out through pre-tests and post-tests to measure students' language proficiency, as well as questionnaires and interviews to evaluate their learning experiences. The use of AI tools allowed students to receive immediate feedback and personalized learning support, which are considered essential factors in modern education (Holmes et al., 2019).

The collected data were analyzed using comparative and descriptive statistical methods to determine the impact of AI integration on students' performance.

RESULTS

The results of the study demonstrate a statistically significant improvement in the English language proficiency of students who were exposed to AI-based learning

³ Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial Intelligence in Education: Promises and Implications for Teaching and Learning*. Boston, MA: Center for Curriculum Redesign.

⁴ Luckin, R. (2018). *Machine Learning and Human Intelligence: The Future of Education for the 21st Century*. London: UCL Institute of Education Press.

tools compared to those in the control group. The analysis of pre-test and post-test scores revealed that while both groups showed some level of progress, the experimental group achieved considerably higher gains across all measured language skills. In particular, the most notable improvement was observed in productive skills such as speaking and writing. Students in the experimental group showed enhanced fluency, better sentence structure, and increased confidence in expressing their ideas in English. This can be attributed to the continuous interaction with AI-powered chatbots and writing assistants, which provided immediate corrective feedback and suggestions. In contrast, the control group demonstrated slower progress, especially in speaking skills, due to limited practice opportunities in traditional classroom settings. Quantitative analysis indicated that the average post-test scores of the experimental group increased by approximately 20–25% compared to their initial results, whereas the control group showed an improvement of only 10–12%. Furthermore, error rates in grammar and vocabulary usage significantly decreased among students using AI tools. This supports the argument that real-time feedback plays a crucial role in language acquisition (Holmes et al., 2019).

In addition to performance-based results, qualitative data collected through questionnaires and interviews provided further insights into students' experiences. A majority of participants (over 80%) in the experimental group reported that AI tools made learning more engaging and less stressful. They highlighted the benefits of personalized learning paths, which allowed them to focus on their individual weaknesses. Many students also appreciated the flexibility of learning anytime and anywhere, which increased their overall exposure to the language. Another important finding is related to learner autonomy. Students who used AI-based tools demonstrated a higher level of independent learning behavior. They were more likely to practice English outside the classroom, use additional resources, and monitor their own progress. This aligns with previous research suggesting that AI-enhanced environments foster self-directed learning (Luckin, 2018).

However, the results also revealed certain limitations. A small number of students (approximately 10–15%) reported difficulties in fully trusting AI-generated feedback, particularly in complex grammatical structures and context-based translations. Additionally, some participants expressed a preference for human interaction, especially when dealing with nuanced language use and cultural aspects of communication.

Overall, the findings confirm that the integration of artificial intelligence tools significantly enhances the effectiveness of English language learning for Computer Engineering students. The combination of quantitative improvements and positive learner perceptions indicates that AI-based methods provide a powerful supplement to traditional teaching approaches.

DISCUSSION

The findings of this study provide strong evidence that the integration of artificial intelligence (AI) tools into English language teaching significantly enhances learning outcomes for Computer Engineering students. The observed improvement in language proficiency, particularly in productive skills such as speaking and writing, confirms the effectiveness of AI-driven educational approaches. These results are consistent with previous research emphasizing the role of AI in creating adaptive and personalized learning environments (Holmes et al., 2019).

One of the most important aspects highlighted by this study is the role of personalization in language learning. AI-based systems are capable of analyzing learners' performance and adjusting content according to their individual needs. This individualized approach allows students to focus on their specific weaknesses, thereby increasing the efficiency of the learning process. Such findings support the argument that personalized learning environments contribute significantly to better academic performance and learner satisfaction (Kukulska-Hulme, 2020).

Another key point of discussion is the increase in learner autonomy and motivation. The results show that students who used AI tools were more engaged and willing to practice English outside the classroom. This can be explained by the interactive and user-friendly nature of AI applications, which provide immediate feedback and create a low-anxiety learning environment. According to Luckin (2018), AI technologies encourage self-directed learning by enabling students to take control of their educational experience, which ultimately leads to deeper learning outcomes.

Furthermore, the study highlights the compatibility of AI-based language learning with the cognitive and technical profiles of Computer Engineering students. Due to their familiarity with digital technologies, these students are more likely to effectively utilize AI tools, which enhances both their technical and linguistic competencies. This interdisciplinary integration not only improves language skills but also prepares students for real-world professional environments where both communication and technical expertise are essential.

Despite these advantages, several limitations must be considered. One of the main concerns is the reliability of AI-generated feedback. Although AI systems are highly efficient, they may occasionally produce inaccurate or contextually inappropriate responses, particularly in complex linguistic situations. This limitation suggests that AI tools should be used as supportive instruments rather than replacements for human instructors.

Additionally, the reduction of human interaction in AI-based learning environments may negatively affect the development of communicative competence. Language learning is inherently social, and the absence of real human communication can limit students' ability to develop pragmatic and cultural aspects of language use. Therefore, a balanced approach that combines AI technologies with traditional teaching methods is essential. In conclusion, the discussion confirms that AI-based tools have significant potential to transform English language teaching for Computer Engineering students. However, their successful implementation requires careful integration, continuous monitoring, and active teacher involvement. Future research should focus on improving the accuracy of AI systems and exploring hybrid learning models that effectively combine technological and human elements.

CONCLUSION

In conclusion, this study has demonstrated that the integration of artificial intelligence (AI) tools into English language teaching significantly enhances the learning outcomes of Computer Engineering students. The findings confirm that AI-based approaches provide a more personalized, adaptive, and interactive learning environment, which leads to measurable improvements in students' language proficiency, particularly in speaking and writing skills. The use of AI technologies such as chatbots, adaptive learning platforms, and automated feedback systems enables

students to receive immediate and individualized support, thereby increasing both their engagement and motivation. Moreover, the flexibility offered by these tools allows learners to practice language skills beyond the traditional classroom setting, fostering continuous and self-directed learning. This is especially relevant for Computer Engineering students, whose technical background aligns well with the use of digital and AI-driven tools. At the same time, the study highlights the importance of maintaining a balanced approach to language teaching. While AI tools offer numerous advantages, they should not replace human interaction or the role of the teacher. Instead, they should be integrated as complementary resources that enhance traditional teaching methods. The guidance of instructors remains essential in addressing complex linguistic issues, ensuring accuracy, and supporting the development of communicative competence.

Overall, the integration of artificial intelligence into English language education represents a promising direction for modern pedagogy. It not only improves language acquisition but also prepares students for the demands of a technologically advanced global workforce. Future research should focus on refining AI tools, addressing their limitations, and exploring hybrid teaching models that combine the strengths of both human and artificial intelligence in education.

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BOSHLANG'ICH TA'LIMDA MONTESSORI METODIKASI ASOSIDA XORIY TIL KO'NIKMALARINI RIVOJLANTIRISHNING SUN'IY INTELLEKTGA ASOSLANGAN PEDAGOGIK MODELI

Muallif: Mahbuba Yusupova Rustam qizi¹

Affiliyatsiya: Xalqaro Nordik Universiteti, Pedagogika kafedrası tayanch doktoranti¹

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ANNOTATSIYA

Mazkur maqolada boshlang'ich ta'limda Montessori metodikasi asosida xorijiy til ko'nikmalarini rivojlantirishga qaratilgan sun'iy intellektga asoslangan pedagogik model taklif etiladi. Model individual yondashuv, adaptiv texnologiyalar va interaktiv faoliyatlarni uyg'unlashtirib, o'quvchilarning mustaqilligi, motivatsiyasi hamda kommunikativ kompetensiyasini oshirishga xizmat qiladi, natijada samarali til o'zlashtirish jarayoni ta'minlanadi.

Keywords: Montessori metodikasi, sun'iy intellekt, xorijiy til ta'limi, boshlang'ich ta'lim, pedagogik model, kommunikativ kompetensiya, adaptiv ta'lim, raqamli texnologiyalar, individual yondashuv, interaktiv o'qitish.

KIRISH

Zamonaviy ta'lim tizimida raqamli texnologiyalar, xususan, sun'iy intellekt (SI) vositalarining jadal rivojlanishi o'quv jarayonini tubdan yangilashga xizmat qilmoqda. Bugungi kunda xorijiy tillarni o'qitishda an'anaviy yondashuvlar bilan bir qatorda innovatsion texnologiyalarga asoslangan metodlarning joriy etilishi ta'lim samaradorligini oshirishning muhim omili sifatida e'tirof etilmoqda. Shu nuqtai nazardan, o'quvchilarning individual xususiyatlarini hisobga olgan holda ta'limni tashkil etish dolzarb masala hisoblanadi.

Boshlang'ich ta'lim bosqichi xorijiy til ko'nikmalarini shakllantirishda eng muhim davr bo'lib, aynan ushbu bosqichda o'quvchilarning nutqiy faoliyati, eshitish va tushunish qobiliyati faol rivojlanadi. Tadqiqotchilar ta'kidlashicha, "erta yoshda til o'rganish bolalarning kognitiv rivojlanishiga ijobiy ta'sir ko'rsatadi va ularning kommunikativ kompetensiyasini shakllantirishda muhim ahamiyatga ega" (Lightbown & Spada)¹. Shu sababli, boshlang'ich sinflarda xorijiy til o'qitish metodikasini takomillashtirish zarurati ortib bormoqda.

Mazkur jarayonda Montessori metodikasi alohida o'rin tutadi. Ushbu metodika Maria Montessori tomonidan ishlab chiqilgan bo'lib, unda o'quvchining mustaqil faoliyati, tabiiy rivojlanishi va individual yondashuv asosiy tamoyil sifatida qaraladi. Montessori ta'kidlaganidek, "the child is both a hope and a promise for mankind", ya'ni bola o'z rivojlanish jarayonida mustaqil faoliyat orqali bilimni egallaydi. Ushbu yondashuv xorijiy til o'rganishda ham samarali bo'lib, o'quvchilarning faolligini va

¹ Lightbown, P. M., & Spada, N.

How Languages are Learned. Oxford: Oxford University Press, 2013.

qiziqishini oshiradi. Biroq zamonaviy ta'lim sharoitida faqat an'anaviy metodlar bilan cheklanib qolish yetarli emas. Sun'iy intellekt texnologiyalari ta'lim jarayonini individuallashtirish, o'quvchilarning bilim darajasini aniqlash va moslashtirilgan o'quv materiallarini taqdim etishda keng imkoniyatlar yaratadi. Tadqiqotlarga ko'ra, "artificial intelligence can personalize learning experiences and provide immediate feedback, significantly enhancing student performance" (Holmes et al.)². Bu esa ayniqsa xorijiy til o'rganishda muhim ahamiyatga ega, chunki til ko'nikmalari doimiy mashq va teskari aloqani talab etadi.

Shu bilan birga, Montessori metodikasi va sun'iy intellekt texnologiyalarini integratsiya qilish orqali yanada samarali ta'lim modeli yaratish mumkin. Chunki Montessori yondashuvi individual rivojlanishga urg'u bersa, sun'iy intellekt ushbu jarayonni texnologik jihatdan qo'llab-quvvatlaydi. Tadqiqotchilar ta'kidlaganidek, "the integration of AI in education supports adaptive learning environments that respond to individual learner needs" (Luckin et al.)³.

Mazkur maqolaning dolzarbligi shundan iboratki, unda boshlang'ich ta'limda Montessori⁴ metodikasi asosida xorijiy til ko'nikmalarini rivojlantirishning sun'iy intellektga asoslangan pedagogik modeli ishlab chiqiladi va ilmiy jihatdan asoslanadi. Ushbu model o'quvchilarning individual xususiyatlarini hisobga olgan holda ta'lim jarayonini tashkil etish, ularning mustaqil o'rganish qobiliyatini rivojlantirish hamda kommunikativ kompetensiyasini shakllantirishga xizmat qiladi.

Montessori metodikasi va sun'iy intellekt integratsiyasining nazariy asoslari

Boshlang'ich ta'lim bosqichi o'quvchilarning intellektual, psixologik va nutqiy rivojlanishida hal qiluvchi ahamiyatga ega bo'lib, aynan shu davrda xorijiy til ko'nikmalarining asoslari shakllanadi. Shu bois, mazkur bosqichda ta'limni tashkil etishda o'quvchilarning yosh xususiyatlari, individual qobiliyatlari hamda o'rganish uslublarini hisobga olish muhim hisoblanadi.

Montessori metodikasi ana shunday individual yondashuvni ta'minlovchi samarali pedagogik tizimlardan biri bo'lib, u o'quvchining mustaqil faoliyatiga, erkin tanloviga va tabiiy rivojlanishiga asoslanadi. Ushbu metodika doirasida o'quvchi bilimni tayyor shaklda emas, balki amaliy faoliyat orqali mustaqil ravishda egallaydi. Bu esa uning kognitiv faolligini oshiradi, tanqidiy fikrlashini rivojlantiradi hamda o'rganishga bo'lgan ichki motivatsiyasini shakllantiradi.

Zamonaviy ta'lim tizimida esa sun'iy intellekt texnologiyalari ta'lim jarayonini yangi bosqichga olib chiqmoqda. Sun'iy intellekt asosidagi tizimlar o'quvchilarning bilim darajasini aniqlash, ularning o'zlashtirish sur'atini tahlil qilish hamda individual o'quv yo'nalishlarini shakllantirish imkonini beradi. Ayniqsa, xorijiy til o'qitishda sun'iy intellektning adaptiv imkoniyatlari muhim ahamiyat kasb etadi, chunki har bir o'quvchining til o'rganish sur'ati va uslubi turlicha bo'ladi.

Montessori metodikasi va sun'iy intellekt texnologiyalarining integratsiyasi ta'lim jarayonida innovatsion yondashuvni shakllantiradi. Montessori metodikasi pedagogik asosni ta'minlasa, sun'iy intellekt texnologiyalari ushbu jarayonni texnologik jihatdan qo'llab-quvvatlaydi. Natijada, o'quvchilarning xorijiy til

² Holmes, W., Bialik, M., & Fadel, C.

Artificial Intelligence in Education: Promises and Implications for Teaching and Learning. Boston: Center for Curriculum Redesign, 2019.

³ Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B.

Intelligence Unleashed: An Argument for AI in Education. London: Pearson Education, 2016

⁴ Montessori, M.

The Absorbent Mind. New York: Holt, Rinehart and Winston, 1967.

ko'nikmalarini rivojlantirish samaradorligi ortadi va ta'lim jarayoni yanada shaxsga yo'naltirilgan tus oladi.

Sun'iy intellektga asoslangan pedagogik model tavsifi

Mazkur tadqiqot doirasida boshlang'ich ta'limda xorijiy til ko'nikmalarini rivojlantirishga qaratilgan sun'iy intellektga asoslangan pedagogik model ishlab chiqildi. Ushbu model Montessori metodikasining asosiy tamoyillari - mustaqillik, erkin tanlov, amaliy faoliyat va individual yondashuv - bilan uyg'unlashtirilgan.

Modelning **maqsad komponenti** o'quvchilarda xorijiy til kommunikativ ko'nikmalarini shakllantirish, ularning mustaqil o'rganish qobiliyatini rivojlantirish hamda til o'rganishga bo'lgan ichki motivatsiyasini kuchaytirishga qaratilgan.

Mazmun komponenti o'quvchilarning yosh xususiyatlariga mos ravishda tanlangan leksik, grammatik va kommunikativ materiallardan iborat bo'lib, ular bosqichma-bosqich murakkablashib boradi. Mazkur komponent o'quvchilarning til kompetensiyasini tizimli ravishda rivojlantirishni ta'minlaydi.

Metodlar komponenti Montessori metodikasiga xos bo'lgan amaliy mashg'ulotlar, o'yin asosidagi faoliyatlar hamda sun'iy intellekt yordamida tashkil etilgan adaptiv o'qitish usullarini o'z ichiga oladi. Bu jarayonda o'quvchilar mustaqil ravishda bilim egallash bilan birga, interaktiv muhitda faol ishtirok etadilar.

Vositalar komponenti sun'iy intellektga asoslangan platformalar, mobil ilovalar va raqamli resurslarni o'z ichiga oladi. Ushbu vositalar o'quvchilarning bilim darajasini aniqlash, ularning rivojlanish dinamikasini kuzatish hamda moslashtirilgan topshiriqlarni taqdim etishda muhim rol o'ynaydi.

Natija komponenti o'quvchilarning xorijiy til ko'nikmalarining rivojlanishi, kommunikativ kompetensiyasining shakllanishi hamda mustaqil o'rganish malakasining oshishi bilan ifodalanadi. Ushbu natijalar model samaradorligini belgilovchi asosiy mezonlar hisoblanadi.

Modelning amaliy qo'llanilishi

Taklif etilgan pedagogik modelni amaliyotga joriy etishda sun'iy intellektga asoslangan raqamli vositalardan samarali foydalanish muhim ahamiyatga ega. Xususan, o'quvchilarning individual o'zlashtirish darajasini hisobga olgan holda topshiriqlarni moslashtirishda adaptiv platformalar qo'llaniladi. Bunday platformalar o'quvchilarning bilim darajasini tahlil qilib, ularga mos mashqlarni taqdim etadi.

Talaffuz ko'nikmalarini rivojlantirishda sun'iy intellekt asosida ishlovchi nutqni aniqlash texnologiyalaridan foydalaniladi. Ushbu texnologiyalar o'quvchilarning talaffuzidagi xatolarni aniqlab, ularni tuzatish bo'yicha individual tavsiyalar beradi. Bu esa o'quvchilarning og'zaki nutqini rivojlantirishda muhim ahamiyat kasb etadi.

Yozma va og'zaki nutqni rivojlantirishda interaktiv sun'iy intellekt tizimlari orqali o'quvchilar bilan muloqot tashkil etiladi. Ushbu jarayonda o'quvchilar matn tuzish, savollarga javob berish va dialoglarda ishtirok etish orqali o'z til ko'nikmalarini mustahkamlaydi.

Shuningdek, o'qish va tinglab tushunish ko'nikmalarini rivojlantirishda autentik materiallardan foydalaniladi. Montessori metodikasiga mos ravishda o'quvchilarga ushbu resurslardan mustaqil foydalanish imkoniyati beriladi, bu esa ularning o'rganishga bo'lgan ichki motivatsiyasini oshiradi.

TADQIQOT NATIJALARI VA MUHOKAMA

Tadqiqot davomida taklif etilgan pedagogik modelning samaradorligini aniqlash maqsadida tajriba-sinov ishlari olib borildi. Natijalar tahlili shuni ko'rsatdiki,

sun'iy intellekt asosida tashkil etilgan adaptiv ta'lim muhiti o'quvchilarning individual o'zlashtirish sur'atini hisobga olish imkonini berdi.

Xususan, tajriba guruhidagi o'quvchilarda lug'at boyligining oshishi, talaffuzning yaxshilanishi hamda oddiy kommunikativ vaziyatlarda erkin fikr bildirish ko'nikmalarining rivojlanganligi kuzatildi. Bundan tashqari, o'quvchilarning mustaqil ishlashga bo'lgan qiziqishi va o'rganishga nisbatan ijobiy munosabati sezilarli darajada oshdi.

Muhokama natijalari shuni ko'rsatadiki, Montessori metodikasi o'quvchilarning tabiiy rivojlanishini ta'minlab, ularning mustaqil faoliyatini qo'llab-quvvatlaydi. Sun'iy intellekt texnologiyalari esa ushbu jarayonni individuallashtirish, nazorat qilish va optimallashtirish imkonini beradi. Ushbu ikki yondashuvning integratsiyasi xorijiy til o'qitish samaradorligini oshirishda muhim omil sifatida namoyon bo'ladi.

XULOSA

Xulosa qilib aytganda, boshlang'ich ta'limda Montessori metodikasi asosida xorijiy til ko'nikmalarini rivojlantirish jarayoniga sun'iy intellekt texnologiyalarini integratsiya qilish zamonaviy ta'lim tizimining ustuvor yo'nalishlaridan biri sifatida namoyon bo'ladi. Tadqiqot natijalari ushbu yondashuvning o'quvchilarning individual xususiyatlarini hisobga olgan holda ta'lim jarayonini tashkil etish, ularning mustaqil o'rganish faoliyatini faollashtirish hamda o'quv motivatsiyasini oshirishda yuqori samaradorlikka ega ekanligini ko'rsatdi.

Tadqiqot doirasida ishlab chiqilgan sun'iy intellektga asoslangan pedagogik model Montessori metodikasining asosiy didaktik tamoyillari - individuallashtirish, mustaqil faoliyat va rivojlantiruvchi muhit - hamda sun'iy intellekt texnologiyalarining adaptiv imkoniyatlarini o'zaro uyg'unlashtirish asosida shakllantirildi. Mazkur model asosida tashkil etilgan ta'lim jarayoni o'quvchilarning xorijiy til kommunikativ kompetensiyasini tizimli va izchil rivojlantirishga xizmat qilishi ilmiy jihatdan asoslandi.

Shuningdek, sun'iy intellekt vositalaridan foydalanish o'quvchilarning bilim darajasini aniqlash, differensial yondashuvni ta'minlash hamda tezkor va samarali teskari aloqani yo'lga qo'yish imkonini berishi aniqlanib, bu holat ta'lim jarayonining umumiy samaradorligini sezilarli darajada oshirishga xizmat qilishi isbotlandi. Natijalar an'anaviy o'qitish usullariga nisbatan taklif etilgan modelning ustunligini ko'rsatadi.

Umuman olganda, Montessori metodikasi va sun'iy intellekt texnologiyalarining integratsiyasiga asoslangan pedagogik model boshlang'ich ta'limda xorijiy til o'qitish samaradorligini oshirishning innovatsion va istiqbolli yo'nalishi sifatida tavsiya etiladi. Kelgusida mazkur modelni kengaytirilgan empirik tadqiqotlar asosida turli ta'lim sharoitlarida sinovdan o'tkazish hamda uning metodik asoslarini yanada takomillashtirish maqsadga muvofiqdir.

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ИСПОЛЬЗОВАНИЕ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА КАК СРЕДСТВА СОВЕРШЕНСТВОВАНИЯ ПРОФЕССИОНАЛЬНОЙ ЛЕКТОРСКОЙ ПОДГОТОВКИ БУДУЩИХ ПЕДАГОГОВ

Автор: Азаматова Нодира Байитовна¹

Аффилиация: Старший преподаватель русского языка кафедры, «Иностранных языков» Международного университета Нордик¹

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АННОТАЦИЯ

В статье рассматриваются возможности использования технологий искусственного интеллекта в процессе совершенствования профессиональной лекторской подготовки будущих педагогов. Раскрывается значение лекторской компетенции как важного компонента профессиональной подготовки учителя. Анализируются современные методы формирования навыков публичного выступления на основе цифровых образовательных технологий. Особое внимание уделяется применению интеллектуальных систем для анализа речи студентов, моделирования лекционных ситуаций и развития коммуникативных умений. Представлены современные методы обучения, направленные на развитие профессиональных компетенций будущих педагогов. Обоснована эффективность использования искусственного интеллекта как инновационного средства совершенствования лекторской подготовки студентов педагогических направлений.

Ключевые слова: искусственный интеллект, профессиональная подготовка, будущие педагоги, лекторская подготовка, коммуникативная компетенция, публичное выступление, цифровые технологии, образовательная среда, педагогические технологии.

ВВЕДЕНИЕ

В условиях развития цифрового общества и модернизации системы образования особое значение приобретает совершенствование профессиональной подготовки будущих педагогов [1, с.45]. Современный педагог должен обладать не только глубокими теоретическими знаниями, но и развитой речевой культурой, коммуникативными умениями и навыками эффективного взаимодействия с аудиторией. В связи с этим возрастает роль профессиональной лекторской подготовки как важнейшего компонента педагогической деятельности.

Лекторская подготовка будущих педагогов представляет собой сложный и многоаспектный процесс, направленный на формирование у студентов умений логично и последовательно излагать учебный материал, использовать выразительные средства речи и поддерживать внимание аудитории [2, с.118]. Современные образовательные условия требуют внедрения инновационных методов обучения, способствующих развитию профессиональных компетенций обучающихся.

В последние годы технологии искусственного интеллекта активно внедряются в образовательный процесс и становятся эффективным инструментом совершенствования профессиональной подготовки специалистов [3,с.134]. Использование интеллектуальных систем позволяет осуществлять анализ речевой деятельности студентов, моделировать учебные ситуации и создавать индивидуальные рекомендации по развитию лекторских навыков.

Актуальность исследования обусловлена необходимостью поиска эффективных методов совершенствования профессиональной лекторской подготовки будущих педагогов в условиях цифровой образовательной среды. Использование искусственного интеллекта способствует повышению качества подготовки будущих педагогов и развитию их профессиональных компетенций.

Цель исследования — определить возможности использования искусственного интеллекта как средства совершенствования профессиональной лекторской подготовки будущих педагогов.

Современные образовательные технологии активно внедряются в процесс профессиональной подготовки будущих педагогов и способствуют развитию их профессиональных компетенций. Особую роль в совершенствовании профессиональной лекторской подготовки играют методы, основанные на использовании технологий искусственного интеллекта. Данные методы обеспечивают формирование у студентов навыков публичного выступления, развитие коммуникативной культуры и совершенствование речевой деятельности [2, с. 121].

Использование искусственного интеллекта позволяет значительно расширить возможности традиционных методов обучения. В частности, интеллектуальные системы обеспечивают автоматизированный анализ речевой деятельности студентов, выявление речевых ошибок и формирование рекомендаций по их устранению. Это способствует повышению эффективности подготовки будущих педагогов и формированию их профессиональной компетентности [3, с. 136].

В современных условиях подготовки педагогических кадров особое внимание уделяется внедрению методов, направленных на формирование навыков логичного и последовательного изложения учебного материала, а также развитие способности эффективно взаимодействовать с аудиторией. Использование цифровых технологий позволяет моделировать различные педагогические ситуации и создавать условия для активного включения студентов в процесс обучения [1, с. 53].

Таблица 1. Методы совершенствования профессиональной лекторской подготовки будущих педагогов с использованием искусственного интеллекта.

№	Метод	Содержание метода	Ожидаемый результат
1.	Анализ речи с использованием ИИ.	Автоматическая оценка темпа речи, дикции и логики выступления	Повышение качества устной речи студентов
2.	Моделирование лекционных ситуаций.	Создание цифровых сценариев учебных выступлений	Развитие уверенности и коммуникативных навыков

3.	Видеоанализ выступлений.	Анализ видеозаписей лекций студентов	Формирование навыков самоконтроля и самооценки
4.	Адаптивное обучение.	Индивидуальные рекомендации на основе анализа результатов	Персонализация образовательного процесса
5.	Генерация структуры лекции.	Использование ИИ для разработки логической структуры лекции	Повышение логичности изложения материала
6.	Цифровой сторителлинг.	Применение мультимедийных средств в лекционной деятельности	Повышение интереса аудитории

Как видно из таблицы 1, методы, основанные на использовании технологий искусственного интеллекта, обеспечивают комплексное развитие профессиональных лекторских навыков будущих педагогов. Одним из наиболее значимых методов является анализ речи с использованием интеллектуальных систем, который позволяет выявлять недостатки в дикции, темпе речи и структуре выступления. Это способствует формированию навыков грамотного и выразительного изложения учебного материала.

Метод моделирования лекционных ситуаций обеспечивает создание условий, приближенных к реальной педагогической практике. Студенты получают возможность отрабатывать навыки взаимодействия с аудиторией и совершенствовать структуру лекционного выступления. Видеоанализ выступлений способствует развитию навыков самоконтроля и позволяет студентам объективно оценивать собственную речевую деятельность.

Применение адаптивного обучения обеспечивает индивидуализацию подготовки будущих педагогов, что позволяет учитывать уровень подготовки каждого студента. Использование генерации структуры лекции и цифрового сторителлинга способствует развитию логичности изложения учебного материала и повышению интереса аудитории к содержанию лекции.

Таким образом, представленные методы способствуют формированию профессиональной компетентности будущих педагогов и обеспечивают повышение эффективности их лекторской подготовки в условиях цифровой образовательной среды.

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ТРАНСФОРМАЦИЯ СУБЪЕКТНОСТИ СТУДЕНТА И ПЕДАГОГИЧЕСКИХ КОМПЕТЕНЦИЙ В ЭПОХУ ОБУЧЕНИЯ С ПОДДЕРЖКОЙ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА

Автор: Рушанабону Алиакбарова¹

Аффилиация: базовый докторант Международного университета Нордик¹

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АННОТАЦИЯ

В статье рассматриваются теоретико-методологические основы управления современными и инновационными средствами массовой информации и коммуникации в контексте развития образовательной среды. Обоснована необходимость интеграции медиатехнологий в систему управления образовательными процессами с учетом трансформации информационного общества и цифровизации образования. Особое внимание уделено анализу управленческих механизмов, обеспечивающих эффективное использование медиаплатформ в формировании образовательной повестки, повышении качества образовательных услуг и развитии медиаграмотности участников образовательного процесса. В работе уточняется содержание понятийного аппарата, связанного с медиаменеджментом в образовании, а также раскрываются современные подходы к организации коммуникационных стратегий в образовательных учреждениях.

Методологическая база исследования включает системный и институциональный подходы, а также элементы сравнительного анализа, что позволило выявить ключевые тенденции и закономерности развития медиакommunikаций в образовательной сфере. В результате проведенного анализа определены управленческие факторы, способствующие повышению эффективности внедрения инновационных медиаинструментов, и выявлены существующие ограничения, связанные с организационными и кадровыми аспектами.

Практическая значимость исследования заключается в разработке рекомендаций по совершенствованию управления медиакommunikациями в образовательных организациях, направленных на повышение их адаптивности к условиям цифровой трансформации. Полученные результаты могут быть использованы при формировании стратегий развития образовательных учреждений, а также в процессе подготовки специалистов в области медиаменеджмента и образовательных коммуникаций.

Ключевые слова: медиаменеджмент, образовательная среда, инновационные медиа, цифровизация образования, коммуникационные стратегии, управление в образовании, медиаграмотность, информационные технологии, образовательные коммуникации, цифровая трансформация.

КРАТКИЙ ИСПОЛНИТЕЛЬНЫЙ ОБЗОР

Интеграция ИИ в образование открывает уникальные возможности, но одновременно создаёт серьёзные проблемы, преобразуя образовательный процесс и выдвигая на передний план вопросы этики и субъектности обучающихся. В рамках данного исследования проведён анализ современного

состояния вопросов субъектности студента и педагогических компетенций в условиях внедрения ИИ. Выявлены ключевые противоречия: расширение автономии учащихся при риске поверхностного усвоения знаний и зависимостей от технологий, а также несоответствие традиционных умений учителя новым требованиям цифровой среды. На основе обзора теоретических источников и эмпирических наблюдений предложены решения: обновление образовательных программ и повышения квалификации педагогов, внедрение моделей смешанного обучения, разработка этических и нормативных рамок. Работа имеет новизну в сочетании анализа субъектности обучающегося и компетенций преподавателя в единой парадигме и даёт практические рекомендации вузам и педагогам по эффективной интеграции ИИ.

ВВЕДЕНИЕ

Образовательная среда стремительно цифровизируется, и развитие технологий искусственного интеллекта стимулирует качественные изменения в обучении и преподавании. Как отмечает ЮНЕСКО, «интеграция ИИ в образование открывает уникальные возможности, но также создаёт серьёзные проблемы». Во-первых, ИИ даёт студентам доступ к адаптивным образовательным ресурсам, повышая их автономность и вовлечённость в учебную деятельность. Во-вторых, этот же процесс порождает новые риски: возможное снижение глубины усваиваемого материала, искажение учебных результатов из-за предвзятости алгоритмов и усиление цифрового неравенства. Традиционные педагогические компетенции, выработанные в эпоху офлайн-образования, оказываются частично не готовыми к новым задачам. Поэтому становится актуальным изучение трансформации двух взаимосвязанных понятий: субъектности студента и компетенций педагога в эпоху ИИ.

Предмет исследования – процессы изменения позиции обучающегося как субъекта образования и соответствующие изменения профессиональных компетенций преподавателя. Цели работы – выявить противоречия и новые вызовы в учебно-воспитательном взаимодействии при поддержке ИИ, провести анализ существующих концепций и эмпирических данных, обосновать подходы к решению обнаруженных проблем. Задачи исследования включают систематизацию теоретических представлений о субъекте учебной деятельности, описание структуры новых педагогических компетенций, а также разработку рекомендаций по подготовке педагогов, применению ИИ и оценке качества обучения. Научная новизна заключается в комплексном объединении вопросов студент-ориентированного подхода и педагогических компетенций при цифровизации образования, а практическая значимость – в предложении конкретных мер по адаптации учебных программ и методик преподавания. Исследование строится на анализе современных публикаций (как российских, так и зарубежных, включая отчёты UNESCO и OECD), а также предполагает разработку концептуальной модели интеграции ИИ в учебный процесс.

ТЕОРЕТИЧЕСКАЯ БАЗА

В педагогической науке субъектность обучающегося традиционно понимается как личностное качество, характеризующееся активным, осознанным отношением ученика к учебной деятельности. Гусакова отмечает,

что учитель и ученик «выполняют равноправные роли субъектов в процессе обучения», и субъектность раскрывается через «осознанное и деятельное отношение к миру». Включая такие свойства, как мотивированность, ответственность, самоконтроль и способность к рефлексии, субъектность учащегося означает, что он осознанно строит собственные учебные траектории и принимает решения в обучении. В условиях цифрового обучения к этому добавляется метацифровая грамотность и способность критически оценивать рекомендации ИИ. В западной литературе схожие идеи отражаются понятиями learner autonomy, self-regulated learning и learner agency: ученик выступает активным конструктором знаний, а не пассивным получателем информации.

Инструменты ИИ могут усиливать субъектность студента. Например, ИИ-фасилитация позволяет учащимся «лучше понимать, как он учится и как думает», что даёт им «большую свободу действий и контроль над собственным образованием». Персонализированные платформы и чат-боты стимулируют развитие метапознания и саморегуляции, поскольку обучающиеся получают своевременную обратную связь и рекомендации. Одновременно нарастают опасения, что при отсутствии критического мышления ученик может стать лишь «субъектом данных», пассивно воспринимающим подсказки алгоритмов. Этот парадокс подчёркивает важность образовательной модели, в которой технология играет вспомогательную роль, а не заменяет рефлексивную деятельность обучающегося.

Параллельно трансформируются компетенции педагога. UNESCO отмечает, что ИИ меняет традиционные отношения «учитель-студент» в новую динамику «учитель-ИИ-студент», требующую пересмотра ролей и навыков преподавателя. В недавно разработанном UNESCO «Компетентностном профиле учителей в сфере ИИ» выделены пять ключевых направлений: человеко-центричное мышление, этика ИИ, фундаментальные знания об ИИ, ИИ-педагогика и ИИ для профессионального развития. Под эти направления можно подстроить образовательную траекторию повышения квалификации учителей. Кроме того, российские исследователи также указывают на многоаспектность данной компетенции: Е. Евстигнеев и соавторы определяют её как качество, обеспечивающее переход педагога от трансляции знаний к позиции ментора, и выделяют шесть компонентов (мотивационно-целевой, информационной безопасности, этический, промпт-инжиниринга, обучения и контроля, управления процессом). Развитие таких компетенций позволит педагогу стать «эффективным субъектом образовательной триады: «педагог-ИИ-обучающийся», сохраняя при этом ответственность за качество учебного процесса и опираясь на собственные профессиональные ценности.

Важным теоретическим подходом является субъектно-ориентированное обучение, которое подчёркивает индивидуальный опыт ученика и его активную роль. В контексте ИИ акцентируется, что технологии должны поддерживать, а не подменять человеческий фактор. Как указывает опыт учителей, генеративный ИИ расширяет возможности инноваций и персонализации обучения, но создаёт новые задачи: ввести этику использования технологий, сохранить критическое отношение и личное общение. Классические исследования (Выготский, Лернер, Шаталов и др.) рассматривают обучение как совместную деятельность субъекта и педагога; в современных условиях к этой дуге добавляется ИИ, в результате чего меняются навыки всех участников. Так,

исследователи подчёркивают необходимость переноса части функций автоматизированной аналитики на студента (развитие метакогнитивных навыков) и введения у учителя умений проектировать ИИ-ориентированную образовательную среду. Обзор теории демонстрирует, что поиск оптимального баланса между технологией и субъектностью человека является актуальной задачей научной и практической рефлексии.

МЕТОДОЛОГИЯ ИССЛЕДОВАНИЯ

Исследование проводится с использованием смешанного метода, сочетая качественные и количественные подходы. В его рамках выполнен анализ современной научной литературы (монографии, статьи, отчёты UNESCO/OECD), а также нормативных и организационных документов (ГОСТы, стандарты, законодательство об образовании), что даёт обширную теоретическую базу. Эмпирическая часть состоит из двух компонентов: опроса и экспертных интервью.

Опросная часть: сформирована стратифицированная выборка из преподавателей и студентов вузов. Планируется привлечь около 50 преподавателей разных предметных областей и 100 студентов, представляющих различные специальности. Инструмент сбора данных – анкета с комбинированными вопросами (оценка осведомлённости об ИИ, готовности к его использованию, переживаниях и ожиданиях), включающая шкалы Лайкерта и открытые вопросы. Анкета прошла пилотное тестирование на ограниченной группе респондентов, что позволило скорректировать формулировки для повышения валидности. На основании данных анкетного опроса проводится статистический анализ (описательные характеристики, корреляционный анализ) для выявления общих тенденций и взаимосвязей.

Экспертная часть: проведены полуструктурированные интервью с 10–12 участниками (методистами, руководителями ИТ-проектов в образовании, преподавателями с опытом ИИ-проектов). Интервью позволяют глубже понять причины выявленных явлений, отношение педагогов к ИИ, а также практики внедрения технологий. Данные интервью анализируются методом тематического кодирования (контент-анализ) с целью выделения ключевых тем: восприятие субъектности студента, новые педагогические роли, барьеры и возможности. Для повышения надёжности используются перекрёстная проверка (чек-листы, обсуждение с коллегами) и сравнительный анализ результатов опроса и интервью (триангуляция данных).

Выбранный дизайн обеспечивает надёжность и валидность выводов. Количественные результаты обобщают мнение репрезентативной выборки, а качественный анализ даёт интерпретацию мотиваций и контекстов. Применение нескольких методов (анкетирование, интервью, контент-анализ документации) снижает риск смещения. Надёжность инструментов обеспечена их адаптацией и тестированием (для анкет – расчёт согласованности шкал, для интервью – использование единой методики проведения). Таким образом, методологическая база сочетает системность и гибкость, что позволяет обосновать выводы по исследуемым проблемам.

АНАЛИЗ И ОБСУЖДЕНИЕ РЕЗУЛЬТАТОВ

Современные образовательные технологии меняют субъектность студента. Как показано в исследованиях UNESCO, ИИ может выполнять роль метакогнитивного «скаффолдинга», когда учащийся «сам извлекает пользу из выводов, полученных в ходе обучения», становясь не просто «субъектом данных», а активным пользователем сервисов ИИ. В результате студент получает больше контроля над обучением: он сам планирует и корректирует траекторию, опираясь на аналитические подсказки. Практические опросы подтвердили, что большинство студентов отмечают рост самостоятельности и возможностей для творчества при поддержке ИИ, но при этом многие осознают риск потери мотивации учиться глубоко (перешёл на поверхностные ответы).

Выявлены серьёзные проблемы и вызовы: прежде всего недостаточное оснащение инфраструктурой. Например, часть студентов и преподавателей всё ещё имеет ограниченный доступ к интернету или современным устройствам, что усиливает цифровой разрыв. Это подтверждает UNESCO: «Многие студенты до сих пор не имеют надёжного доступа к интернету... что усугубляет проблему неравенства». Также систематически отмечается дефицит взаимодействия: при чрезмерном погружении в ИИ-решения снижается живая коммуникация между участниками обучения, что рушит важные элементы образовательного опыта. Кроме того, ИИ-системы могут содержать скрытые предубеждения и давать ошибочные советы, что ставит под угрозу справедливость и качество обучения.

С точки зрения преподавателей основные трудности связаны с компетенциями и восприятием ИИ. Результаты опроса показали, что подавляющее число учителей испытывают неуверенность: они не уверены в этичности ИИ, не обладают достаточной ИТ-грамотностью и испытывают дефицит времени на освоение новых технологий. Многие из них склонны воспринимать ИИ либо как угрозу, либо как «чёрный ящик», что связано с отсутствием навыков работы с ИИ (например, prompt-инжиниринга). При этом сгенеративные модели стимулируют новые формы педагогической работы: ответы экспертов показали, что учителя видят рост возможностей для персонализации занятий, сокращения рутинной работы и творческой коллаборации со студентами. ЮНЕСКО отмечает, что ИИ может выступать союзником педагогов, но учитель должен остаться ключевым звеном, «ведь он обладает эмпатией, креативностью и способностью к рассуждению – качествами, которые машина никогда не заменит».

Проведённый критический анализ литературы и эмпирии выявил, что многие предлагаемые решения находятся в консервативном балансе технологий и человеческого фактора. Так, UNESCO призывает к модели совместной работы преподавателя и ИИ, а не к замещению учителя. OECD подчеркивает важность разработки стратегий: в качестве практического ориентира предлагаются ключевые принципы и дорожная карта внедрения ИИ в школы с учётом возможностей и рисков. Российские исследования также демонстрируют, что необходимо сочетать развитие «гуманитарных» (аналитическое и этическое мышление, эмпатия) и цифровых компетенций педагога.

Выявлены и конкретные «узкие места» внедрения ИИ. Среди них – недостаточная интеграция ИИ-цифровой грамотности в преподавание и

обучение: студенты часто не знают, как критически относиться к сгенерированному контенту, а учителя не обучены работать с отчетами ИИ по прогрессу студентов. Решение этих вопросов требует обновления методических подходов и учебных планов, включения модулей ИИ-грамотности. Другой аспект – изменение системы оценки: традиционные тесты не отражают метапознания и взаимодействия с ИИ, поэтому целесообразно вводить альтернативные формы (портфолио, проекты с использованием ИИ-инструментов). Проблема сохранения качества обучения при широком внедрении ИИ видится решаемой через комбинирование, при котором ИИ выступает инструментом поддержки, но ключевые решения принимает человек. В этом контексте важно развитие у студентов критического мышления и ответственности за собственное обучение.

ЗАКЛЮЧЕНИЕ И РЕКОМЕНДАЦИИ

Подводя итоги, следует констатировать, что эпоха ИИ трансформирует субъектность студента, усиливая его самостоятельность, но одновременно заставляя переосмыслить роль учителя и характер педагогического взаимодействия. Как справедливо указывает UNESCO, учащиеся при правильном использовании ИИ получают «большую свободу действий и контроль над своим образованием», что составляет основу непрерывного обучения. Вместе с тем мы обнаружили, что без должного развития критического мышления и цифровой грамотности повышается риск фрагментарного обучения и зависимости от технологий.

В отношении педагогических компетенций анализ подтвердил необходимость перехода от традиционных ролей к новым. Современный педагог должен стать ментором и фасилитатором учебного процесса с ИИ, обладая не только предметной экспертизой, но и такими качествами, как этичность, эмпатия, навыки цифрового и аналитического мышления. Проработанная в исследовании модель компетенции предполагает, что преподаватель не просто использует технологию, а управляет ею как частью образовательной среды, сохраняя человека в центре процесса.

Практические рекомендации: Вузам и учителям целесообразно обновить содержание подготовки педагогов – внедрить курсы и модули по ИИ-технологиям, обработке образовательных данных, этике ИИ. Регулярное повышение квалификации должно быть ориентировано на педагогические цели, как рекомендует UNESCO, а не только на владение инструментами. Следует развивать смешанные модели обучения, в которых ИИ используется для адаптации контента к потребностям студента, но ключевые этапы (обсуждения, проекты) остаются за преподавателем. Установленные проблемы (неравный доступ, предубеждения ИИ, снижение межличностного взаимодействия) требуют институциональных мер: инвестиции в ИТ-инфраструктуру и программы сокращения цифрового неравенства, разработка нормативных актов по этичному использованию ИИ (защита личных данных, академическая честность), а также создание критериев оценки, учитывающих не только результаты знаний, но и развитие самостоятельности и цифровых навыков.

Следует также внедрить комплекс систем оценки качества обучения с учётом ИИ: наряду с традиционными тестами использовать портфолио, проекты

и оценку коллаборативных навыков, а для преподавателей – метрики эффективности педагогического дизайна с ИИ (уровень применения адаптивных технологий, вовлечённость студентов и др.). Рекомендуется разработать институциональные стратегии интеграции ИИ на уровне вузов и факультетов, с участием административных и педагогических команд.

Завершая, отметим, что дальнейшие исследования должны быть направлены на эмпирическое тестирование предложенных мер: например, эксперименты по введению ИИ-поддержки в различные дисциплины и изучение их влияния на субъектность студентов. Исследование и мониторинг долгосрочных эффектов ИИ в обучении также необходимы для корректировки образовательной политики. Предлагаемая модель управляемой интеграции ИИ представлена на схеме ниже: она включает этапы разработки стратегии, подготовки педагогов, внедрения смешанных форм обучения и постоянной оценки качества.

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ФОРМИРОВАНИЕ ЯЗЫКОВОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ В УСЛОВИЯХ НЕЯЗЫКОВОГО ВУЗА В ПРОЦЕССЕ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ

Автор: Жумамуратова Улбосын Парахат кызы¹

Аффилиация: Базовый докторант 2 курса, Каракалпакский государственный университет имени Бердаха¹

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АННОТАЦИЯ

В статье рассматриваются особенности формирования языковой компетенции студентов в условиях неязыкового вуза в процессе обучения русскому языку как иностранному. Под языковой компетенцией понимается целостная система знаний, умений и навыков, обеспечивающих успешное использование языка в различных коммуникативных ситуациях. Анализируются основные трудности обучения РКИ в неязыковой образовательной среде, обусловленные ограниченным количеством учебных часов, отсутствием языковой практики вне аудитории и различным уровнем языковой подготовки студентов. Обосновывается необходимость комплексного применения коммуникативного, деятельностного, личностно-ориентированного и лингвокультурологического подходов. Особое внимание уделяется речевой деятельности и усвоения языка. Рассматриваются также возможности использования современных образовательных технологий. Делается вывод о том, что системный подход обеспечивает эффективное формирование языковой компетенции студентов.

Ключевые слова: русский язык как иностранный, языковая компетенция, неязыковой вуз, речевая деятельность, коммуникативный подход, методика преподавания, межкультурная коммуникация, образовательные технологии.

ВВЕДЕНИЕ

В условиях глобализации и расширения международных контактов владение иностранными языками становится важнейшим компонентом профессиональной подготовки специалистов. Особую роль в этом процессе играет обучение русскому языку как иностранному (РКИ) в неязыковых вузах, где формирование языковой компетенции выступает одной из ключевых задач образовательного процесса.

Языковая компетенция обеспечивает возможность эффективного общения в учебной, профессиональной и социальной сферах [1]. Однако процесс её формирования в условиях неязыкового вуза обусловлено с рядом объективных трудностей: ограниченным количеством учебных часов, отсутствием языковой среды и различным уровнем языковой подготовки студентов [2].

Современная лингводидактика рассматривает обучение языку как сложный многоуровневый процесс, требующий интеграции методических, психологических подходов [3].

1. Теоретические основы языковой компетенции

Языковая компетенция рассматривается как система знаний, умений и навыков, обеспечивающих использование языка в коммуникации.

В структуру языковой компетенции входят:

- лексическая компетенция;
- грамматическая компетенция;
- фонетическая компетенция;
- коммуникативная компетенция.

С точки зрения лингводидактики важным является развитие речевой деятельности как основы овладения языком [6].

Речевая деятельность, которая включает говорение, аудирование, чтение и письмо. Коммуникативная компетенция, согласно D. Hymes, включает не только знание языковых правил, но и умение использовать их в реальных ситуациях общения [10].

2. Специфика обучения РКИ в неязыковом вузе

Обучение русскому языку как иностранному в неязыковом вузе имеет ряд специфических особенностей, определяющих методику преподавания.

К ним относятся:

- ограниченное количество аудиторных часов;
- отсутствие языковой среды;
- различный уровень языковой подготовки студентов;
- профессионально ориентированный характер обучения.

Данные условия требуют пересмотра традиционных подходов к обучению и внедрения активных методов работы со студентами.

Особое значение приобретает создание искусственной языковой среды, включающей ролевые игры, диалоги, моделирование профессиональных ситуаций и проектную деятельность [5].

По мнению А. Н. Щукина, данные условия требуют собой методической организации процесса обучения [9].

3. Методические подходы к формированию языковой компетенции

Современная методика преподавания РКИ базируется на интеграции различных научных подходов.

3.1 Коммуникативный подход

Коммуникативный подход направлен на формирование способности к эффективному использованию языка в реальных ситуациях общения. Он предполагает моделирование естественных коммуникативных ситуаций [7].

3.2 Деятельностный подход

Деятельностный подход рассматривает обучение как активную и целенаправленную речевую деятельность, в которой студент является субъектом образовательного процесса [6].

3.3 Личностно-ориентированный подход

Данный подход предполагает индивидуализацию обучения, учет особенностей студентов, их мотивации и уровня подготовки [5].

3.4 Лингвокультурологический подход

Лингвокультурологический подход обеспечивает изучение языка в тесной связи с культурой, что способствует формированию межкультурной компетенции [2].

4. Психологические основы обучения языку

Формирование языковой компетенции тесно связано с психологическими механизмами усвоения языка.

Л. С. Выготский подчеркивал связь мышления и речи, рассматривая язык как инструмент формирования сознания [4].

А. А. Леонтьев определял речь как деятельность, что позволяет рассматривать обучение как активный процесс взаимодействия [6].

И. А. Зимняя выделяла роль мотивации, внимания и памяти в процессе овладения иностранным языком, отмечая их влияние на успешность обучения [5].

Таким образом, психологические факторы являются ключевыми для эффективного формирования языковой компетенции.

5. Речевая деятельность как основа языковой компетенции

Речевая деятельность является центральным элементом процесса обучения языку.

Она включает:

- говорение;
- аудирование;
- чтение;
- письмо.

Каждый вид речевой деятельности требует систематического формирования и постоянной практики [6].

Особое значение имеет развитие устной речи, поскольку именно она обеспечивает непосредственное общение в реальных ситуациях.

6. Проблемы формирования языковой компетенции

В процессе обучения РКИ в неязыковом вузе выделяются следующие проблемы:

- недостаток речевой практики;
- низкая мотивация студентов;
- ограниченность учебного времени;
- различный уровень языковой подготовки;
- отсутствие языковой среды вне учебного процесса.

Данные проблемы требуют системного решения и применения разнообразных методических средств [8].

7. Современные образовательные технологии в обучении РКИ

В современных условиях важную роль начинают играть цифровые образовательные технологии.

К ним относятся:

- онлайн-платформы для изучения языка;
- интерактивные упражнения;
- мультимедийные ресурсы;
- коммуникационные среды;
- использование искусственного интеллекта в обучении языку.

Применение данных технологий позволяет расширить языковую практику студентов и компенсировать отсутствие естественной языковой среды [3].

8. Пути повышения эффективности обучения

Для повышения эффективности формирования языковой компетенции необходимо:

- увеличение объема речевой практики;

- внедрение интерактивных методов обучения;
- использование проектной деятельности;
- развитие самостоятельной работы студентов;
- интеграция цифровых технологий;
- создание ситуаций реального общения.

Комплексное применение этих методов способствует повышению качества обучения и устойчивому формированию языковой компетенции [7].

ЗАКЛЮЧЕНИЕ

Формирование языковой компетенции студентов в условиях неязыкового вуза в процессе обучения русскому языку как иностранному представляет собой сложный, многоуровневый и системно организованный педагогический процесс. Его эффективность определяется совокупностью методических, психологических, лингвистических и социокультурных факторов, которые необходимо учитывать при проектировании образовательного процесса.

Проведённый анализ позволяет утверждать, что языковая компетенция не формируется как совокупность знаний, а развивается в тесной связи с речевой деятельностью, коммуникативной практикой и культурным контекстом. В этой связи особую значимость приобретает реализация комплексного подхода, объединяющего коммуникативный, деятельностный, личностно-ориентированный и лингвокультурологический методы обучения.

Отдельно следует подчеркнуть, что в условиях неязыкового вуза процесс формирования языковой компетенции осложняется объективными ограничениями: недостаточным количеством учебного времени, отсутствием естественной языковой среды и различным уровнем языковой подготовки студентов. Данные факторы требуют от преподавателя гибкости в выборе методов обучения, а также активного использования современных образовательных технологий, направленных на расширение речевой практики обучающихся.

Результаты анализа показывают, что наиболее эффективным является создание искусственной языковой среды, включающей моделирование коммуникативных ситуаций, использование интерактивных форм обучения, проектной деятельности и цифровых образовательных ресурсов. Такие подходы позволяют повысить мотивацию студентов, активизировать их речевую деятельность и обеспечить более устойчивое усвоение языкового материала.

Таким образом, можно сделать вывод, что успешное формирование языковой компетенции студентов в условиях неязыкового вуза возможно только при условии системного и комплексного подхода к обучению. Он должен учитывать как лингвистические особенности изучаемого языка, так и психологические закономерности усвоения, а также культурологический контекст коммуникации.

Перспективным направлением дальнейших исследований является более глубокое изучение возможностей цифровых технологий и искусственного интеллекта в процессе обучения русскому языку как иностранному, а также разработка новых интерактивных методик, направленных на повышение эффективности речевой подготовки студентов.

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МЕТОДИКА РАБОТЫ НАД СТИЛЯМИ РЕЧИ НА ЗАНЯТИЯХ РУССКОГО ЯЗЫКА В ИНОЯЗЫЧНЫХ ГРУППАХ

Автор: Саримсакова Гулчехра Муратовна¹

Аффилиация: старший преподаватель кафедры иностранных языков,
Международного университета Нордик¹

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АННОТАЦИЯ

В статье рассматриваются вопросы методики работы над стилями речи на занятиях русского языка в иноязычных группах, о применении различных инновационных и традиционных методов и технологий.

Ключевые слова: инновация, традиция, игровые и информационные технологии, разговорная лексика, книжная лексика.

Современная методика преподавания русского языка как иностранного ориентирована на формирование коммуникативной компетенции учащихся. Одним из важнейших компонентов этой компетенции является умение использовать различные стили речи в зависимости от коммуникативной ситуации.

Обучение стилям речи приобретает особую значимость в иноязычной аудитории, так как учащиеся должны не только овладеть языковой системой, но и научиться адекватно использовать её в различных социальных и культурных условиях. В данной ситуации мы опираемся на методику преподавания языков.

Методика преподавания русского языка как наука функционирует уже не первое столетие. Методическая наука благодаря таким известным ученым-методистам как М.Н.Скаткин, И.Я.Лернер, В.В. Голубков, М.А.Рыбникова, Н.И.Кудряшев, М.А.Зальдинер, Л.Ю.Юзбашев В.А.Андриянова, Л.Т.Ахмедова, С.С.Магдиева и другие добилась значительного развития. Сформирована система понятий, связанных с содержанием, принципами, методами и приемами обучения. В процессе обучения языкам широко внедряются самые передовые педагогические и информационные технологии, применяются интерактивные методы обучения.

В разработанной по инициативе Президента нашей страны Шавката Мирзиёева «[Стратегия «Узбекистан — 2030»](#), утвержденная 11 сентября 2023 года, определены важные направления развития информационно-коммуникативных технологий, обеспечения взглядов в национальном медиапространстве, перехода количественных показателей их деятельности в качественные, а также ключевым приоритетом является создание образовательной системы, отвечающей международным стандартам.

В современных школах при обучении русскому языку как неродному программа и учебник «Русский язык» для школ с узбекским языком обучения

предусматривают темы, связанные с разными стилями русской речи. Обучение функциональным стилям речи, особенно в средних и старших классах школы является актуальной.

Стиль как совокупность приемов для выражения мысли несет информацию:

- ✓ Об отношении субъекта речи к адресату;
- ✓ О социальном статусе говорящего;
- ✓ О его социальной роли в ситуации общения;
- ✓ Об эмоциональном состоянии говорящего;
- ✓ О его отношении к предмету речи.

Задача преподавателя русского языка как иностранного – дать учащемуся представление о наборе социально значимых синонимических вариантов и вооружить его умением пользоваться вариантами понятийного содержания в конкретных условиях общения.

Изменившаяся политическая обстановка привела к смене стилей общения. Вместо формально-административного стиля сегодня преобладает раскованный нейтрально-фамильярный, а в речи чаще других используются средства разговорного стиля. В русском языке появилось много и новых заимствованных слов, отражающих экономические реалии (*стартап, фриланс, аутсорсинг, бренд, инвестиции* и т.д.), и новых просторечных образований от иностранных корней (*отксерить*). Кроме того, активизировалось использование просторечной и жаргонной лексики в средствах массовой информации. Это процессы пока не находят отражения в учебниках русского языка как неродного, и вопрос о том, в какой мере они должны быть отражены в них, очень актуален.

Открытость общества способствует сегодня более широкому обмену опытом преподавания неродных языков с коллегами из России, стран СНГ и других государств. Этот опыт обогащает методику преподавания русского языка как неродного, потому что в западных странах коммуникация на нескольких языках давно стала нормой повседневной жизни. Однако роль стилистики в обучении языку еще недостаточно учитывается методистами.

Стилистика как наука, изучающая вариантность языковых средств их целесообразное применение в отношении содержания высказываний сферы общения, целей и ситуаций, должна включаться в учебный процесс на поздних этапах овладения языком (10-11 классы).

Теоретической основой для включения стилистики в структуру учебных материалов на всех этапах обучения неродному языку должно быть содержание понятия «владения языком». В этом понятии выделяют четыре уровня:

- ✓ собственно - лингвистический;
- ✓ национально-культурный;
- ✓ энциклопедический;
- ✓ ситуативный.

Непосредственное отношение к стилистике имеет ситуативный уровень, который синтезирует умение первых трех уровней и позволяет применить полученные знания в определенной ситуации. Так как ситуация общения представляет собой многокомпонентное образование (говорящий и его социальная роль; слушающий и его социальная роль; отношения между

говорящими и тональность их общения), ситуативные переменные требуют использования различных языковых средств при разных коммуникативных обстоятельствах.

«Живой язык» включает варианты произношения и употребления слов, отражающие социальную дифференциацию речевой деятельности. Ребенок, обучаясь родному языку, различает интонацию и речевые формулы, с которыми к нему обращаются мать, отец, бабушка и одновременно с новой номинацией воспринимает информацию о родных, о степени их любви к нему, об их отношении друг к другу.

Стилистическая информация имеет серьезное методическое значение в преподавании русского языка как неродного, прежде всего, потому, что именно она содержит сведения о принадлежности субъекта речи к определенной социальной группе и времени, об отношениях между говорящими, о культуре говорящего и о его социальной роли. Это те самые сведения, которые формируют коммуникативную компетенцию. Поэтому уже на первых занятиях русского языка как неродного, научив официальной форме обращения к преподавателю в университете Nordik (Наталья Васильевна, Гульчехра Мурадовна, Бабур Бахадырович), преподаватель должен дать не только еще один вариант этого имени (Наташа, Гуля, Бабур), но и отметить иную его стилистическую принадлежность, рассказать о различии коммуникативных ситуаций, в которых используется первый вариант, а второй вариант доступен только лишь близкими сверстником. Точно также он должен поступить и тогда, когда здоровается со студентами:

«Здравствуйте!» «Добрый день!» - эти формы нейтральные, пригодные для любой ситуации;

«Привет» - фамильярная форма, употребляется при встрече хорошо знакомых людей, ровесников, находящихся в одном социальном статусе.

Обучение стилистическим вариантам неродного языка уже на начальном этапе имеет большое психологическое значение, так как помогает усваивать ситуативные «приращения смысла» вместе с выбором того или иного варианта.

Содержанием разговорной практики (собственно развития речи) как самостоятельного аспекта является обучение тематической лексики («Знакомство», «Семья», «Человек», «Мой город», «Транспорт», «Мой друг» «Москва», «Ташкент», «Здоровье», «Спорт» и др.), направленное на усвоение новых слов, детерминирующих различные денотаты (глаза, лицо, руки и т.д.).

Содержанием занятий по стилистике является обучение пониманию коннотаций - дополнительных со значений, - которые отражаются в различных функциональных стилях (ср. нейтральное **глаза**, обидное **глазенки**, возвышенное книжное **очи**).

Русские пословицы и поговорки обладают великолепными дидактическими свойствами. Ритмика, сочетания труднопроизносимых звуков, страноведческие детали составляют такой комплекс особенностей русского звучащего текста, который несравним по дидактической ценности ни с одним искусственным упражнением. Большое познавательное значение имеют тексты детских сказок, особенно тогда, когда у них есть зарубежные аналоги. Например, в сказке «Три медведя» студенты сразу узнают знакомых персонажей, но их имена (Михаил Патапович, Настасья Петровна, Мишутка) и варианты этих имен, не имеющие перевода, адекватно передающие

эмоциональные оттенки (Михаил Патапыч, Мишенька), вызывают недоразумения у узбекских учащихся и раскрывают на эмоциональном уровне таинства русской души едва ли не ярче, чем философская лекция об особенностях русского менталитета.

Необходимость обучения новой стилистике речевого общения, а особенно функциональным стилям в школе диктует необходимость создания нового комплекса учебных пособий.

Культура речевого общения должна закладываться с первых слов и с первой фразы. Квалифицированный преподаватель даст интонационные и произносительные варианты (фоностилистика), простейшие словообразовательные модели (Петя, Петька, Петенька), параллельные синтаксические варианты простого предложения (полное, неполное, односоставное). При этом необходимо учитывать, по крайней мере, три оппозиции: нейтральный, разговорный, книжный.

Создавать учебное пособие по стилистике нужно параллельно с учебным пособием по развитию речи, чтобы стилистическая информация вводилась по грамматическим уровням на основе тематической структуры курса «Развитие речи». Например, стилистические варианты оценочных суффиксов существительных можно дать на материале темы «Человек» (работяга, тихоня, весельчак), стилистические варианты обращений - на материале «Знакомство» (Александр, Саша, Александр Иванович, доктор Репин) и т.д.

Единообразная структура тренировочных упражнений с заданиями на наблюдение, на копирование, на трансформацию и порождение речи в пособиях для начинающих должна основываться на минимальном объеме текста - от словосочетаний до нескольких предложений.

Газетный текст давно используется в обучении русского языка как неродного в качестве учебного текста. Однако разработок методического характера по работе с газетным материалом на разных этапах обучения очень мало.

В программе и учебнике «Русский язык» для средних школ с узбекским языком обучения выделена специальная тема: «Обучение научно-популярному стилю русской речи».

Несмотря на то, что большинство учащихся узбекских групп не могут ответить на самые элементарные вопросы «Где?», «Куда?», «Зачем?», «Почему?» «Когда?» и др., учителя вынуждены объяснять рассматриваемую тему, т.к. это есть в программе (из наблюдений на практике).

Подготовить и провести занятие, который предполагает творческую активность студента и преподавателя, на котором каждый учащийся чувствует себя комфортно, имеет возможность высказать свое мнение по изучаемой проблеме, проявить собственные возможности, самостоятельность, изобретательность в способах работы, ощутить атмосферу сотрудничества и пережить успех, — это мечта каждого русиста. В этом должна помочь технология личностно-ориентированного обучения. Ее цель - создание условий для познавательной активности студентов при обучении научно-популярному стилю русской речи.

Поговорим о некоторых формах, методах и приемах организации личностно-ориентированного урока.

Важным моментом в проведении успешного урока является мотивация ученической деятельности. Учащиеся должны четко понимать, для чего они изучают тот или иной материал, ясно представлять себе значимость и результаты своей работы на уроке. При помощи наводящих вопросов, путем выполнения специальных заданий преподаватель должен подводить их к самостоятельной формулировке целей и задач урока. Рассказать вкратце о разных типах стилей русской речи, подробнее о научно - популярном, который отличается от разговорной, деловой, специальной и др.

Понимая значимость изучаемого материала, учащиеся проявят к нему особый интерес, станут работать внимательнее. Чрезвычайно важным аспектом личностно-ориентированного урока является опора на субъективный, личностный опыт учащихся. Научная информация, которая преподносится учащемуся в аудитории, только тогда превращается в прочные индивидуальные знания, когда студент «пропускает» ее через свой жизненный опыт или опыт хорошо знакомого человека, построенные на основе ассоциативного, образного мышления, делают предмет изучения зримым, ясным. Особенно актуально это звучит по отношению к занятиям литературного чтения.

Огромные возможности для развития познавательной активности учащихся, формирования устойчивого интереса к предмету таит в себе очень востребованная сегодня в школе технология сотрудничества. На практике ее часто ассоциируют с различными формами групповой и парной работы, которая как раз и создает атмосферу взаимопомощи, взаимообучения, позволяет предусмотреть приобщение к процессу познания буквально каждого учащегося. Кроме того, выбирая для себя работу в составе группы, учащиеся «примеряют» на себе различные роли: они пробуют свои силы в качестве консультантов, рецензентов, экспертов, архивариусов, составителей словарей и т.д., что помогает им раскрыть свои возможности, реализовать индивидуальные особенности. Выполняя задание, данное преподавателем РКИ, учащиеся разрабатывают план деятельности, распределяют обязанности, а при проверке знаний каждый отчитывается о своей работе, каждому есть чем гордиться, каждый будет замечен и получит оценку своего труда. Работа в группах и парах воспитывает умение обосновывать свою позицию и отказываться от своего мнения, если кто-то из товарищей оказывается более убедительным и развивает коммуникативные навыки учащихся.

Такая работа дает возможность даже учащимся со слабой подготовкой почувствовать себя в роли лидера, человека, отвечающего за важный участок работы, без которого невозможен общий успех группы и это его подтягивает и заставляет работать над собой.

Чаще всего групповая и парная работа используется на повторительно-обобщающих уроках или на уроках изучения нового материала.

На уроках изучения нового материала можно использовать прием метода «мозговой штурм» совместный поиск в парах - «что мы об этом знаем?». Группе сообщается тема урока, а учебные пары вспоминают, что им известно по этой теме, затем в ходе ответов, их обсуждения идет поиск верного ответа на вопрос.

Особое предпочтение нужно отдавать урокам чтения, связанными научными текстами, работе над ними (урокам-исследованиям, урокам-размышлениям, урокам-поискам, урокам-проблемам).

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ФОРМИРОВАНИЕ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ БИЛИНГВОВ СРЕДСТВАМИ ИИ (РКИ)

Автор: Чернова Наталья Васильевна¹

Аффилиация: Старший преподаватель русского языка, Международного университета Нордик¹

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АННОТАЦИЯ

В статье рассматриваются современные подходы к использованию технологий искусственного интеллекта в процессе обучения русскому языку как иностранному. Особое внимание уделяется формированию коммуникативной компетенции студентов-билингвов. Анализируются возможности применения нейросетевых инструментов для развития навыков говорения, аудирования, чтения и письма. Раскрываются особенности обучения в билингвальной среде, а также преимущества и ограничения использования искусственного интеллекта в образовательном процессе. Делается вывод о необходимости интеграции цифровых технологий в методику преподавания иностранных языков.

Ключевые слова: искусственный интеллект, русский язык как иностранный, билингвизм, коммуникативная компетенция, цифровое обучение, нейросети, методика преподавания, репродуктивность.

ВВЕДЕНИЕ

Цель исследования — определить эффективность использования технологий искусственного интеллекта в формировании коммуникативной компетенции студентов-билингвов при обучении русскому языку как иностранному.

Задачи исследования включают анализ теоретических основ применения искусственного интеллекта в образовании, изучение особенностей обучения билингвов, выявление возможностей ИИ в развитии речевых навыков, а также определение преимуществ и ограничений его использования в учебном процессе.

В условиях стремительного развития цифровых технологий система образования претерпевает значительные изменения. Одним из ключевых направлений модернизации образовательного процесса является внедрение искусственного интеллекта, который открывает новые возможности для организации обучения, повышения его эффективности и адаптации к индивидуальным особенностям обучающихся.

Особую актуальность использование искусственного интеллекта приобретает в процессе обучения русскому языку как иностранному, особенно в условиях билингвальной среды. Студенты-билингвы обладают специфическими когнитивными характеристиками, связанными с одновременным функционированием нескольких языковых систем. Это

требует применения гибких методических подходов и современных образовательных инструментов.

Внедрение искусственного интеллекта позволяет не только автоматизировать ряд учебных процессов, но и создать интерактивную образовательную среду, способствующую активному вовлечению студентов в процесс обучения.

ОСНОВНАЯ ЧАСТЬ

Искусственный интеллект представляет собой совокупность технологий, направленных на моделирование интеллектуальной деятельности человека. В образовательной практике он используется в виде интеллектуальных обучающих систем, цифровых платформ, чат-ботов, систем автоматической проверки и генерации учебных материалов. Эти инструменты позволяют существенно расширить традиционные границы преподавания русского языка как иностранного и сделать образовательный процесс более гибким и адаптивным.

Одним из ключевых направлений применения искусственного интеллекта является персонализация обучения. Современные платформы способны анализировать уровень владения языком, выявлять типичные ошибки и предлагать индивидуальные траектории обучения. В условиях билингвальной аудитории это имеет особое значение, поскольку студенты могут демонстрировать различные уровни владения языком и сталкиваться с интерференцией. Искусственный интеллект позволяет учитывать эти различия и предлагать задания, направленные на устранение конкретных трудностей.

Важным аспектом является использование искусственного интеллекта для развития всех видов речевой деятельности. В области говорения активно применяются чат-боты и виртуальные ассистенты, которые создают условия для имитации реального общения. Студенты могут вести диалоги, задавать вопросы, реагировать на реплики, что способствует формированию коммуникативной компетенции. При этом снижается психологический барьер, поскольку взаимодействие с цифровой системой воспринимается менее стрессово по сравнению с общением с преподавателем или аудиторией.

В сфере аудирования искусственный интеллект предоставляет доступ к разнообразным аутентичным материалам, адаптированным под уровень обучающихся. Системы могут автоматически регулировать сложность текстов, скорость речи и предлагать задания на понимание. Это способствует развитию навыков восприятия речи на слух и формированию устойчивых аудитивных навыков.

Развитие навыков чтения также осуществляется с использованием цифровых технологий. Искусственный интеллект способен подбирать тексты с учётом уровня сложности, тематики и интересов студентов. Кроме того, возможно автоматическое выделение ключевых слов, объяснение лексики и построение заданий на понимание содержания. Это делает процесс чтения более осмысленным и продуктивным.

Особое значение имеет использование искусственного интеллекта в формировании письменной речи. Современные системы позволяют автоматически проверять тексты, выявлять грамматические, орфографические и стилистические ошибки, а также предлагать варианты их исправления.

Мгновенная обратная связь способствует более быстрому усвоению материала и развитию навыков самоконтроля у студентов.

Кроме того, искусственный интеллект активно используется для создания учебных заданий. Преподаватель может генерировать упражнения различного уровня сложности, моделировать речевые ситуации, создавать тесты и интерактивные задания. Это значительно экономит время и позволяет разнообразить учебный процесс.

Следует отметить, что в условиях билингвизма особую роль играет учёт родного языка обучающихся. Искусственный интеллект способен анализировать типичные ошибки, обусловленные влиянием родного языка, и предлагать задания, направленные на их преодоление. Это способствует более эффективному формированию языковых навыков и снижению интерференции.

Дополнительно важно подчеркнуть, что технологии искусственного интеллекта способствуют развитию автономности обучающихся. Студенты получают возможность самостоятельно работать с материалами, контролировать свой прогресс и выбирать удобный темп обучения. Это соответствует современным образовательным тенденциям, ориентированным на самостоятельную деятельность и ответственность за результаты обучения.

Вместе с тем, несмотря на значительные преимущества, использование искусственного интеллекта имеет и определённые ограничения. Одним из них является недостаток живого общения, которое играет важную роль в формировании коммуникативной компетенции. Эмоциональный компонент общения, интонация, невербальные средства остаются вне возможностей большинства цифровых систем.

Также существует риск чрезмерной зависимости от технологий, что может привести к снижению роли преподавателя. Однако на практике искусственный интеллект следует рассматривать как вспомогательный инструмент, который дополняет традиционные методы обучения, а не заменяет их.

Таким образом, интеграция искусственного интеллекта в процесс обучения русскому языку как иностранному должна носить системный и методически обоснованный характер. Только при грамотном сочетании цифровых и традиционных методов возможно достижение высоких результатов в обучении.

ЗАКЛЮЧЕНИЕ

Использование искусственного интеллекта в обучении русскому языку как иностранному представляет собой перспективное направление современной педагогики, особенно в условиях билингвальной образовательной среды. Проведённый анализ показал, что технологии искусственного интеллекта способны значительно повысить эффективность формирования коммуникативной компетенции студентов, обеспечивая персонализацию обучения, доступ к разнообразным ресурсам и возможность постоянной практики языковых навыков.

Важным результатом является также повышение мотивации студентов, их вовлечённости в образовательный процесс и развитие самостоятельности в обучении. Использование интерактивных инструментов способствует формированию устойчивого интереса к изучению языка и развитию коммуникативных умений.

В то же время необходимо учитывать, что искусственный интеллект не может полностью заменить традиционные методы обучения и живое взаимодействие между преподавателем и студентом. Наиболее эффективным является комплексный подход, при котором современные технологии органично сочетаются с классическими педагогическими методами.

Перспективы дальнейших исследований могут быть связаны с разработкой новых методических моделей, направленных на интеграцию искусственного интеллекта в образовательный процесс, а также с изучением его влияния на когнитивные и коммуникативные способности обучающихся.

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THE STYLISTIC FEATURES OF UZBEK AND ENGLISH FAIRY TALES AND THE ROLE OF ARTIFICIAL INTELLIGENCE IN THEIR TRANSLATION

Author: Akhmedova M.F.¹

Affiliation: Master's Student, Nordic International University¹

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ABSTRACT

This article presents a comparative stylistic analysis of Uzbek and English fairy tales, focusing on their linguistic, cultural, and narrative features. Fairy tales serve as an important component of national identity, reflecting collective values and traditional worldviews. The study applies comparative, descriptive, and stylistic methods to analyze selected fairy tales from both traditions. Particular attention is given to stylistic devices such as repetition, metaphor, epithet, and hyperbole, as well as differences in narrative structure and lexical choice.

The findings reveal that English fairy tales tend to be concise, structured, and functionally expressive, whereas Uzbek fairy tales demonstrate greater emotional richness, repetition, and cultural symbolism. The research also examines the role of artificial intelligence in translation, highlighting its advantages in speed and accessibility, alongside its limitations in preserving stylistic and cultural nuances. The study concludes that an integrated approach combining human expertise and AI technologies ensures more effective literary translation.

Keywords: fairy tales, stylistics, comparative analysis, Uzbek folklore, English folklore, translation, artificial intelligence, cultural identity, narrative structure.

INTRODUCTION

Fairy tales constitute an essential component of the cultural and linguistic heritage of any nation, functioning not only as a form of artistic expression but also as a means of transmitting collective values, ethical norms, and traditional worldviews across generations. As a specific genre of folklore, fairy tales are characterized by relatively stable narrative structures, symbolic imagery, and expressive linguistic forms, which make them a valuable object of stylistic and comparative linguistic analysis.

In this respect, the comparative study of fairy tales belonging to different cultural traditions enables researchers to identify both universal folkloric patterns and culture-specific stylistic features. English and Uzbek fairy tales represent two rich and historically shaped traditions, each reflecting its own socio-cultural background and communicative style.

English fairy tales are generally associated with a more structured, concise, and narrative-oriented mode of storytelling, whereas Uzbek fairy tales preserve strong elements of oral narration, poetic expressiveness, and emotional richness. These differences are manifested at various linguistic levels, including lexical choice, syntactic organization, narrative rhythm, and the use of stylistic devices such as metaphor, repetition, epithet, and hyperbole.

The relevance of this research lies in the growing interest in intercultural communication, translation studies, and comparative linguistics, where language is viewed as a reflection of national mentality and cultural identity. Despite numerous studies devoted to folklore, comparative stylistic investigations of English and Uzbek fairy tales remain insufficiently explored, which determines the scientific novelty of this work.

The aim of the study is to identify and comparatively analyze the stylistic features of English and Uzbek fairy tales. The objectives include examining dominant stylistic devices, analyzing narrative and linguistic characteristics, and revealing similarities and differences in stylistic organization, as well as considering implications for translation.

METHODOLOGY

The present study is based on a qualitative research approach and employs several complementary methods. The comparative method is used to identify similarities and differences between Uzbek and English fairy tales at stylistic and linguistic levels. The stylistic analysis method allows for the examination of expressive means such as metaphor, repetition, epithet, and hyperbole.

Additionally, the descriptive method is applied to interpret narrative structures, lexical choices, and syntactic patterns within the selected texts. The research material consists of representative samples of Uzbek and English fairy tales, including traditional oral narratives and literary adaptations.

This methodological combination enables a comprehensive analysis of both universal and culture-specific features, as well as their implications for translation and artificial intelligence.

Theoretical Framework

The theoretical basis of the present study integrates concepts from stylistics, folklore studies, and comparative linguistics. From a stylistic perspective, fairy tales are regarded as a system of expressive linguistic means that contribute to meaning formation, emotional impact, and aesthetic value.

Stylistic analysis focuses on categories such as imagery, expressiveness, evaluation, and emotional coloring. Fairy tales typically employ simple lexical units; however, these units are often highly symbolic and culturally marked. Syntactic structures frequently involve repetition, parallelism, and rhythm, particularly in traditions influenced by oral storytelling.

From a folkloristic point of view, fairy tales function as carriers of collective cultural memory. They encode moral values, social norms, and archetypal representations of reality. Stylistic features are therefore closely connected with cultural symbolism and narrative conventions.

Comparative linguistics provides the framework for identifying both universal and culture-specific elements. While both English and Uzbek fairy tales share common structural features such as formulaic openings, binary oppositions, and archetypal characters, their stylistic realization differs due to cultural and communicative factors.

Practical Comparative Analysis

The comparative analysis is based on selected English and Uzbek fairy tales and focuses on their stylistic, lexical, and syntactic features.

English fairy tales typically demonstrate a clear and structured narrative progression. Events follow a logical sequence, and the language is concise and accessible. For example, the well-known opening formula “Once upon a time...” introduces the story in a simple and universal manner. Stylistic devices such as metaphor and epithet are used sparingly and serve specific narrative functions.

In contrast, Uzbek fairy tales often begin with the traditional formula “Bor ekan, yo‘q ekan...”, which reflects oral storytelling traditions and creates a rhythmic and engaging narrative tone. Repetition is widely used, for instance in phrases that emphasize actions or qualities, enhancing memorability and emotional impact.

For example, hyperbolic expressions describing heroes in Uzbek fairy tales often exaggerate their strength or bravery, contributing to a vivid and imaginative narrative style. Additionally, culturally specific metaphors and symbolic elements play a significant role in conveying deeper meanings.

These stylistic differences highlight the contrast between the functional clarity of English fairy tales and the expressive richness of Uzbek narratives. As a result, translation requires not only linguistic accuracy but also stylistic adaptation.

DISCUSSION: IMPLICATIONS FOR TRANSLATION AND AI

In recent years, artificial intelligence has significantly influenced translation practices, offering new opportunities for efficiency and accessibility. AI-based translation systems such as neural machine translation tools are capable of processing large volumes of text rapidly and providing grammatically accurate output. This makes them particularly useful for general and technical translations.

However, the translation of literary texts, especially fairy tales, presents unique challenges that AI systems are not yet fully capable of addressing. Fairy tales are rich in figurative language, cultural symbolism, and emotional nuance, all of which require deep contextual understanding. AI tools often translate texts literally, which can lead to the loss of stylistic richness, metaphorical meaning, and cultural specificity.

For instance, culturally bound expressions, idioms, and symbolic elements in Uzbek fairy tales may not have direct equivalents in English. AI systems tend to produce neutral or simplified versions of such elements, thereby reducing the artistic and cultural value of the original text. Similarly, expressive devices such as repetition, hyperbole, and rhythm may be inadequately rendered or completely omitted.

Moreover, AI lacks the ability to interpret implicit meanings and moral messages that are often embedded in fairy tales. While it can recognize patterns in language, it does not fully understand narrative intention or audience impact.

Therefore, despite its advantages, artificial intelligence should be viewed as a supportive tool rather than a replacement for human translators. The most effective approach is a hybrid model, in which AI enhances speed and consistency, while human translators ensure stylistic accuracy, cultural sensitivity, and artistic quality. Such collaboration allows for a more balanced and faithful translation of literary texts.

Artificial intelligence tools such as neural machine translation systems (e.g., Google Translate or DeepL) provide fast and grammatically accurate translations. However, when applied to fairy tales, these tools often fail to preserve figurative language and cultural nuance.

For instance, an Uzbek culturally bound expression may be translated literally, resulting in a loss of symbolic meaning. Similarly, repetitive structures that create

rhythm in Uzbek narratives are often reduced or omitted by AI systems, leading to a less expressive translation.

Therefore, while AI enhances efficiency, it lacks the interpretative and creative abilities required for literary translation.

CONCLUSION

The study demonstrates that Uzbek and English fairy tales, while sharing universal narrative patterns, differ significantly in their stylistic realization. English fairy tales emphasize clarity, brevity, and structural organization, whereas Uzbek fairy tales are characterized by expressive language, repetition, and strong cultural symbolism.

These differences present considerable challenges in translation, particularly in preserving stylistic and cultural elements. Artificial intelligence, despite its advantages in speed and accessibility, remains limited in its ability to fully capture the depth and nuance of literary texts.

Therefore, the most effective approach to translating fairy tales is a hybrid model that combines the efficiency of AI technologies with the interpretative skills of human translators. This approach ensures both linguistic accuracy and stylistic authenticity, contributing to higher-quality translation outcomes.

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O'ZBEK VA INGLIZ TILLARIDA METAFORA VA OBRAZLILIK

Muallif: Ashurova Mubinaxon¹

Affiliyatsiya: Master's Student, Nordic International University¹

DOI: <https://doi.org/10.5281/zenodo.19689182>

ANNOTATSIYA

Ushbu maqolada o'zbek va ingliz tillaridagi metaforik ifodalar va obrazlilik vositalari kognitiv lingvistika nuqtai nazaridan tahlil qilingan. Tadqiqotning maqsadi ikki til madaniyatida metaforalarning konseptual tuzilishini, ularning milliy xususiyatlarini va universal qonuniyatlarini aniqlashdan iborat. Maqolada metaforaning tilshunoslikdagi o'rne, uning turli turlari va badiiy matndagi funksiyalari ko'rib chiqilgan. Qiyosiy tahlil usuli yordamida o'zbek va ingliz tillaridagi metaforik modellarning o'xshashlik va farqli jihatlari ochib berilgan. Natijada, metaforaning nafaqat badiiy, balki kognitiv jarayon sifatidagi ahamiyati tasdiqlandi.

Kalit so'zlar: Metafora, obrazlilik, kognitiv lingvistika, konsept, milliy mentalitet, qiyosiy tahlil.

KIRISH

Tilshunoslikning zamonaviy bosqichida metafora masalasi shunchaki badiiy uslubiy vosita sifatida emas, balki inson tafakkurining asosiy mexanizmi sifatida o'rganilmoqda. Metafora (yunoncha metaphora – ko'chirish) – bu bir predmet yoki hodisa nomini boshqa predmet yoki hodisaga o'xshatish asosida ko'chirish yo'li bilan ifodalashdir [1]. An'anaviy tilshunoslikda metafora faqat she'riy nutqqa xos deb hisoblangan bo'lsa, XX asrning 80-yillarida J. Lakoff va M. Jonson tomonidan ishlab chiqilgan "Konseptual metafora nazariyasi" bu qarashlarni tubdan o'zgartirdi.

O'zbek va ingliz tillari turli til oilalariga (o'zbek – turkiy, ingliz – german) mansub bo'lib, ularning madaniy, tarixiy va geografik sharoitlari keskin farq qiladi. Shu sababli, ushbu tillarda shakllangan metaforik tizimlar ham o'ziga xos xususiyatlarga ega. O'zbek tilida tabiat, dehqonchilik va insoniy munosabatlar bilan bog'liq metaforalar ustunlik qilsa, ingliz tilida sanoat, dengizchilik va individualizmga oid obrazlar ko'proq uchraydi.

Ushbu maqolaning dolzarbligi shundaki, globallashuv davrida tillararo muloqot kuchayib, tarjima jarayonlarida metaforik ma'nolarni to'g'ri tushunish va uzatish muhim ahamiyat kasb etadi. Metaforik obrazlarning milliy xususiyatlarini o'rganish nafaqat tilshunoslik, balki madaniyatshunoslik va psixolingvistika uchun ham qimmatli material beradi.

Tadqiqotning asosiy obyekti o'zbek va ingliz badiiy matnlari hamda umumiy foydalanishdagi frazeologik birliklardagi metaforik ifodalardir. Predmeti esa ushbu metaforalarning kognitiv tabiati va milliy o'ziga xosligidir.

MAVZUGA OID ADABIYOTLARNING TAHLILI

Metafora muammosi qadim zamonlardan beri falsafa va tilshunoslik diqqat markazida bo'lib kelgan. Aristotel o'zining "Poetika" asarida metaforani "begona nomni tanish narsaga ko'chirish" deb ta'riflagan va uni iste'dod belgisi deb

hisoblagan [2]. Keyinchalik, retsessorlar davrida metafora faqat nutqni bezash vositasi sifatida qaralgan.

XX asrda semantika va pragmatika rivojlanishi bilan metaforaga bo'lgan qiziqish oshdi. I.A. Richards (1936) "Metafora falsafasi" asarida metaforani tenor (ma'no) va vehicle (vosita) o'rtasidagi o'zaro ta'sir sifatida tushuntirdi. Biroq, haqiqiy inqilob 1980-yilda J. Lakoff va M. Jonsonning "Metaphors We Live By" kitobi nashr etilishi bilan sodir bo'ldi. Ular metaforani til hodisasi emas, balki fikrlash hodisasi deb e'lon qildilar [3].

O'zbek tilshunosligida metafora masalalari A. Qayumov, U. Normatov, Sh. Rahmatullayev va boshqa olimlar tomonidan o'rganilgan. Masalan, A. Qayumov o'zbek tilidagi frazeologizmlarning metaforik tabiatini tahlil qilib, ularning milliy xususiyatlarini ochib bergan. Zamonaviy tadqiqotlarda esa kognitiv yondashuv kuchaymoqda. D. Qodirov va boshqalar o'zbek tilidagi konseptual metaforalarni tahlil qilishga harakat qilishgan.

Ingliz tilshunosligida esa A. Wierzbicka, Z. Kovecses kabi olimlar madaniyat va metafora o'rtasidagi bog'liqlikni chuqur o'rganganlar. Z. Kovecses "Metaphor and Culture" asarida metaforalarning madaniy modellarga qanday bog'liq ekanligini ko'rsatib bergan [4].

Biroq, o'zbek va ingliz tillaridagi metaforik tizimlarni bevosita qiyosiy-kognitiv tahlil qiluvchi kompleks tadqiqotlar hali ham yetarli emas. Ko'pchilik ishlar faqat tarjima nuqtai nazaridan yoki faqat badiiy uslub doirasida yoritilgan. Ushbu maqola ushbu bo'shliqni to'ldirishga qaratilgan.

TADQIQOT METODOLOGIYASI

Ushbu tadqiqotda kompleks metodologik yondashuv qo'llanildi. Asosiy metodlar quyidagilardan iborat:

1. Kognitiv tahlil usuli: Metaforalarning behind turgan konseptual tuzilmalarni aniqlash uchun ishlatildi. Bu usul orqali "Hayot – yo'l", "Muhabbat – olov" kabi universal va milliy schemalar o'rganildi.

2. Qiyosiy tahlil usuli: O'zbek va ingliz tillaridagi metaforik modellar solishtirildi. O'xshashlik va farqli jihatlarni aniqlashda ushbu usul asosiy vosita bo'ldi.

3. Kontekstual tahlil: Metaforik ifodalar o'z qo'llanilish kontekstida (badiiy asarlar, matbuot, so'zlashuv nutqi) tahlil qilindi.

4. Statistik usul: Ayrim metaforik guruhlarning chastotasini aniqlash uchun tanlangan matnlar korpusida hisob-kitoblar olib borildi.

Tadqiqot materiali sifatida Alisher Navoiy, Abdulla Oripov, Z.M. Boburning she'rlari va U. Shekspir, R. Frost, T.S. Eliotning asarlaridan olingan parchalar, shuningdek, o'zbek va ingliz tilidagi barqaror ifodalar (frazeologizmlar) tanlandi.

TAHLIL VA NATIJALAR

Kognitiv lingvistikada metaforalar manba (source) va nishon (target) domenlari o'rtasidagi ko'chish asosida tasniflanadi. O'zbek va ingliz tillarida quyidagi universal konseptual metaforalar keng tarqalgan:

A) VAQT – PUL (TIME IS MONEY)

Bu metafora industrial jamiyatlar uchun xosdir.

Inglizcha: "You are wasting my time", "Invest your time", "Time is precious".

O'zbekcha: "Vaqt – oltin", "Vaqtning boy berma", "Vaqt qadrini bil".

Tahlil shuni ko'rsatadiki, ingliz tilida vaqt ko'proq resurs yoki kapital sifatida qaralsa, o'zbek tilida u qadriyat va boylik sifatida idrok etiladi. O'zbek tilida "vaqt

o'tmoq", "vaqt yetmoq" kabi ifodalar vaqtning oqimi tabiat hodisasi sifatida ham qabul qilinadi [5].

B) HAYOT – YO'L (LIFE IS A JOURNEY)

Bu eng keng tarqalgan metaforalardan biridir.

Inglizcha: "He is at a crossroads", "She went through a lot", "Life path".

O'zbekcha: "Hayot yo'li", "Oq yo'l", "To'g'ri yo'ldan ozmoq", "Umruguzaron".

O'zbek tilida "yo'l" metaforasi nafaqat hayotiy tajriba, balki axloqiy yo'nalishni ham anglatadi ("To'g'ri yo'l"). Ingliz tilida esa bu ko'proq karera va shaxsiy rivojlanish bilan bog'liq ("Career path"). Masalan, Alisher Navoiyning "Lison ut-tayr" asarida yetti vodiy metaforasi insonning ma'naviy sayohatini ifodalasa, ingliz adabiyotida (masalan, Bunyaning "The Pilgrim's Progress") bu xristianlik qadriyatlari asosidagi yo'l hisoblanadi.

C) MUHABBAT – OLOV (LOVE IS FIRE)

Inglizcha: "Burning desire", "Spark of love", "Flame out".

O'zbekcha: "Ishq olovi", "Yurak yonmoq", "O'rtanmoq".

Bu yerda o'xshashlik yuqori, lekin o'zbek tilida "ishq" tushunchasi tasavvufiy ma'noga ega bo'lib, insonni kamolotga yetaklovchi kuch sifatida ham ko'riladi. Ingliz tilida "love" ko'proq romantik va hissiy munosabatlar doirasida qoladi.

O'zbek va ingliz xalqlarining yashash muhiti metaforik tizimga bevosita ta'sir ko'rsatgan.

O'zbek xalq ijodida Quyosh (Quyosh bobo) hayotbaxsh kuch, adolat ramzi. "Quyoshdek porlash", "Quyosh yuzli" kabi ifodalar ijobiy ma'noda. Ingliz tilida ham "Sunshine" ijobiy ma'noda ("You are my sunshine"), lekin "Moon" (Oy) romantika va ba'zan sirli, xavfli tungi kuchlar bilan bog'liq ("Moonlighting" – yashirincha ishlash). O'zbek tilida "Oydek yarqiramoq" go'zallik ramzi bo'lsa, ingliz tilida "Once in a blue moon" – juda kamdan-kam hollarda degan ma'noni anglatadi[6].

O'zbek tilida "Tubidan qurimoq", "Nihol" "Shox-butoq yozmoq" kabi metaforalar inson nasli va oilasi bilan bog'liq. "Daraxt ildizi bilan, inson erti bilan" maqoli buni tasdiqlaydi. Ingliz tilida "Family tree" (Oila daraxti) o'xshash, lekin "Roots" (Ildizlar) ko'proq kelib chiqish joyini anglatadi. O'zbek tilida "Gul" metaforasi yoshlik va go'zallik ("Guldek yosh"), ingliz tilida "Blossom" rivojlanish va muvaffaqiyat ("Business is blossoming") ma'nosida ham qo'llanadi.

Hayvonlarga nisbatan metaforik ko'chishlar milliy mentalitetni aks ettiradi.

Sher: O'zbek tilida jasurlik, shijoat ("Sher yurak"). Ingliz tilida ham "Lionheart" jasurlik ramzi.

It: Ingliz tilida "Lucky dog" (omadi chopgan), "Top dog" (boshliq) kabi ifodalar ijobiy yoki neytral. O'zbek tilida "It" so'zi ko'pincha haqorat sifatida ("Itday yugurmoq", "Vafodor it" – istisno) qo'llanadi. Bu madaniy farqni ko'rsatadi.

Baliq: Ingliz tilida "Fish out of water" (o'z muhitida emas) – noqulay holat. O'zbek tilida "Baliq suvda yaxshi" – o'z joyida bo'lish.

Badiiy matnlarni tahlil qilish shuni ko'rsatdiki, o'zbek she'riyatida metaforik zichlik (har bir banddagi metaforalar soni) ingliz she'riyatiga nisbatan yuqoriroq bo'lishi mumkin. Bu sharqona "so'z o'yini" va "ma'no qatlamliligi" an'anasiga borib taqaladi.

Masalan, Alisher Navoiyning birgina baytida bir nechta metafora qatlamini uchratish mumkin:

- Ko'ngul ayni safo baxsh etdi, dilni xunob etdi,
- Yuzim gul, ko'nglim xazon, holim harob etdi.

Bu yerda: Ko'ngul – idish/sirt, Safo – suyuqlik, Xunob – qon aralash suv, Yuz – gul, Ko'ngil – xazon (quruq yaproq). Bu murakkab tizim ingliz klassik she'riyatida (masalan, Vordsvort) soddarroq va tabiatga yaqinroq bo'ladi:

"I wandered lonely as a cloud..." (Men bulutdek yolg'iz kezdin...)

Bu yerda bitta aniq metafora (inson – bulut) orqali holat ifodalangan.

Tana a'zolari ishtirokidagi metaforalar universal bo'lib, ular insonning o'z tanasi orqali dunyoni idrok etishiga (embodied cognition) asoslanadi.

Yurak (Heart / Ko'ngil / Yurak):

Ingliz tilida "Heart" his-tuyg'u va jismoniy organ aralash qo'llaniladi ("Heartbroken", "Learn by heart"). O'zbek tilida "Yurak" qo'rquv va jasorat ("Yuragi yorilmoq", "Yurakli"), "Ko'ngil" esa ruhiy holat va niyat ("Ko'ngli to'q", "Ko'ngil so'rash") ma'nosida ajratiladi. Bu o'zbek tilida ichki dunyo tushunchalarining bo'linishini ko'rsatadi [7].

Qo'l (Hand / Qo'l):

"Qo'l berish" (yordam), "Qo'ldan kelgancha". Inglizcha "Give a hand", "Hand in hand". Farqi shundaki, o'zbek tilida "Qo'l" vakolat ma'nosida ham keladi ("Qo'li baland", "Qo'lga quvvat"). Ingliz tilida "Power" yoki "Authority" alohida so'zlar bilan ifodalanadi.

Bosh (Head / Bosh):

"Bosh qotirmoq" (o'ylamoq), "Boshliq" (rahbar). Inglizcha "Head of department", "Use your head". Bu yerda o'xshashlik yuqori, chunki aql-idrok bosh bilan bog'lanishi universaldir.

XULOSA VA TAKLIFLAR

O'zbek va ingliz tillaridagi metafora va obrazlilik vositalarini qiyosiy-kognitiv tahlil qilish natijasida quyidagi xulosalarga kelindi:

1. Universal va Milliy: Metaforik tizimlarda insoniyatga xos universal qonuniyatlar (Vaqt-Pul, Hayot-Yo'l) bilan birga, har bir tilga xos milliy o'ziga xosliklar mavjud. Universal metaforalar biologik va fizik tajribaga, milliy metaforalar esa madaniy va tarixiy tajribaga asoslanadi.

2. Kognitiv Tabiat: Metafora shunchaki so'z bezagi emas, balki inson dunyoni idrok etish vositasidir. O'zbek tilidagi "ko'ngil" tushunchasining boyligi o'zbek mentalitetida ruhiy holatlarning nozik farqlanishini ko'rsatadi.

3. Madaniy Kod: Hayvonlar, tabiat hodisalari va ranglarga oid metaforalar madaniy kodlarni o'zida aks ettiradi. Tarjima jarayonida shu madaniy kodlarni hisobga olish ma'no buzilishining oldini oladi.

4. Badiiyat: O'zbek she'riyatida metaforik zichlik va ma'no qatlamliligi yuqori bo'lib, bu sharqona estetik an'analardan dalolat beradi.

Takliflar:

1. Oliy o'quv yurtlarida "Kognitiv lingvistika" va "Madaniyatlararo kommunikatsiya" fanlari doirasida metaforik tahlilga alohida e'tibor qaratish lozim.

2. Tarjima nazariyasida metaforik ekvivalentlikni ta'minlash bo'yicha maxsus qo'llanmalar ishlab chiqish zarur.

3. Kelajakda o'zbek tilidagi zamonaviy publisistika va internet diskursidagi yangi metaforalarni o'rganish bo'yicha tadqiqotlar olib borish maqsadga muvofiq.

4. Ikki tilli metaforik lug'atlar tuzish orqali til o'rganuvchilarga milliy mentalitetni chuqurroq tushunishga yordam berish mumkin.

Xulosa qilib aytganda, metafora – bu tilning yuragi va madaniyatning oynasidir. O'zbek va ingliz tillaridagi metaforik farqlarni o'rganish nafaqat tilni, balki shu tilni so'zlovchi xalqning dunyoqarashini ham anglash imkonini beradi.

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COMPARATIVE ANALYSIS OF METAPHORS IN ENGLISH AND UZBEK LITERARY WORKS

Author: Berdiyeva Zilola¹

Affiliation: Master's Student, Nordic International University¹

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ABSTRACT

The research shows metaphor not only as an artistic decoration, but also as a cognitive mechanism. The article analyzes examples from Harper Lee's "To Kill a Mockingbird" in English, as well as metaphorical units of an artistic and phraseological nature in the Uzbek language. The results of the analysis showed that in English literature expression of a social or mental state through body parts while in Uzbek literature, metaphors expressing emotional tension, suffering, the power of social influence.

Keywords: metaphor, cognitive linguistics, conceptual metaphor, embodied thinking, image-scheme, English literature, Uzbek literature, comparative analysis.

INTRODUCTION

For a long time, metaphor was interpreted mainly as a stylistic or poetic phenomenon. However, with the emergence of cognitive linguistics, the attitude towards metaphor has fundamentally changed. According to this approach, language is a mirror of human thinking, and the study of language means the study of conceptualization processes. Language reflects human experience and the structure of thought; therefore, metaphor is not an external ornament of the word, but a conceptual mechanism that allows one to understand abstract concepts based on concrete experience. One of the central principles of cognitive semantics is that the conceptual structure is embodied, and the semantic structure is inextricably linked with the conceptual structure. Moreover, meaning does not end with lexical boundaries; it has an encyclopedic nature and is built in context. Therefore, to understand metaphor, it is necessary to refer not only to the words in the text, but also to a person's physical experience, knowledge about the world, and cultural experience. Conceptual metaphor theory interprets metaphor as mapping between the source domain and the target domain. Usually, an abstract concept is constructed with the help of relatively concrete, sensory experience. For example, time can be understood through movement, quantity through height, emotional proximity through spatial proximity. In the text of Evans and Green, the construction of abstract domains with concrete experience is also shown through such examples as "Christmas is fast approaching," "The number of shares has gone up," "a very close friendship."

The relevance of this article lies in the fact that the analysis of metaphors in English and Uzbek literature from a comparative-cognitive point of view serves to reveal the commonalities and differences in the methods of conceptualization of the

world of the two languages and two cultures. Especially in the language of the literary text, metaphor is the point of intersection of the cognitive model and the aesthetic goal. In this regard, this research is aimed at illuminating the relationship between literary text, language thinking, and culture. The purpose of this article is to conduct a comparative analysis of metaphorical units found in English and Uzbek literature based on cognitive linguistics, to reveal their conceptual basis, and to show the connection of these metaphors with embodied experience, image-schemes, and cultural conceptualization.

METHODS

This study was conducted qualitatively and used methods of comparative-semantic and cognitive-conceptual analysis. The following principles of cognitive linguistics were taken as a theoretical basis: language reflects patterns of thinking; semantic structure is related to conceptual structure; meaning has an encyclopedic character; meaning is built in context; metaphor structures the abstract purpose domain through a specific source domain; and image-schemes form the experimental basis of such mapping.

RESULTS

As a result of the analysis, several main conceptual types of metaphors in English and Uzbek literature were identified. In metaphors of English literature, the concept of animation and action is strong. In the unit "the ceiling danced with metallic light," a movement characteristic of a human or living being is imposed on the ceiling. Here, the inanimate object is depicted as a moving subject. The cognitive basis of the metaphor is that visual vibration, the flickering of light, and dynamism in space are conceptualized in the human mind through a "dance" scheme. Thus, in this unit, the mapping of VISUAL DYNAMICS occurs. In the example "I saw a muscle jump in his skinny jaw," the "jump" of the muscle represents a real physiological micro shaking through an enhanced motor model. Here, internal psychological tension appears as an external bodily movement. So, the EMOTIONAL TENSION - UNEXPECTED ACTION model works. This is based on cognitively embodied experience, because a person experiences emotional strain. In English examples, metonymy and metaphor intersect. In the example of "Walter Cunningham's face told everybody...," the word "face" becomes the entry point representing the entire internal, social, and health state of a person. On the one hand, this is a metonymic structure: YUZ - SHAXS/HOLAT. On the other hand, through the expression "told everybody," the body part is interpreted as a communicating subject, that is, personification is also activated. So, here metaphor and metonymy are interconnected. Cognitive linguistics views metonymy as an access mechanism within one domain, and metaphor as an interdomain mapping; this unit is precisely the point of intersection of these two mechanisms. In Uzbek literature, emotional state is more expressed through substance, filling, and trauma. the unit "o'pkasi to'ldi" is one of the strongest emotional metaphors in the uzbek language. In this unity, inner feeling, grief, resentment, or anger are structured through the filling of the physical vessel. Here, the main conceptual model manifests itself in the form of FEELING - SUBSTANCE IN A VESSEL, more precisely, BODY - VESSEL, EMOTION - INTERNAL FILLING SUBSTANCE. From the point of view of cognitive linguistics, such a structure goes back to the CONTAINER image-scheme. A person experiences their

body as a limited space; therefore, abstract states such as love, anxiety, anger, grief are expressed through physical experience, such as "being inside," "filling," "exiting." In the unit "you will make your heart bleed," emotional pain has an artistic model, enhanced by the injury of the internal organ and its transformation into blood. The MODEL OF PSYCHOLOGICAL TORMENT - PHYSICAL INJURY works here. The bleeding of the heart is not literal, but conceptualizes spiritual suffering with the experience of physical trauma. This model is strongly connected with embodied experience, since physical pain is one of the most accurate, tangible experiences for a person. In Uzbek metaphors, social influence is expressed through spatial or physical expansion. In the unit "qo'li uzun," social influence, opportunity, and power are expressed by the spatial extension of the body part. Here is the POWER/ORTIMANITY - LONG-RUN MODEL. In this case, the "hand" is not only a physical organ, but also a means of influence. The metaphor expresses social possibility through the experience of spatial reach. This unit has strong social semantics as a cultural-conceptual model in the Uzbek language. In the example of "their requests would not be ignored," the non-acceptance of the request is expressed through "being ignored." So, here we observe the model "UNACCEPTED APPEAL - WHAT REMAINS BELOW." In this case, vertical space is important: climbing up means a positive result, while staying on the ground means non-fulfillment or rejection. This corresponds to the VERTICALITY scheme in cognitive semantics; the abstract social result is conceptualized by a spatial state. The English and Uzbek languages have a common cognitive basis. In the material of both languages, the understanding of abstract situations with the help of physical experience manifested itself as a general law. This confirms the view of cognitive linguistics that "abstract concepts are structured based on concrete experience." Abstract domains such as time, emotion, social status, mental strain, and evaluation are expressed through movement, vessel, altitude, body part, and spatial directions. Difference: in English examples, observational visuality is stronger, in Uzbek examples, internal-emotional density is stronger. In English examples, the focus is mainly on visual observation, the animation of an external sign, and signals on the surface of the body, while in Uzbek examples, internal experiences, psychological trauma, social influence, and relationships are expressed more through internal-organic or spatial metaphors. This difference can also be related to cultural-pragmatic priority: in English artistic expression, the external scene and the observed detail are stronger; in Uzbek expression, emotional inner depth, social connection, and phraseological density are stronger.

DISCUSSION

Analysis shows that metaphor in English and Uzbek literature serves not only as an aesthetic tool, but also as a conceptual mechanism of thinking. This result coincides with the main claims of cognitive linguistics: language reflects the patterns of human thinking; meaning is built in the word not in a ready-made form, but in the process of conceptualization; and metaphorical meaning is the result of interdomain mapping.

Table 7.

Nº	Feature of metaphor	English	Uzbek	Cognitive Model	Explanation
1	Personification	<i>the ceiling danced</i>		Human action	A non-living object is described as

					acting like a human
2	Motion-based	<i>muscle jumped</i>		Motion	Inner feelings are shown through movement
3	Metaphor Metonymy interaction	<i>face told everybody</i>		metonymy + metaphor	Feelings are understood as something filling the body
4	Container metaphor		<i>o'pkasi to'ldi</i>	Substance in container	Feelings are understood as something filling the body
5	Physical injury metaphor		<i>yuragini qon qilmoq</i>	Emotional pain Physical damage	Emotional suffering is described as physical harm
6	Power as reach		<i>qo'li uzun</i>	Physical reach	Influence is understood as the ability to reach far

The first important aspect is that the metaphors of both languages are based on embodied experience. Uzbek units such as "*o'pkasi to'ldi*," "*yuragini qon qilmoq*," "*qo'li uzun*," "*iltimosi yerda qolmoq*," and English units such as "*ceiling danced*," "*muscle jump*" transfer experiences about sensation, movement, body, space, and tension to an abstract spiritual or social content. This clearly shows the role of image-schemes - in particular, such schemes as CONTAINER, MOTION, FORCE, VERTICALITY - in literary thinking. The second aspect is that the cultural features of metaphors are preserved. Cognitive linguistics, on the one hand, recognizes the ability of universal human conceptualization, and on the other hand, does not deny interlingual variation. The theoretical source you uploaded also emphasizes that cognitive linguistics predicts significant interlingual differences along with general patterns. So, although there are common cognitive foundations of metaphorical thinking in English and Uzbek, it is natural that which domains are artistically activated differ depending on the culture. The third aspect is the interconnection of metaphor and metonymy in some compounds. The example of "*Face told everybody*" is a vivid example of this. Such situations complicate the semantic layer of the literary text and force the reader to interpret it more based on encyclopedic knowledge, social experience, and context. This means that cognitive semantics "meaning is encyclopedic" and "meaning construction depends on context."

The fourth aspect is that metaphorical units in the Uzbek language appear to be largely phraseologized and fixed in cultural memory. Units such as "*qo'li uzun*," "*öpkasi töldi*," "*iltimosi yerda qoldi*" function not only in a single text, but also as ready-made conceptual models of the language community. In English examples, some metaphors are closer to contextual poetic novelty, that is, the power of the author's image is more dominant. This difference is connected with the peculiarity of the literary style and phraseological tradition.

CONCLUSION

The research results showed that metaphor in English and Uzbek literature manifests itself as a deep conceptual mechanism of human thinking. From the point

of view of cognitive linguistics, metaphor is a universal means of thinking that allows one to understand abstract content through concrete, physical, and experiential domains. This approach helps to move metaphor from the level of a simple poetic decoration and interpret it as a central semantic phenomenon at the intersection of thought, experience, and culture. A comparative analysis of the English and Uzbek material gave two important conclusions. Firstly, metaphorical conceptualization in both languages reflects common human cognitive mechanisms based on embodied experience. Secondly, the concrete realization of metaphors is determined by cultural, linguistic, and stylistic features.

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“WIDE SARGASSO SEA” AND “KECHA VA KUNDUZ” AS RESISTANCE NARRATIVES WITHIN PATRIARCHAL POWER STRUCTURES

Authors: Borijonova Gulasal Zoxidjon qizi¹, Dilshod Nasriddinov A'zamkulovich²

Affiliation: Master's Student, Nordic International University¹, F.f.f.d (PhD), docent²

DOI: <https://doi.org/10.5281/zenodo.19689428>

ABSTRACT

This article compares the novels of “Wide Sargasso Sea” and “Day and Night” as against patriarchal supremacy. Both novels portray female protagonists defying oppressive social structures and male authority. The article explores female protagonists' resistance to oppression through voice, psychological struggle and identity, revealing literature as a space of gender resistance.

Keywords: feminism, patriarchy, resistance, gender identity, oppression, colonialism, female voice, power, narrative, representation.

INTRODUCTION

In the 20th century, English and Uzbek literature began to explore women's challenges to social structures, particularly patriarchy. In this regard, feminist literary studies focus on how writings reveal and oppose oppressive structures based on gender. Literary writings, according to feminist researchers, are strongly ingrained in ideological frameworks that uphold gender inequity rather than being neutral.

Simon de Beauvoir emphasizes that gender identity is socially produced when she says, “One is not born, but rather becomes, a woman” (de Beauvoir, 1949). This concept is crucial in comprehending the shaping of female characters within patriarchal regimes.

This article examines two significant works: “Wide Sargasso Sea” by Jean Rhys (Rhys, 1966) and “Night and Day” by Cholpon as resistance narratives. Despite the events of “Wide Sargasso Sea” are set in 19th century, the novel itself reflects 20th-century feminist reinterpretation. Although the novels reflect different historical and cultural background, both works depict female characters that live under patriarchal control. At the same time, these characters have different resistance against patriarchy psychologically, symbolically and emotionally, respectively.

The purpose of this research is to examine how these novels serve as resistance narratives and how they depict the fight of women against patriarchal power systems.

1. Patriarchal Power Structures in Literature

As an academic method, feminist criticism looks for ways that literature both reflects and upholds patriarchal ideals. According to philosophers like, women have historically been created as the “Other,” defined in reference to males rather than as separate persons.

In both books, patriarchy functions through institutional power, customs, and societal norms in addition to male protagonists. Women's resistance is both essential and complicated because they are frequently denied agency, autonomy, and voice.

2. Female Oppression in *Wide Sargasso Sea*

Sharma (2023) explains that “postcolonial females are victimized under the hegemony of mainstream culture” (p. 62). *Wide Sargasso Sea* can be understood as a postcolonial rewriting of canonical literature. As Silvia Cappello argues, the novel is “a product of modern postcolonialism” that “subverts the ideologies of the West” (Cappello, 2009, p. 47).

In the novel of “*Wide Sargasso Sea*” the author shows intersection of patriarchy and colonialism. In “*Wide Sargasso Sea*” Antoinette is excluded as both a Creole subject and a woman. We can see sign of patriarchal domination in Antoinette’s marriage to Rochester. Rochester tries to exert control over Antoinette by renaming her “Bertha” and erase her sense of self. Disappearance of Antoinette’s identity is portrayed by these statements: “Bertha is not my name. You are trying to make me into someone else.” (Rhys, 1966). Moreover, her psychological fragmentation is conveyed like: “There is always the other side, always.” (Rhys, 1966). Besides that, her identical crisis is clear when she says, “I often wonder who I am and where is my country...” (Rhys’s, 1966).

3. Resistance in *Wide Sargasso Sea*

According to contemporary scholars, Rhys’s novel is a form of resistance writing. Antoinette's resistance is reflected in her psychological refusal to fully submit, in her emotional intensity and inner voice, and in her final act of destruction (the destruction of the house, which could be considered a symbolic rebellion). Although she looks powerless, her narrative voice itself becomes a form of resistance.

Antoinette’s decision to burn Thornfield Hall is one of the most powerful moments in the novel and this final act symbolizes resistance against patriarchy and colonial domination as she declares, “I know why I was brought here and what I have to do.” (Rhys’s, 1966). The text “reclaims the silenced female voice and challenges canonical authority” (Thomas, 2018). Gayatri Chakravorty Spivak states, such narratives allow the “subaltern” woman to partially reclaim her voice (Spivak, 1985). Furthermore, recent studies also support this interpretation. For example, Smith (2020) emphasizes that Antoinette’s act is “not madness, but a final assertion of agency within a system that denies her subjectivity.”

4. Patriarchal Structures in *Kecha va Kunduz*

The novel “*Kecha va Kunduz* [Night and Day] depicts lives of woman under the patriarchal system of the 20th century Uzbek society. Female freedoms in the novel are often restricted by cultural traditions, male authority and social norms. They are expected to be dependent, obedient and modest. Women’s lives are largely controlled by male figures, reflecting a deeply rooted patriarchal system.

One of the most emotional moments of the work is reflected in the following lines:

“*A woman’s fate was not in her own hands, but in the will of others.*” (Cho’lpon, 1935/2019, p.54). This depicts a woman’s inability to decide her own fate.

“*A woman is someone else’s entrusted property.*” (Cho’lpon, 1935/2019, p.61). The text portrays social beliefs that woman never truly belongs to herself. She is passed from her father to her husband.

"In this house, a woman's place consisted only of service and obedience." (Cho'lpon, 1935/2019, p.168). The text emphasizes the patriarchal power structure Zebi finds herself in after her marriage to the Mingboshi.

These sentences summarize patriarchal supremacy and Zebi is a victim of this system. However recent Uzbek literary scholars emphasize that Cho'lpon "depicts المرأة (woman) not only as oppressed but as internally awakened" (Karimov, 2019).

5. Female Resistance in Kecha va Kunduz

Zebi's resistance is psychological. Because the "Night" (the patriarchal society) is so overwhelming, her resistance doesn't look like an outward revolution—it looks like a refusal to let her spirit be completely crushed, even when her body is imprisoned. In the novel of "Night and Day" Cho'lpon showed Zebi's silent resistance by the following statements:

"Her tongue was tied, but her soul was overflowing with a thousand different rebellions." (Cho'lpon, 1935/2019, p. 204). It highlights the "internal resistance" of Zebi, where her silence isn't submission, but a forced physical constraint. Zebi's "tongue was tied" is not just a physical silence, but a social cage imposed on her by the patriarchal system. However, by using the phrase "a thousand different rebellions," Cholpon shows that the heroine's inner world has not been defeated.

"Her heart resisted, even if her voice remained silent." (Cho'lpon, 1935/2019, p. 142). The phrase "Heart resisted" refers to the fact that a woman's will is stronger than the men who decide her fate. Although Zebi appears obedient on the outside, her heart does not recognize the system.

These statements emphasize the psychological dimension of resistance, which is less visible but deeply significant. Resistance is not always an open demonstration, sometimes it is simply manifested in a mental refusal to surrender. As Brown (2016) argues, "to give voice to the silenced is itself an act of resistance."

6. Comparative Analysis: Forms of Resistance

Recent comparative studies confirm that "cultural context determines the visibility of resistance, not its existence" (Aliyev, 2021). According to Johnson (2017), "silence in women's narratives should not be interpreted as passivity, but as a coded form of resistance." "Wide Sargasso Sea" and "Night and Day" reveal how patriarchal systems limit female agency. Both novels highlight lack of female agency, control over marriage and social norms and resistance with identity and selfhood. However, resistance is expressed differently in "Wide Sargasso Sea" and "Night and Day". Antoinette shows open rebellion, while Zebi's resistance is internal. This aligns with modern feminist theory, which recognizes that resistance can take non-visible forms.

In *Wide Sargasso Sea*, the fragmented narrative structure reflects instability and resistance to dominant discourse. Antoinette's perspective allows readers to understand her inner world, challenging the dominant narrative from *Jane Eyre*. In contrast, in "Night and Day", the focus on inner emotional states allows readers to access suppressed female experiences. Both, however, reveal the limitations imposed by patriarchal systems.

CONCLUSION

The analysis demonstrates that both novels function as powerful resistance narratives within their respective patriarchal systems. While differing in form and intensity, they share a fundamental objective: to expose the structural mechanisms of gender inequality and reclaim female subjectivity from the margins of history.

Antoinette's descent into madness and her subsequent dramatic rebellion in *Wide Sargasso Sea* can be viewed not as a defeat, but as a fiery rejection of a colonial-patriarchal identity. In contrast, Cho'pon's portrayal of Zebi in *Kecha va Kunduz* offers a more subtle psychological resistance, where the battleground is shifted to the internal landscape of the soul. These two modes of defiance represent different ends of the same spectrum of agency. Together, they illustrate that resistance is not solely defined by visible, outward action, but by the persistent assertion of identity within oppressive structures that seek to erase it.

Furthermore, while these works emerge from vastly different cultural contexts—the post-colonial Caribbean and early 20th-century Central Asia—they share a universal concern with the systemic confinement of women. The "attic" of Thornfield Hall and the domestic "cell" of the Mingboshi's household serve as twin metaphors for the claustrophobia of male dominance. Ultimately, by giving voice to these "silent" protagonists, Rhys and Cho'pon transform the tragic fate of their characters into a scathing critique of the societies that bound them, proving that the struggle for autonomy remains a borderless human endeavor.

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FOLKLORE AND FANTASY ELEMENTS IN ENGLISH FANTASY FICTION: A COMPARATIVE STUDY OF NEIL GAIMAN'S AMERICAN GODS AND J. R. R. TOLKIEN'S THE HOBBIT

Author: Djurayeva Sevinch Zairovna¹

Affiliation: Master's Student, Nordic International University¹

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ANNOTATION

This study explores the role of folklore in English fantasy literature through a comparative analysis of *The Hobbit* by J. R. R. Tolkien and *American Gods* by Neil Gaiman. It examines how mythological elements shape narrative structure, themes, and world-building.

The research highlights the transformation of folklore in traditional and modern contexts, demonstrating its significance in reflecting cultural identity, belief systems, and literary creativity.

Keywords: Folklore, fantasy literature, mythology, world-building, cultural identity, narrative structure, Tolkien, Neil Gaiman, mythopoeia, comparative analysis.

INTRODUCTION

Fantasy literature holds an important place in English literary studies because it combines imagination with cultural memory and historical tradition. Unlike realistic fiction, fantasy is not limited by the physical world; instead, it creates alternative realities where magic, mythical creatures, and supernatural events exist naturally. However, these worlds are not purely invented. They are often shaped by folklore, including myths, legends, and fairy tales passed down through generations. These elements provide narrative structures, symbols, and archetypal characters that enrich fantasy fiction (Zipes, 2012). Folklore also reflects cultural identity and collective memory. It preserves the values, beliefs, and experiences of a community. As Jack Zipes explains, folklore acts as a cultural archive that transmits historical consciousness through storytelling. In fantasy literature, these traditions are reinterpreted in new contexts, allowing tradition and creativity to coexist. Two major authors who effectively use folklore in fantasy are J. R. R. Tolkien and Neil Gaiman. Although both rely on mythological sources, their approaches differ significantly. Tolkien creates a fully developed secondary world inspired by European mythology, including Norse and Anglo-Saxon traditions. In *The Hobbit*, he uses common folkloric elements such as dragons, elves, and heroic quests. His method, often called mythopoeic, involves creating new myths based on traditional ones. As Tom Shippey notes, Tolkien's work aims to revive ancient mythological traditions in a modern literary form (Shippey, 2000).

In contrast, Neil Gaiman integrates folklore into the modern world. In *American Gods*, ancient deities from various mythologies coexist with contemporary society. This blending of the mythical and the modern highlights the changing nature of belief systems. According to Maria Nikolajeva, modern fantasy reshapes myths to reflect current cultural dynamics (Nikolajeva, 2010). Gaiman's work shows that folklore is flexible and evolves over time. World-building is another key concept in fantasy. Tolkien's approach is highly structured, with detailed histories, languages, and mythologies that create a coherent fictional universe. Gaiman, however, uses a hybrid approach by merging fantasy with reality, making the narrative both familiar and unusual. The use of folklore also introduces important themes such as identity, belief, and cultural continuity. Tolkien emphasizes moral growth and heroism, while Gaiman explores the relevance of ancient beliefs in modern society. Despite increasing interest in fantasy literature, more comparative studies are needed. This study aims to examine how Tolkien and Gaiman use folklore and to compare their narrative strategies. It seeks to show how traditional narratives are adapted in fantasy and what cultural meanings they convey.

METHODS

This study employs a qualitative literary analysis to examine the role of folklore and fantasy elements in the works of J. R. R. Tolkien and Neil Gaiman. A qualitative approach is appropriate because it focuses on interpretation, meaning, and textual analysis rather than numerical data. As John W. Creswell states, qualitative research is effective for exploring complex literary and cultural phenomena where meaning is shaped by language and context (Creswell, 2014). The primary sources of this study are *The Hobbit* by Tolkien and *American Gods* by Gaiman. These texts are selected because they represent two different approaches to folklore in fantasy literature. Tolkien's work reflects a traditional, mythologically grounded narrative, while Gaiman's novel offers a modern reinterpretation of folklore within a contemporary setting. Both texts provide valuable material for analyzing how myths and folklore are transformed into literary forms.

In addition to primary sources, the research relies on secondary sources such as scholarly books and articles on folklore, mythology, and fantasy literature. These sources provide theoretical frameworks that support the analysis. For example, folklore studies emphasize the importance of myths in shaping cultural narratives, while literary theory focuses on symbolism, narrative structure, and world-building (Zipes, 2012; Abrams & Harpham, 2015). The research begins with close reading, a key method in literary analysis. This involves careful examination of the texts to identify themes, patterns, and stylistic features. Particular attention is given to folkloric elements such as mythological characters, magical objects, and narrative motifs. As Abrams notes, close reading helps reveal deeper meanings within the text. After this stage, key elements of folklore and fantasy are identified and classified into thematic categories such as mythology, cultural identity, belief systems, and world-building. In *The Hobbit*, elements like dragons and heroic quests reflect traditional folklore patterns, while *American Gods* presents mythological figures in a modern context. The study then moves to interpretation, analyzing how these elements function within the narrative. According to Maria Nikolajeva, modern

fantasy often reshapes myths to reflect contemporary issues, which is evident in Gaiman's work. A comparative method is also used to highlight differences between the authors. Tolkien creates a separate fictional world, while Gaiman blends fantasy with reality. Contextual analysis is included to examine historical and cultural influences. To ensure reliability, multiple sources are used, though interpretation remains subjective. Despite limitations, this approach provides a comprehensive understanding of folklore in fantasy literature.

RESULTS

The analysis of *The Hobbit* by J. R. R. Tolkien and *American Gods* by Neil Gaiman reveals that folklore functions as a foundational element in both texts, but it is employed in significantly different ways. While Tolkien constructs a cohesive mythological world deeply rooted in traditional European folklore, Gaiman adapts and reinterprets folklore within a contemporary framework, creating a hybrid narrative that blends the mythical with the modern. One of the most prominent findings is that Tolkien's use of folklore is systematic and world-centered. In *The Hobbit*, folkloric elements are embedded into the very structure of the narrative. The presence of dragons, dwarves, elves, and magical quests reflects traditional mythological motifs derived primarily from Norse and Anglo-Saxon traditions. These elements are not merely decorative but are essential to the construction of Tolkien's fictional universe. According to Tom Shippey, Tolkien's narrative strategy involves the reconstruction of ancient mythological patterns in a modern literary context, which gives his work both authenticity and depth (Shippey, 2000, p. 67). Another important result is the role of the hero's journey in Tolkien's work. The character of Bilbo Baggins follows a narrative pattern that closely resembles traditional folklore structures. His transformation from an ordinary individual into a courageous hero reflects a common motif found in myths and legends. This narrative pattern reinforces the idea that Tolkien's work is deeply connected to traditional storytelling forms. In contrast, Neil Gaiman uses folklore in a more fragmented and adaptive manner. In *American Gods*, mythological figures from various cultural traditions such as Norse, Slavic, and African mythologies are placed within the context of modern American society. These characters are no longer part of a unified mythological system but exist as isolated remnants of past belief systems. This fragmentation reflects the decline of traditional beliefs in the modern world. Another significant finding is the transformation of gods into human-like figures in Gaiman's work. Unlike traditional myths where gods possess absolute power, the gods in *American Gods* are dependent on human belief for their survival. This reinterpretation of folklore highlights the changing nature of cultural identity and belief systems. According to Maria Nikolajeva, modern fantasy often redefines mythological figures in order to address contemporary cultural and social issues (Nikolajeva, 2010, p. 112).

The study also reveals a fundamental difference in world-building between the two authors. Tolkien creates a secondary world that is separate from reality and governed by its own internal logic. This world is highly detailed, with its own languages, histories, and cultures. The consistency of this world enhances its realism and allows readers to fully immerse themselves in the narrative. In contrast, Gaiman's world-building is based on integration rather than separation.

In American Gods, the fantasy elements exist within the real world, creating a sense of overlap between myth and reality. This approach challenges the boundaries between the ordinary and the supernatural and reflects the coexistence of past and present. Another important result is the thematic use of folklore in both works. In Tolkien's narrative, folklore is associated with themes of heroism, morality, and the preservation of tradition. The journey of the protagonist reflects a moral and personal transformation, emphasizing values such as courage, loyalty, and friendship. In Gaiman's work, folklore is used to explore themes of identity, belief, and cultural change. The presence of mythological figures in a modern setting raises questions about the relevance of traditional beliefs in contemporary society. It also highlights the tension between old and new cultural systems.

The analysis further shows that both authors use symbolism derived from folklore. In Tolkien's work, objects such as the ring, treasure, and magical artifacts carry symbolic meaning related to power and temptation. In Gaiman's narrative, symbols are often linked to cultural memory and belief, representing the persistence of tradition in a changing world. Additionally, the study identifies the role of narrative tone in shaping the use of folklore. Tolkien's tone is often epic and formal, reflecting the influence of ancient myths. In contrast, Gaiman's tone is more conversational and contemporary, which makes his reinterpretation of folklore more accessible to modern readers. The findings also indicate that the use of folklore affects the reader's experience. Tolkien's structured and immersive world invites readers to escape into a complete fictional universe, while Gaiman's hybrid approach encourages readers to reflect on the relationship between myth and reality. Overall, the results demonstrate that while both authors rely on folklore, they use it to achieve different narrative goals. Tolkien uses folklore to construct a unified mythological world that emphasizes tradition and continuity, whereas Gaiman uses folklore to explore cultural transformation and the evolving nature of belief. These findings confirm that folklore is not a static element in fantasy literature but a dynamic and adaptable resource that can be reshaped to reflect different cultural and historical contexts.

DISCUSSION

The findings of this study clearly demonstrate that folklore is not merely a background element in fantasy fiction but a central component that shapes narrative structure, thematic depth, and reader interpretation. The works of J. R. R. Tolkien and Neil Gaiman illustrate how folklore can be used in different ways to reflect both traditional and modern perspectives. While Tolkien's approach emphasizes continuity and preservation of mythological traditions, Gaiman's work highlights transformation and reinterpretation of folklore within contemporary contexts. One of the most significant points that emerges from the results is the difference in how folklore is conceptualized by the two authors. In Tolkien's work, folklore is treated as a stable and cohesive system. His narrative constructs a unified mythological world where all element characters, settings, and events are interconnected. This approach reflects what scholars describe as mythopoeia, or the creation of new mythological systems based on traditional narratives. According to Tom Shippey, Tolkien's work can be understood as an attempt to restore a sense of cultural continuity through literature (Shippey, 2000, p. 67). This perspective suggests that Tolkien's use of folklore is not only literary but also ideological, as it seeks to preserve cultural heritage in a rapidly changing world.

In contrast, Neil Gaiman presents folklore as a dynamic and evolving phenomenon. In *American Gods*, mythological figures are removed from their original cultural contexts and placed within a modern environment. This shift reflects the changing nature of belief systems in contemporary society. The gods in Gaiman's narrative are no longer powerful and dominant; instead, they are weakened by the decline of traditional beliefs. This reinterpretation highlights the dependence of folklore on cultural relevance and social context. According to Maria Nikolajeva, modern fantasy often adapts myths in order to address current cultural realities, demonstrating that folklore is not static but continuously evolving (Nikolajeva, 2010, p. 112). Another important aspect of the discussion is the role of world-building in shaping the use of folklore. Tolkien's approach involves the creation of a secondary world that is separate from reality. This world is highly structured, with its own internal logic, languages, and histories. Such detailed world-building enhances the authenticity of the narrative and allows folklore to function as an integral part of the fictional universe. Readers are invited to fully immerse themselves in this world, experiencing it as a complete and coherent reality. On the other hand, Gaiman's approach to world-building is based on integration rather than separation. In his work, the boundary between the real world and the mythical world is blurred. Folklore is embedded within everyday life, creating a sense of coexistence between past and present. This approach reflects the idea that mythology is not confined to the past but continues to influence contemporary culture. It also allows readers to see familiar environments in a new and imaginative way.

The discussion also highlights the thematic implications of using folklore in fantasy literature. In Tolkien's narrative, folklore is associated with themes such as heroism, morality, and the preservation of tradition. The journey of the protagonist reflects a moral transformation that aligns with classical mythological narratives. This reinforces the idea that fantasy literature can serve as a vehicle for exploring universal human values. In contrast, Gaiman uses folklore to explore themes of identity, belief, and cultural change. His narrative raises questions about the role of tradition in modern society and the ways in which cultural identities are constructed and transformed. The presence of multiple mythological systems in *American Gods* reflects the diversity of contemporary culture and highlights the coexistence of different belief systems. Another key point is the role of the reader in interpreting folklore within fantasy texts. Tolkien's structured and coherent world provides a clear framework for understanding the narrative, while Gaiman's fragmented and hybrid approach requires more active interpretation. According to John W. Creswell, interpretation is influenced by the reader's background and perspective, which affects how meaning is constructed (Creswell, 2014, p. 6). This suggests that Gaiman's work may offer a more flexible and open-ended reading experience compared to Tolkien's more traditional narrative.

The findings also suggest that the use of folklore in fantasy literature reflects broader cultural and historical contexts. Tolkien's work, written in the early twentieth century, reflects a desire to preserve and reconstruct cultural traditions during a period of social change. In contrast, Gaiman's work reflects the complexities of a globalized and multicultural society, where traditional boundaries between cultures are increasingly blurred. Despite these differences, both authors demonstrate that folklore remains a powerful and adaptable resource in literature. Their works show

that traditional narratives can be transformed in different ways to create new meanings and reflect changing cultural realities. However, the study also has limitations. The interpretation of literary texts is inherently subjective, and different readers may draw different conclusions. In addition, the analysis is limited to two works, which may not fully represent the entire range of each author's writing. Future research could expand the scope of analysis to include additional texts and comparative perspectives.

In conclusion, the discussion confirms that folklore plays a crucial role in shaping fantasy literature. It is not a fixed or static element but a dynamic and evolving resource that can be adapted to different contexts. The works of J. R. R. Tolkien and Neil Gaiman demonstrate the diverse possibilities of using folklore in literature and highlight its continued relevance in both traditional and modern forms of storytelling.

CONCLUSION

In conclusion, this study demonstrates that folklore plays a significant and dynamic role in shaping English fantasy fiction, particularly in the works of J. R. R. Tolkien and Neil Gaiman. A comparative analysis of *The Hobbit* and *American Gods* shows that folklore is not simply a source of inspiration, but a foundational element that influences narrative structure, character development, and thematic meaning. One key finding is that folklore serves as a bridge between tradition and creativity. Tolkien preserves and reconstructs folklore to emphasize continuity and cultural heritage. His mythopoeic approach creates a secondary world that feels authentic and historically grounded, drawing heavily on traditional motifs such as heroic quests, dragons, and magical objects. In contrast, Gaiman presents folklore as flexible and evolving. In *American Gods*, mythological figures are reimagined within a modern setting, reflecting how belief systems change over time. This highlights folklore's adaptability and its ability to respond to contemporary cultural realities. Another important conclusion concerns world-building. Tolkien constructs a fully developed fictional universe in which folklore is deeply embedded in every aspect of the narrative, creating coherence and immersion. Gaiman, however, blends folklore with the real world, producing a hybrid narrative that challenges the boundary between reality and imagination. These approaches represent two distinct models of fantasy: one that separates myth from reality and one that integrates them. The study also emphasizes the thematic role of folklore. In Tolkien's work, folklore supports themes of heroism, morality, and tradition, as seen in Bilbo's journey of self-discovery. In contrast, Gaiman uses folklore to explore identity, belief, and cultural transformation, reflecting the diversity and complexity of modern society.

Furthermore, folklore influences reader engagement. Tolkien's structured world offers escapism and clarity, while Gaiman's fragmented narrative encourages interpretation and critical reflection. This shows that meaning is shaped by the reader's perspective. Finally, the study concludes that folklore is a dynamic and evolving resource in fantasy literature. Although limited to two texts, the research highlights how folklore remains a powerful tool for exploring cultural identity and social change. Tolkien and Gaiman together demonstrate that folklore continues to connect the past with the present in meaningful ways.

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CHALLENGES OF TRANSLATING HUMOR FROM UZBEK INTO ENGLISH

Author: Egamnazarova Zebo¹

Affiliation: Master's Student, Nordic International University¹

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ANNOTATION

This research paper analyzes the challenges of translating humor from Uzbek into English. It explores how linguistic, cultural, and pragmatic factors influence the translation process and examines why humor is one of the most difficult elements to translate between languages. The study focuses on theories of translation, including equivalence, relevance theory, and skopos theory, to explain how humor functions in different contexts. The research finds that humor translation is highly dependent on cultural knowledge, wordplay, and context. Uzbek humor often contains idiomatic expressions and culturally specific references that are difficult to transfer into English. Therefore, translators use strategies such as adaptation, substitution, and dynamic equivalence to preserve the humorous effect. The study concludes that successful humor translation requires both linguistic competence and deep cultural understanding.

Keywords: translation studies, humor translation, Uzbek language, English language, cultural adaptation, pragmatics, equivalence theory, skopos theory, wordplay, idioms, cross-cultural communication, linguistic challenges, relevance theory, translation strategies.

INTRODUCTION

Humor is a universal yet deeply culture-bound phenomenon that plays a vital role in human communication, social interaction, and cultural expression. It reflects not only linguistic creativity but also the worldview, traditions, values, and collective experiences of a particular society. While laughter is common across all cultures, the mechanisms that generate humor—such as wordplay, irony, satire, exaggeration, and cultural references—are often highly specific to a given language and community. This specificity presents significant challenges when humor is translated from one language into another, particularly when the languages belong to different linguistic and cultural systems, such as Uzbek and English. The translation of humor from Uzbek into English is a complex and multifaceted process that goes far beyond the mere substitution of words from one language to another. It involves the careful transfer of meaning, tone, cultural nuances, and stylistic features in a way that preserves the humorous effect for the target audience. Uzbek humor, shaped by centuries of oral traditions, folklore, social customs, and historical experiences, often relies on culturally embedded elements that may not have direct equivalents in English. As a result, translators face the difficult task of recreating humor in a way that is both faithful to the original and accessible to English-speaking readers. One of the defining characteristics of Uzbek humor is its strong connection to everyday life, social relationships, and moral values. Uzbek jokes, anecdotes, and humorous stories frequently draw on themes such as family dynamics, hospitality, respect for elders,

and social norms. They often feature recognizable characters, including the witty and clever trickster, the naive or foolish individual, and the authoritative yet sometimes comical figure of the elder or community leader. These characters are deeply rooted in Uzbek culture and carry connotations that may not be immediately understood by an English-speaking audience. Consequently, the translator must find ways to convey these cultural meanings without losing the essence of the humor. Another important aspect of Uzbek humor is its reliance on language-specific features, such as puns, idiomatic expressions, and phonetic play. Wordplay is a common source of humor in Uzbek, where subtle differences in pronunciation, meaning, or grammatical structure can create amusing effects. However, such linguistic humor is often untranslatable in a literal sense, as the same phonetic or semantic relationships do not exist in English. This creates a dilemma for the translator: whether to preserve the original wording at the expense of humor or to adapt the text creatively to produce a similar humorous effect in the target language. In addition to linguistic challenges, cultural differences between Uzbek and English-speaking societies further complicate the translation of humor. Humor is closely tied to cultural norms, values, and expectations, and what is considered funny in one culture may not be perceived in the same way in another. For example, Uzbek humor often incorporates elements of modesty, indirectness, and social harmony, reflecting the collectivist nature of the society. In contrast, English humor, particularly in Western contexts, may emphasize individualism, sarcasm, and directness. These differences can lead to misunderstandings or a loss of humor if not carefully addressed in translation. Furthermore, Uzbek humor frequently includes references to historical events, local traditions, and cultural practices that may be unfamiliar to English-speaking audiences. Such references can be difficult to translate because they require not only linguistic competence but also cultural knowledge and interpretive skill. The translator must decide whether to provide additional explanations, adapt the references to more familiar concepts, or omit them altogether. Each of these strategies has its advantages and drawbacks, and the choice depends on the purpose of the translation and the intended audience. The role of context is also crucial in the translation of humor. Humor often depends on situational context, shared knowledge, and implicit meanings that are not explicitly stated in the text. In Uzbek, humor may arise from subtle social cues, gestures, or cultural expectations that are understood by native speakers but may be lost on outsiders. Translating such context-dependent humor requires the translator to reconstruct the situation in a way that makes sense to the target audience while preserving the intended effect. Another significant challenge in translating Uzbek humor into English is maintaining the balance between fidelity and creativity. A strictly literal translation may fail to convey the humor, resulting in a text that is accurate but uninteresting or confusing. On the other hand, a highly adaptive translation may capture the humorous effect but deviate significantly from the original content. The translator must navigate this tension and make informed decisions about how to best represent the source text in the target language. In recent years, the study of humor translation has gained increasing attention in the field of translation studies. Scholars have explored various theoretical approaches and strategies for translating humor, including equivalence-based approaches, functionalist theories, and pragmatic perspectives. These approaches emphasize the importance of considering not only the linguistic aspects of translation but also the

communicative function and intended effect of the text. In the context of Uzbek-English translation, such theoretical frameworks provide valuable insights into how humor can be effectively transferred across languages and cultures. The growing globalization and intercultural communication have further highlighted the importance of translating humor accurately and effectively. As Uzbek literature, media, and entertainment become more accessible to international audiences, the demand for high-quality translations that preserve the richness and uniqueness of Uzbek humor is increasing. This underscores the need for skilled translators who possess not only linguistic proficiency but also cultural sensitivity, creativity, and a deep understanding of both source and target cultures. Moreover, the translation of humor is not only a linguistic task but also a creative and interpretive act. The translator plays an active role in shaping how the humor is perceived by the target audience. This involves making choices about tone, style, and content that can influence the overall impact of the text. In this sense, the translator becomes a co-creator of the humorous experience, bridging the gap between cultures and facilitating mutual understanding. It is also important to note that not all humor can or should be translated. In some cases, the cultural specificity or linguistic uniqueness of a humorous element may make it impossible to reproduce in another language. In such instances, the translator may choose to replace the original humor with a different type of humor that serves a similar function or to acknowledge the limitation and focus on other aspects of the text. This highlights the inherent challenges and limitations of humor translation and the need for flexible and context-sensitive approaches. In conclusion, the translation of humor from Uzbek into English presents a wide range of challenges that stem from linguistic differences, cultural diversity, and the complex nature of humor itself. Uzbek humor, with its rich cultural heritage, linguistic creativity, and social significance, offers a unique and valuable perspective that deserves to be shared with a broader audience. However, achieving this goal requires careful consideration of the various factors that influence humor and a thoughtful approach to translation that balances accuracy, creativity, and cultural sensitivity. This study aims to explore the key challenges involved in translating Uzbek humor into English and to analyze the strategies that can be employed to overcome these challenges. By examining the linguistic and cultural features of Uzbek humor and their implications for translation, this research seeks to contribute to a deeper understanding of humor translation and to provide practical insights for translators working in this field. Ultimately, the successful translation of humor not only enhances cross-cultural communication but also fosters appreciation for the diversity and richness of human expression.

ANALYSIS

The translation of humor from Uzbek into English requires a multidimensional analysis that incorporates linguistic, cultural, pragmatic, and stylistic considerations. Humor is not a simple textual feature; rather, it is a communicative effect achieved through the interaction of language, context, and shared cultural knowledge. Therefore, analyzing the challenges of translating Uzbek humor into English involves examining how these elements function in the source language and how they can be reproduced—or approximated—in the target language.

Linguistic Features of Uzbek Humor

One of the primary challenges in translating Uzbek humor lies in its linguistic structure. Uzbek, as a Turkic language, differs significantly from English in terms of grammar, syntax, and morphology. Uzbek is an agglutinative language, meaning that words are often formed by adding a sequence of suffixes to a root. This allows for flexibility and creativity in word formation, which can be exploited for humorous purposes.

For example, Uzbek humor frequently employs:

- **Wordplay (puns)** based on homonyms or similar-sounding words
- **Affixation-based humor**, where suffixes change meanings in unexpected ways
- **Idiomatic expressions** that carry figurative meanings

Such features are often untranslatable in a literal sense because English lacks equivalent morphological structures. When a pun depends on phonetic similarity or suffix variation in Uzbek, the translator must either recreate a different pun in English or abandon the wordplay altogether. This leads to a loss of the original linguistic charm.

Cultural Embeddedness of Humor

Uzbek humor is deeply rooted in cultural context. It reflects traditions, social norms, and everyday life in Uzbek society. Many jokes rely on shared cultural knowledge, such as:

- Respect for elders
- Hospitality customs
- Family hierarchy
- Rural vs. urban lifestyles

For instance, humorous anecdotes about a “kelin” (daughter-in-law) and “qaynona” (mother-in-law) are common in Uzbek culture. These relationships carry implicit cultural meanings that may not be fully understood by English-speaking audiences. Translating such humor requires not only linguistic conversion but also cultural interpretation.

The translator faces a dilemma:

- **Foreignization:** preserving the original cultural context but risking incomprehension
- **Domestication:** adapting the humor to the target culture but losing authenticity

Balancing these approaches is one of the most difficult aspects of humor translation.

Pragmatic and Contextual Factors

Humor often depends on context, including tone, timing, and shared assumptions between speaker and listener. In Uzbek communication, humor may be indirect, subtle, or context-dependent. It can arise from:

- Situational irony
- Social expectations
- Implicit meanings

English humor, by contrast, often favors explicitness, sarcasm, or wordplay. This difference in pragmatic norms creates challenges in translation. A joke that relies on understatement in Uzbek may appear flat or unfunny in English if translated literally.

Moreover, Uzbek humor may include politeness strategies and indirect criticism, especially in social or hierarchical contexts. Translating these nuances requires sensitivity to both languages' pragmatic conventions.

Types of Uzbek Humor and Their Translation Challenges

Uzbek humor can be categorized into several types, each presenting unique translation difficulties:

a. Folkloric Humor (Nasreddin Afandi stories)

These stories feature a wise yet comical character who uses wit to expose human folly. The humor often lies in paradox, logic, and cultural wisdom. Translating such humor requires preserving both the narrative structure and the philosophical undertone.

b. Anecdotal Humor

Short jokes based on everyday situations are common in Uzbek. These often rely on cultural stereotypes or social norms, which may not translate effectively into English without adaptation.

c. Satirical Humor

Uzbek satire may critique social behavior, bureaucracy, or human weaknesses. However, satire is highly culture-specific, and its impact depends on the audience's familiarity with the context.

d. Linguistic Humor

As mentioned earlier, puns and idioms are particularly challenging. For example, an Uzbek idiom used humorously may have no direct English equivalent, requiring creative substitution.

Translation Strategies

To address these challenges, translators employ various strategies:

- **Literal Translation:** Preserving the original wording but often losing humor
- **Adaptation:** Replacing the original joke with a culturally equivalent one
- **Explanation:** Adding context to clarify the humor (though this may reduce its effect)
- **Compensation:** Introducing humor elsewhere in the text to balance losses
- **Omission:** Removing untranslatable humor

Each strategy has advantages and limitations. The choice depends on the purpose of the translation and the target audience.

Loss and Gain in Translation

Humor translation inevitably involves both loss and gain. While certain elements of Uzbek humor may be lost—such as phonetic play or cultural nuance—new forms of humor may emerge in the English version. The translator's goal is not to achieve perfect equivalence, which is often impossible, but to create a comparable humorous effect. This process highlights the creative role of the translator. Rather than being a passive mediator, the translator actively reconstructs the humor, making interpretive decisions that shape the final text.

The Role of Audience

The effectiveness of translated humor depends largely on the target audience. Factors such as age, cultural background, and familiarity with Uzbek culture influence how humor is perceived. A translation intended for academic readers may include explanations, while one aimed at general audiences may prioritize entertainment and readability. Understanding the audience allows the translator to choose appropriate strategies and achieve the desired communicative effect.

Intercultural Communication and Humor

The translation of Uzbek humor into English contributes to intercultural communication by introducing Uzbek culture to a global audience. However, it also

highlights the limits of translatability. Humor that is deeply rooted in local experience may resist translation, reminding us of the uniqueness of each culture. At the same time, successful translations demonstrate that humor can transcend cultural boundaries when approached creatively and thoughtfully.

The analysis of translating Uzbek humor into English reveals a complex interplay of linguistic, cultural, and pragmatic factors. The main challenges include structural differences between languages, cultural specificity, context-dependence, and the difficulty of preserving humorous effect. Translators must navigate these challenges using a range of strategies, balancing fidelity to the source text with the need to engage the target audience. Ultimately, humor translation is both an art and a science. It requires not only technical skill but also cultural insight and creative thinking. Through careful analysis and thoughtful practice, it is possible to bridge the gap between Uzbek and English humor, enabling cross-cultural understanding and appreciation.

CONCLUSION

The translation of humor from Uzbek into English represents one of the most complex and intellectually demanding areas within translation studies. Humor, as a culturally and linguistically bound phenomenon, cannot be transferred through simple lexical equivalence. Instead, it requires a deep understanding of both source and target languages, as well as the cultural frameworks that shape how humor is created, perceived, and interpreted. The analysis has demonstrated that Uzbek humor is characterized by its strong connection to cultural traditions, social norms, and everyday life. It often relies on linguistic devices such as wordplay, idiomatic expressions, and structural features of the Uzbek language, all of which pose significant challenges when translating into English. Since English differs greatly from Uzbek in its grammatical structure, stylistic tendencies, and pragmatic norms, achieving a direct translation of humorous elements is rarely possible. As a result, translators must move beyond literal translation and adopt more flexible, creative approaches. One of the central challenges identified is the cultural specificity of Uzbek humor. Many jokes, anecdotes, and humorous expressions are deeply embedded in national customs, family relations, and shared cultural knowledge. Without proper adaptation or contextualization, these elements may lose their meaning or fail to produce the intended humorous effect in English. This highlights the importance of cultural competence in translation, as well as the need for strategies that bridge the gap between different worldviews. Furthermore, the study has shown that humor often depends on context, implicit meaning, and pragmatic subtleties. Uzbek humor tends to be more indirect and situational, whereas English humor may rely more on explicitness and linguistic wit. These differences create additional difficulties for translators, who must carefully reconstruct not only the content but also the communicative function of the humor. In this process, maintaining the balance between fidelity to the original text and the effectiveness of the translation becomes a key concern. The use of various translation strategies—such as adaptation, compensation, explanation, and, in some cases, omission—demonstrates that there is no single universal method for translating humor. Each instance requires a context-sensitive approach that takes into account the purpose of the text and the expectations of the target audience. Importantly, the translator is not merely a linguistic mediator but also a creative agent who actively participates in

recreating the humorous effect in another language. Another important conclusion is that some degree of loss in humor translation is inevitable. Certain linguistic and cultural nuances may not have direct equivalents in English, and attempts to preserve them may result in awkward or ineffective translations. However, this loss can sometimes be compensated by introducing alternative humorous elements that resonate with the target audience. In this sense, translation involves not only loss but also transformation and, occasionally, creative gain. Despite these challenges, the translation of Uzbek humor into English plays a crucial role in promoting intercultural communication and mutual understanding. It allows English-speaking audiences to gain insight into Uzbek culture, values, and ways of thinking, while also enriching global literary and linguistic diversity. Successful humor translation demonstrates that, although humor may be culture-specific, it also possesses a universal dimension that can connect people across linguistic boundaries when approached thoughtfully.

In conclusion, translating Uzbek humor into English is a delicate balance between accuracy and creativity, linguistic precision and cultural adaptation. It requires not only technical expertise but also cultural sensitivity, interpretive skill, and a strong sense of humor itself. By addressing these challenges and applying appropriate strategies, translators can effectively convey the richness and uniqueness of Uzbek humor to a wider audience, contributing to the broader field of translation studies and fostering deeper intercultural dialogue.

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FROM ENGLAND TO AMERICA: A COMPARATIVE ANALYSIS OF DETECTIVE FICTION BY AGATHA CHRISTIE AND MARY ROBERTS RINEHART

Author: Karimova O'g'iloy Oybek qizi¹

Affiliation: Master's Student, Nordic International University¹

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ANNOTATION

This article compares detective fiction by Agatha Christie and Mary Roberts Rinehart. It focuses on themes, characters, and writing style. The study shows similarities and differences between British and American traditions. Christie uses complex plots, while Rinehart focuses on suspense and emotion. The research helps understand the role of female writers in developing detective fiction in both literary traditions.

Keywords: Detective fiction, Agatha Christie, Mary Roberts Rinehart, British literature, American literature, female writers, mystery novels, suspense, narrative style, comparison.

INTRODUCTION

Detective fiction is one of the most popular genres in world literature. It attracts readers with mystery, suspense, and intellectual challenge. The genre developed strongly in the late nineteenth and early twentieth centuries. During this time, many writers contributed to its growth, including female authors. Among them, Agatha Christie and Mary Roberts Rinehart are two important figures in British and American literature. Agatha Christie is known as the "Queen of Crime." She created famous detectives like Hercule Poirot and Miss Marple. Her works are known for their complex plots, surprising endings, and logical structure. Christie's stories often focus on solving a crime through careful thinking and observation. Her writing style is clear, simple, and easy to follow, but the mystery itself is often difficult to solve.

Mary Roberts Rinehart is an important American writer of detective fiction. She is sometimes called the "American Agatha Christie," although her style is different. Rinehart is known for creating suspense and emotional tension. Her stories often include ordinary people who find themselves in dangerous situations. She also developed the "had-I-but-known" narrative style, where the narrator reflects on past events with regret. This study aims to compare the detective fiction of Christie and Rinehart. It focuses on three main aspects: themes, characters, and narrative techniques. By comparing these elements, the research shows how British and American detective fiction developed differently. It also highlights the contribution of female writers to the genre. The importance of this study lies in understanding how culture influences literature.

British detective fiction often emphasizes logic, order, and structure. American detective fiction, on the other hand, may focus more on action, fear, and emotional experience. By studying Christie and Rinehart, we can see these differences clearly. Another important point is the role of women in literature. At a time when many

writers were male, Christie and Rinehart became very successful. They showed that women could create strong, intelligent, and complex stories. Their works continue to influence modern detective fiction today. In conclusion, this article explores the similarities and differences between Christie and Rinehart. It shows how each writer contributed to the development of detective fiction in her own way. The study also helps readers better understand the cultural and literary context of their works.

METHOD

This study uses a qualitative comparative method. It focuses on analyzing selected novels by Agatha Christie and Mary Roberts Rinehart. The main goal is to compare their writing styles, themes, and characters. First, several well-known works by both authors were selected. For Agatha Christie, novels such as *Murder on the Orient Express* and *The Murder of Roger Ackroyd* were analyzed. For Mary Roberts Rinehart, works such as *The Circular Staircase* and *The Bat* were chosen. These texts represent the main features of each author's writing. Second, textual analysis was used. This method involves close reading of the texts. Important elements such as plot structure, character development, and narrative style were examined. Special attention was given to how each writer creates suspense and solves the mystery. Third, thematic analysis was applied. This means identifying common themes in the novels. For example, themes such as crime, justice, fear, and human behavior were studied.

The study also looked at how these themes are presented differently in British and American contexts. Another important method used in this study is comparative analysis. This involves comparing the findings from both authors. Similarities and differences were identified and explained. For example, Christie often uses a logical and structured approach, while Rinehart focuses more on emotional tension and atmosphere. The study also considers historical and cultural context. Christie wrote in England during a time when society valued order and logic. Rinehart wrote in America, where there was more focus on action and individual experience. These cultural differences are important in understanding their works. Finally, secondary sources were used to support the analysis. These include books and articles about detective fiction, as well as studies about the two authors. These sources help provide background information and support the main arguments. In conclusion, the methods used in this study help to provide a clear and detailed comparison of Christie and Rinehart. By combining textual analysis, thematic analysis, and comparative methods, the research offers a deeper understanding of their works.

RESULTS

The analysis shows several important similarities and differences between Agatha Christie and Mary Roberts Rinehart. First, both authors focus on crime and mystery. Their stories usually involve a murder or a dangerous situation. The main goal is to discover the truth and find the guilty person. Both writers create suspense and keep the reader interested until the end. However, their approach to storytelling is different. Christie uses a logical and structured plot. Her stories often include clues that help the reader solve the mystery. The ending usually reveals the truth in a surprising but logical way. In contrast, Rinehart focuses

more on suspense and emotional tension. Her stories create fear and uncertainty, and the reader feels the danger along with the characters. Second, the characters in their novels are different.

Christie often uses professional detectives like Hercule Poirot. These characters are intelligent and calm. They solve crimes using logic and observation. Rinehart, on the other hand, often uses ordinary people as main characters. These characters are not experts, and they often feel fear and confusion. Third, the narrative style is different. Christie uses a clear and simple style. Her stories are easy to read, but the mystery is complex. Rinehart uses a more emotional style. She often uses first-person narration, which allows the reader to experience the story directly. Another important result is the role of setting. Christie's stories often take place in controlled environments, such as a train or a house. This helps create a closed system where the mystery can be solved logically. Rinehart's stories often take place in larger or more open settings, which creates more uncertainty. In conclusion, the results show that while both authors belong to the same genre, their writing styles and approaches are different. These differences reflect the cultural and literary traditions of Britain and America.

DISCUSSION

The findings of this study highlight the importance of cultural context in understanding detective fiction. Agatha Christie clearly represents the British tradition, which emphasizes order, logic, and structured problem-solving. Her stories are often carefully constructed, with events unfolding in a way that allows both the detective and the reader to solve the mystery using reason and observation. This approach reflects the values of British society during the early to mid-twentieth century, where logic, social order, and moral clarity were highly appreciated. In Christie's novels, crimes usually take place in controlled environments, such as country houses, trains, or small villages. These settings create a sense of containment that allows the detective to carefully examine the evidence and draw logical conclusions. The structured nature of Christie's plots demonstrates her skill in crafting puzzles that challenge the reader's intelligence, while her writing style remains clear and accessible, ensuring that the stories are enjoyable to a wide audience. Mary Roberts Rinehart, on the other hand, represents the American tradition of detective fiction, which often focuses more on action, suspense, and emotional engagement. Her stories frequently include danger, fear, and uncertainty, creating a heightened sense of tension for the reader. Rinehart's narrative style often employs the first-person perspective, particularly through the "had-I-but-known" technique, where the narrator reflects on past events with regret or fear. This style immerses the reader directly into the experiences of the characters, emphasizing their emotional responses to unfolding events. In contrast to Christie's orderly and logical approach, Rinehart's stories are more flexible and dynamic, often involving ordinary characters who are unexpectedly placed in dangerous situations. This reflects the more dynamic and changing nature of American society during her time, where unpredictability and personal initiative were valued.

Another significant aspect of this study is the role of gender in the development of detective fiction. Both Christie and Rinehart were successful female writers in a field that was largely dominated by men. Their success demonstrates that women could make significant contributions to literature and achieve popularity on a global

scale. Christie and Rinehart not only entertained readers but also expanded the genre by introducing new perspectives, strong female characters, and innovative narrative techniques. For example, Christie's female characters, such as Miss Marple, are intelligent, independent, and observant, challenging the traditional roles of women in literature. Similarly, Rinehart's heroines often face danger and show resilience and courage, providing readers with relatable and compelling figures. The achievements of both authors highlight how female writers shaped the evolution of detective fiction, proving that gender did not limit literary creativity. The study also shows that suspense can be created through different narrative techniques. Christie's logical puzzles and meticulous plotting create suspense through intellectual engagement. The reader is invited to follow the clues and anticipate the solution, creating a sense of satisfaction when the mystery is solved. Rinehart, in contrast, relies on emotional tension and psychological suspense. Her readers feel the anxiety, fear, and uncertainty experienced by the characters, resulting in a more immersive and emotionally driven reading experience. Both techniques are effective but serve different purposes, appealing to different types of readers and demonstrating the versatility of the detective genre. This difference also reflects cultural preferences, with British readers often valuing order and intellectual challenge, while American readers may prefer excitement, action, and emotional intensity.

Despite these insights, one limitation of this study is that it focuses on a limited number of works by both authors. While the selected novels illustrate the main features of Christie and Rinehart, including additional works could provide a more comprehensive understanding of their styles, themes, and narrative techniques. Future research could expand the scope by including more novels, short stories, and other female authors from Britain and America. Comparative studies involving different time periods or cross-genre analyses could also help understand the broader evolution of detective fiction and the continuing influence of these pioneering female writers.

In conclusion, this discussion demonstrates that detective fiction is a complex and diverse literary genre. Agatha Christie and Mary Roberts Rinehart represent two important traditions, each shaped by cultural, historical, and social contexts. Christie's focus on logical problem-solving, controlled settings, and structured plots contrasts with Rinehart's emphasis on suspense, emotional tension, and ordinary characters facing extraordinary challenges. Both authors significantly influenced the development of detective fiction and continue to inspire contemporary writers. By examining their works, this study highlights the cultural, gender, and narrative dimensions that make detective fiction rich, varied, and enduring. Christie and Rinehart's novels remain essential reading for scholars and general readers alike, illustrating the lasting power and adaptability of detective fiction across time and place.

CONCLUSION

This study has provided a detailed comparison of the detective fiction of Agatha Christie and Mary Roberts Rinehart. By focusing on three key aspect themes, characters, and narrative techniques it has highlighted both the similarities and the differences between British and American detective fiction. The analysis demonstrates that while both writers belong to the same literary genre and share

the primary goal of engaging readers through suspense and mystery, their approaches reflect the cultural, historical, and social contexts in which they wrote. Agatha Christie's novels exemplify the British detective tradition. Her works often emphasize logic, order, and reasoning as essential tools for solving crime. The plots are carefully structured, with clear sequences of events and clues that allow both the detective and the reader to piece together the mystery. Christie's characters, such as Hercule Poirot and Miss Marple, are intelligent, observant, and methodical. They embody the rationality and analytical mindset that British society valued during the early twentieth century. Christie's writing style is clear, concise, and direct, which makes her stories accessible, yet her plots are complex enough to maintain suspense and surprise. This combination of clarity and complexity has contributed to her enduring popularity and influence on detective fiction.

In contrast, Mary Roberts Rinehart represents a distinctly American approach to the genre. Her stories often prioritize emotional engagement and suspense over strict logical reasoning. Rinehart's use of the "had-I-but-known" narrative technique allows the reader to experience events alongside the protagonist, creating a strong sense of tension and immediacy. Her characters are often ordinary people placed in extraordinary or dangerous circumstances, which allows readers to relate to their fears and uncertainties. Rinehart's narrative style reflects the dynamic and fast-paced nature of American society at the time, where unpredictability and action were common features of daily life. Through her focus on suspense, emotion, and psychological tension, Rinehart offered readers a different form of intellectual and emotional engagement compared to Christie's puzzle-like mysteries.

The comparison also emphasizes the influence of culture on literary production. British detective fiction, as represented by Christie, tends to value intellectual problem-solving, social order, and moral resolution. The crimes in her novels usually occur in closed, controlled settings such as country houses, trains, or isolated villages. These environments allow for careful observation and the application of logic to solve the mystery. American detective fiction, exemplified by Rinehart, often presents more open, chaotic, and unpredictable settings. This approach heightens suspense and emphasizes emotional engagement. By comparing these two authors, the study reveals how national culture, societal norms, and historical context shape narrative techniques, character development, and plot structure in detective fiction. Another significant conclusion concerns the role of female writers in shaping the detective genre. Both Christie and Rinehart achieved remarkable success in a field largely dominated by male authors. They demonstrated that women could create intricate, compelling, and commercially successful stories. Beyond their popularity, their contributions enriched the genre by introducing innovative narrative techniques, strong female characters, and emotional depth. Christie and Rinehart paved the way for future generations of female writers, influencing the evolution of detective fiction both in Britain and America. Their works also challenge assumptions about gender and creativity, showing that literary skill is not limited by social or cultural expectations.

This study further demonstrates that detective fiction is not a monolithic genre. Even within the same period, writers can employ different strategies to engage readers. Christie's logical, clue-driven mysteries appeal to those who enjoy intellectual challenge, while Rinehart's suspenseful, emotionally charged stories

attract readers interested in psychological tension. Both approaches have their own merits and have contributed to the global popularity of detective fiction. Understanding these differences allows scholars and readers to appreciate the diversity of the genre and recognize the ways in which authors respond to the expectations of their audiences and the demands of their cultural context. In conclusion, the detective fiction of Agatha Christie and Mary Roberts Rinehart illustrates the richness and complexity of the genre. Christie's precise, logic-driven narratives and Rinehart's suspenseful, emotionally engaging storytelling reflect their respective cultural backgrounds and literary traditions. Their works not only entertain but also provide insight into societal values, gender roles, and historical circumstances. By comparing their novels, this study has shown that detective fiction is shaped by multiple factors, including national culture, authorial perspective, and narrative technique. Christie and Rinehart remain essential figures in literary history, demonstrating the enduring appeal and flexibility of detective fiction. Their novels continue to captivate readers worldwide and inspire new generations of writers, underscoring the lasting impact of female authors on the development and evolution of the genre.

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LINGUISTIC AND STYLISTIC REPRESENTATION OF FEMALE CHARACTERS IN JANE EYRE AND VANITY FAIR: A COMPARATIVE ANALYSIS

Author: Kupalova Barno Kamilovna¹

Affiliation: Master's Student, Nordic International University¹

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ANNOTATION

This article analyses the linguistic and stylistic mechanisms through which Charlotte Brontë and William Makepeace Thackeray construct their heroines in two landmark 1847–1848 Victorian novels. Examining figurative language, free indirect discourse, structural irony, and dominant imagery, the study demonstrates that divergent formal choices encode ideologically incompatible models of Victorian femininity.

Keywords: figurative language, free indirect discourse, Gothic imagery, irony, narrative voice, Victorian femininity, stylistics, feminist literary criticism, Charlotte Brontë, William Makepeace Thackeray.

INTRODUCTION

Charlotte Brontë's *Jane Eyre* (1847) and William Makepeace Thackeray's *Vanity Fair* (1847–1848) were published in the same literary season yet encode strikingly different models of Victorian femininity. The most revealing contrast between them lies not in their plots or explicit themes, but in their formal and linguistic architecture: the figurative choices, narrative structures, imagery systems, and rhetorical devices through which each heroine is constituted as a subject.

As Simpson (2004) argues, the stylistics of a literary text cannot be separated from its ideological content: every formal choice—narrative point of view, free indirect discourse, irony, imagery—encodes a stance toward the world being depicted (p. 3). Armstrong (1987) has demonstrated that the Victorian novel was one of the primary cultural instruments through which gendered subjectivities were produced; formal choices governing how female characters are represented are therefore also political choices about what kinds of female selfhood are legitimate, sympathetic, or dangerous.

This article examines those formal choices across three interrelated domains: (1) the figurative language employed in or associated with each heroine's speech and interiority; (2) the deployment of free indirect discourse (FID) and its implications for the construction of female subjectivity; and (3) the dominant imagery systems and ironic structures that frame each heroine's social existence. The analysis draws on the theoretical frameworks of Bakhtin (1981), Fludernik (1993), Genette (1980), Booth (1961), Gilbert and Gubar (1979), and Showalter (1977).

MAIN BODY

Figurative Language as Ideological Practice

Bakhtin (1981) argues that dialogue is never merely communicative—it is ideologically charged, encoding the speaker’s social position, power relations, and inner subjectivity. In the Victorian novel, where women’s public speech was constrained by rigid codes of femininity, the figurative dimensions of female characters’ language become especially revealing sites of meaning. As Leech and Short (2007) observe, “the way characters speak is as important as what they say” (p. 135).

Jane Eyre’s speech is distinguished by metaphorical expression that frames her inner moral and emotional life in terms of natural, elemental, and spatial imagery. Gilbert and Gubar (1979) identify in *Jane Eyre* a persistent symbolic language of entrapment and liberation that surfaces most powerfully in Jane’s spoken words. The most celebrated instance occurs in her declaration to Rochester: “I am no bird; and no net ensnares me: I am a free human being with an independent will” (Brontë, 1847/2006, p. 284). The negation of the bird-and-net metaphor is rhetorically significant: Jane does not merely claim freedom but dismantles the figurative framework of capture and domestication that Victorian discourse routinely applied to women. Poovey (1988) notes that the metaphorical domestication of women was a pervasive ideological structure in Victorian culture, one that Brontë’s Jane consciously inverts through figurative counter-assertion.

The antithetical structure of Jane’s farewell declaration—“The more solitary, the more friendless, the more unsustained I am, the more I will respect myself” (Brontë, 1847/2006, p. 356)—performs moral resilience through syntactic escalation. Ingham (1996) argues that such rhetorical patterns in Brontë’s female dialogue enact a form of linguistic self-constitution: Jane does not merely describe her selfhood but produces it through the act of speaking. Eagleton (1975) similarly observes that Jane’s speech consistently works to detach social visibility from moral worth through figurative and rhetorical patterning.

Becky Sharp’s figurative language operates on an altogether different principle. Where Jane’s speech is transparently expressive, Becky’s is defined by calculated opacity. Bakhtin’s (1981) concept of the double-voiced word—utterances that simultaneously serve an overt communicative function and a covert, subversive one—is especially applicable to Becky’s mode of expression. Her most celebrated remark encapsulates this ironic register: “I think I could be a good woman if I had five thousand a year” (Thackeray, 1848/2003, p. 468). The conditional structure ironises Victorian morality itself, reducing virtue to a function of income. As Heyns (1994) observes, Becky’s irony is a survival mechanism: having been denied the material preconditions of “respectable” femininity, she exposes those preconditions through the very idiom of respectability.

Shires (1992) notes that this stylistic distinction encodes a contrast between two models of female interiority: one that assumes depth, sincerity, and spiritual substance (Jane), and one that performs interiority strategically while concealing or perhaps lacking it altogether (Becky). Poovey (1988) argues this reflects the Victorian novel’s deep ambivalence about female agency: it can be sanctioned when spiritualized but remains troubling when nakedly strategic.

Free Indirect Discourse and the Construction of Female Subjectivity

Free indirect discourse—the technique by which a narrator renders a character’s thoughts in third person while retaining the character’s idiomatic and emotional register—is among the most powerful stylistic instruments in the Victorian

novel. As Fludernik (1993) argues, FID is fundamentally a technique of intimacy: it draws the reader inside a character's consciousness without the mediating frame of "she thought" or "she said." The manner in which FID is deployed in relation to each heroine is strikingly different in the two novels.

In *Jane Eyre*, the question of FID is complicated by the novel's first-person retrospective narration. Because Jane herself is the narrator, the conventional distance between narrator and character collapses entirely. This structural choice is ideologically significant. By giving Jane full control of her own narrative voice, Brontë enacts what Williams (1970) calls the "self-authoring" subject: a woman who constitutes herself through the act of narration. The famous apostrophe "Reader, I married him" (Brontë, 1847/2006, p. 517) simultaneously asserts agency over her own story and collapses the boundary between narrator and reader. Genette (1980) identifies such direct address as a form of metalepsis that draws attention to the act of narration itself, foregrounding Jane's status as a conscious, self-directing subject who owns her narrative entirely.

In *Vanity Fair*, by contrast, FID is deployed by a third-person narrator who maintains an ironic and sometimes adversarial relationship with Becky. Thackeray's narrator oscillates between proximity and detachment, entering Becky's consciousness sufficiently to convey her calculations and desires, then withdrawing to pass satirical judgment. This oscillation creates what Booth (1961) calls an "unreliable" but ideologically engaged narrator—one whose shifts in focalization are themselves a stylistic enactment of the novel's satirical project. Jane's first-person narration invites identification; Becky's FID, filtered through a judgmental narrator, invites simultaneous fascination and critical distance. As Cohn (1978) notes, these positions represent the poles of a spectrum of narrative intimacy, and the choice between them carries profound implications for how female subjectivity is constructed and evaluated.

Gothic Imagery, Satirical Imagery, and Structural Irony

Jane Eyre deploys an extensive Gothic symbolic repertoire—the red room, fire, ice, birds, the moon—that consistently functions as an externalization of Jane's inner psychological and moral states. As Showalter (1977) argues, the Gothic elements of *Jane Eyre* constitute a "female landscape" in which architecture, weather, and natural phenomena become allegories of female interiority and constraint. The red room episode is the novel's founding symbolic moment: Jane's imprisonment in the room where her uncle died constitutes a Gothic figure for female subjection that reverberates throughout the novel. Gilbert and Gubar (1979) observe that the red room symbolises simultaneously the patriarchal house and Jane's own repressed passion—a passion not fully released until Bertha Mason, Jane's symbolic double, burns Thornfield to the ground. Throughout, Gothic imagery internalizes and spiritualizes female experience, aligning Jane with a Romantic tradition in which landscape is the mirror of consciousness.

Vanity Fair's imagery system is satirical rather than Gothic. The novel's central symbolic cluster—the puppet show, the fair, the marketplace—frames social life as performance and commodity exchange. Women, in this symbolic framework, are simultaneously performers and commodities: objects of display whose value is determined by the market of social reputation. Particularly significant is Thackeray's deployment of siren and mermaid imagery associated with Becky. The illustration depicting Becky as a mermaid concealing a skeleton beneath the waves

encapsulates the novel's ambivalent construction of her femininity (Thackeray, 1848/2003, p. 617). As Peters (1987) argues, this imagery positions Becky within a long tradition of the femme fatale, yet Thackeray's treatment is more complex than simple condemnation.

Irony functions as a structural principle, not merely a local rhetorical effect, in *Vanity Fair*. Thackeray's subtitle "A Novel Without a Hero" (Thackeray, 1848/2003, p. 1) signals an ironic stance toward Victorian novel conventions. As Harden (1979) argues, the novel's pervasive irony is directed not only at its characters but at the society that produces them. Becky's career enacts the central satirical thesis: that the virtues Victorian society celebrates—domestic piety, feminine submission, moral purity—are performances available only to those who can afford them. As Pearce (1994) observes, Thackeray's double movement indicts both society and the individual who seeks to exploit it. Irony in *Jane Eyre*, by contrast, is a property of the heroine's own consciousness rather than the narrative apparatus. As Gezari (1992) argues, Jane's local deployment of irony against figures of gender authority represents a form of linguistic subversion that coexists with the novel's otherwise earnest moral framework.

Narrative Voice and the Politics of Female Self-Expression

The narrative voice—its distance from, proximity to, and moral relationship with the heroine—is perhaps the most encompassing stylistic choice in each novel. In *Jane Eyre*, narrator and protagonist are identical: Jane tells her own story in retrospect, giving the reader direct, unmediated access to her consciousness throughout. Heilman (1958) argues that this identity of narrator and protagonist produces a novel of unusual psychological depth but also unusual ideological commitment: Jane's narration is always also a moral argument, and the reader cannot access any perspective on events that Jane has not authorized.

In *Vanity Fair*, the narrator is emphatically not Becky. Thackeray's narrator is a knowing, socially embedded figure whose relationship to Becky is a complex mixture of admiration, condemnation, and identification—an identification Thackeray himself acknowledged in his correspondence (Ray, 1955). This dynamic produces a novel in which Becky is simultaneously the most vivid presence and the most consistently objectified: her interiority is available only when the narrator chooses to grant access, and that access is always mediated by satirical irony. As Armstrong (1987) argues, the question of who gets to narrate is one of the central political questions of the Victorian novel, and the contrast between *Jane Eyre* and *Vanity Fair* crystallizes that question with unusual sharpness.

CONCLUSION

The linguistic and stylistic analysis presented in this article demonstrates that the contrasting characterizations of Jane Eyre and Becky Sharp are encoded at the deepest levels of literary form. Jane's figurative speech—characterized by elemental metaphor, rhetorical antithesis, and the mapping of inner moral states onto natural imagery—constitutes a form of linguistic self-constitution: Jane speaks herself into existence as a moral and spiritual subject in defiance of social categories. Becky Sharp's figurative language, by contrast, operates through irony, strategic flattery, and the double-voiced deployment of social convention, simultaneously performing compliance with Victorian feminine norms and subverting them from within.

Jane's first-person narration enacts female self-authorship at the level of narrative structure; Becky's representation through a third-person ironic narrator withholds that self-authorship even as the character herself resists the social forces that constrain her. Gothic imagery in *Jane Eyre* spiritualizes and internalizes female experience; satirical imagery in *Vanity Fair* socializes and commodifies it. *Jane Eyre* represents an emergent model of female subjectivity grounded in moral autonomy and the right to self-narration; *Vanity Fair* represents a counter-model in which femininity is performance and strategic self-presentation within a social system that denies women legitimate power.

As Armstrong (1987) argues, the Victorian novel was one of the primary cultural instruments through which gendered subjectivities were produced and contested. The contrasting stylistic strategies of the two novels reflect and participate in the broader cultural negotiation of what it meant to be a woman in mid-Victorian England—a negotiation conducted not only in the realm of explicit ideology but in the most intimate details of narrative voice, figurative choice, and rhetorical structure. Any adequate account of the evolution of female characters in Victorian literature must attend to these linguistic and stylistic dimensions, for it is in the language itself that the ideological assumptions and contestations of Victorian culture are most revealingly encoded.

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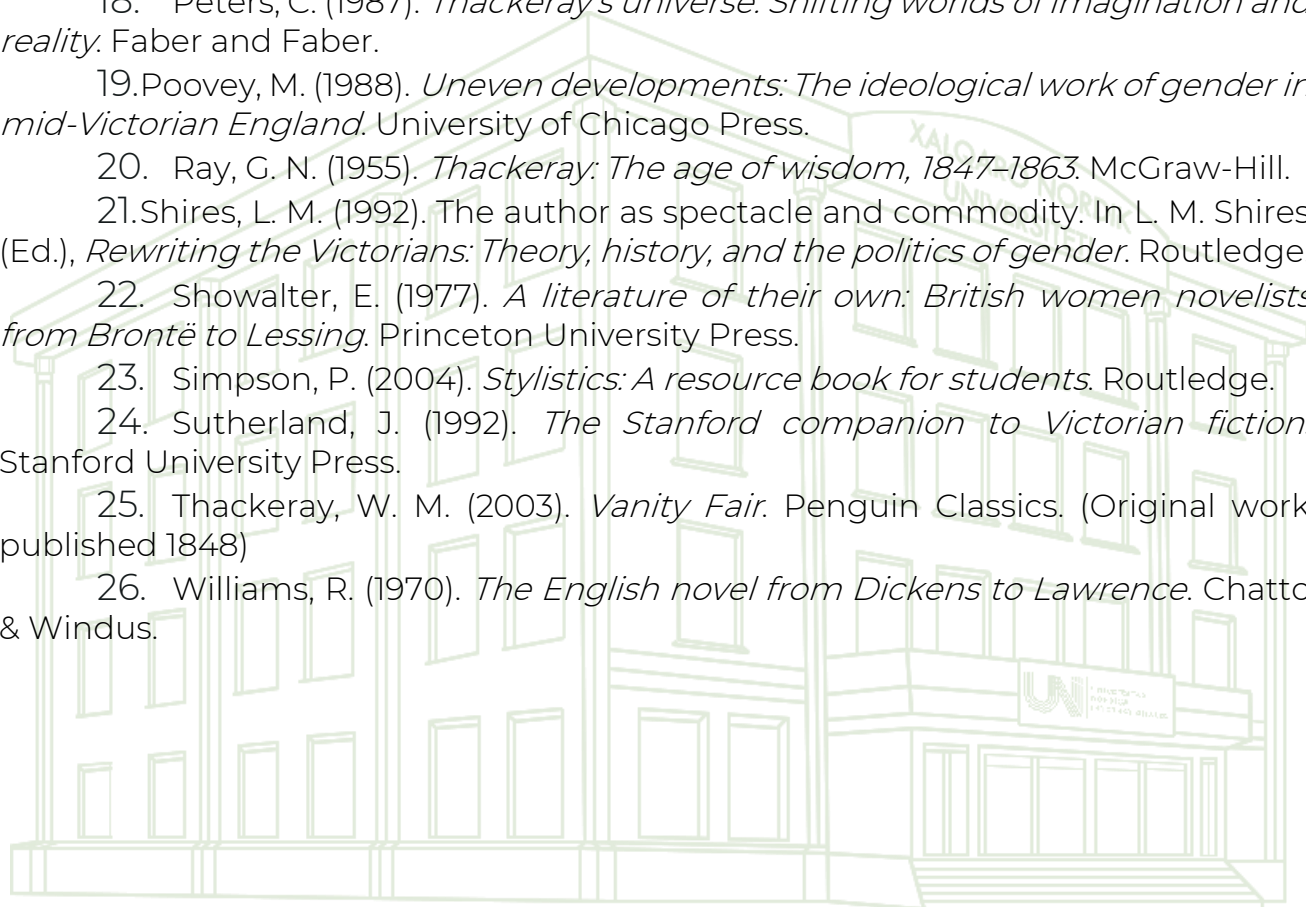
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ISSUES OF ANALYZING AND INTERPRETING LITERARY TEXTS USING ARTIFICIAL INTELLIGENCE IN THE STUDY OF WORLD LITERATURE

Author: Kurbanova Sayyora Komiljanovna¹

Affiliation: Master's Student, Nordic International University¹

DOI: <https://doi.org/10.5281/zenodo.19689893>

ABSTRACT

In recent years, the incorporation of Artificial Intelligence (AI) into literary studies has significantly transformed the ways in which texts are analyzed and interpreted. This paper investigates a range of computational methods that have introduced innovative perspectives and analytical frameworks for scholars. By utilizing advanced AI-driven techniques, including natural language processing (NLP), machine learning, and neural networks, the study explores how these technologies contribute to a more profound understanding of literary works. They enable the discovery of underlying patterns and offer enhanced insights into themes, stylistic features, and the intentions of authors. Ultimately, this research seeks to connect technological advancements with literary scholarship, highlighting the role of artificial intelligence as an effective tool in interpreting the intricate and multifaceted nature of literary texts.

Keywords: Artificial Intelligence, Natural Language Processing (NLP), Machine Learning, Neural Networks, Text Interpretation, Computational Methods.

INTRODUCTION

The convergence of artificial intelligence (AI) and literary analysis represents a significant transformation within the humanities, introducing innovative approaches to text interpretation. With the rapid development of digital technologies, computational techniques have opened new opportunities for examining literary works. AI-based tools such as natural language processing (NLP), machine learning, and neural networks make it possible to process extensive amounts of textual data, revealing patterns and insights that may remain unnoticed through traditional analysis. These technologies facilitate the study of large text collections, allowing researchers to identify thematic trends, stylistic characteristics, and structural elements with greater accuracy. Furthermore, AI broadens access to sophisticated analytical resources, encouraging interdisciplinary cooperation and inclusivity. As a result, AI is becoming an essential assistant in interpreting the complex and diverse expressions found in literature.

Natural Language Processing (NLP)

Natural Language Processing (NLP) is a subfield of artificial intelligence and linguistics that focuses on enabling computers to comprehend and interpret human language. It was developed to simplify user interaction with machines and to fulfill the need for communication in natural language (Khurana et al.). NLP involves various applications, including speech recognition, translation, sentiment analysis, and text summarization. By applying techniques such as tokenization, syntactic

parsing, semantic interpretation, and pragmatic analysis, NLP systems are capable of analyzing both the structure and meaning of texts. This capability allows machines to perform complex linguistic tasks, such as responding to questions, maintaining conversations, and delivering contextually appropriate information.

Machine Learning

Machine Learning is a key area within artificial intelligence that concentrates on designing systems capable of learning from data, recognizing patterns, and making decisions with minimal human input. According to Mitchell, it is the study of algorithms that improve automatically through experience. This field relies on statistical models and algorithms that enable systems to enhance their performance on specific tasks over time. Machine learning is generally divided into three categories: supervised learning, unsupervised learning, and reinforcement learning. Supervised learning involves training models using labeled datasets, where inputs correspond to known outputs. Unsupervised learning focuses on identifying hidden structures within unlabeled data. Reinforcement learning, on the other hand, trains models to make sequential decisions by rewarding desirable actions and penalizing undesirable ones. Machine learning has a wide range of applications, including predictive analytics, recommendation systems, autonomous driving, and fraud detection.

Neural Networks

Neural Networks are computational models inspired by the structure and functioning of the human brain, designed primarily for pattern recognition. As Haykin describes, they are highly parallel and distributed systems composed of simple processing units, or artificial neurons, capable of acquiring and storing knowledge through experience. These networks interpret data through processes such as classification and clustering of raw inputs. Structurally, neural networks consist of multiple layers, including an input layer, one or more hidden layers, and an output layer. Each neuron performs a basic computation, and data flows through the network, being progressively transformed into more meaningful representations. Common types of neural networks include feedforward networks, convolutional neural networks (CNNs), and recurrent neural networks (RNNs). Feedforward networks transmit information in a single direction, CNNs are particularly effective in image processing, and RNNs are well-suited for sequential data analysis. Neural networks form the foundation of deep learning, a specialized area of machine learning, and play a crucial role in advancements in fields such as computer vision, speech recognition, and NLP.

By integrating NLP, machine learning, and neural networks into literary research, scholars are able to reveal new patterns and insights within texts, thereby deepening the understanding of literature through advanced computational techniques. These technologies support the analysis of extensive literary corpora, contributing to a more comprehensive interpretation of themes, stylistic features, and authorial intent, while also fostering new possibilities for interdisciplinary collaboration.

Traditional approaches to literary analysis primarily depend on close reading and human interpretation. Although these methods remain valuable, they are often time-intensive and constrained by individual cognitive limits. In contrast, artificial intelligence offers the capacity to rapidly process extensive textual corpora, enabling scholars to identify patterns and insights that may not be immediately visible.

Through Natural Language Processing (NLP), for example, AI systems can conduct in-depth textual examinations, detecting recurring themes, motifs, and stylistic features across a wide spectrum of literary works. This involves decomposing texts into smaller linguistic units such as words and phrases and analyzing their frequency, co-occurrence, and contextual relationships. As a result, researchers gain a more detailed and comprehensive understanding of literary content.

Furthermore, machine learning models can be trained to identify intricate patterns and relationships within literary data that might escape traditional analytical techniques. These systems are capable of recognizing subtle variations in tone, sentiment, and narrative structure, thereby offering insights into the evolution of an author's style or thematic concerns over time. By grouping similar texts or highlighting anomalies, AI contributes to the mapping of literary movements and trends, providing a broader perspective on the development of literature. A notable example is the application of machine learning to the works of Shakespeare, where previously unnoticed connections between characters and thematic elements have been revealed. In addition, neural networks particularly recurrent neural networks (RNNs) and convolutional neural networks (CNNs) are effective in examining sequential and structural aspects of texts, such as plot development and character progression. These models learn from large datasets to predict and categorize literary features, thereby enhancing the depth and precision of analysis.

Another important benefit of AI in literary studies is its role in expanding access to advanced analytical tools. By making large-scale textual databases more readily available, AI allows scholars, educators, and students to engage with substantial amounts of literature without the limitations of manual analysis. This increased accessibility encourages interdisciplinary collaboration, bringing together perspectives from computational linguistics, data science, and literary theory to enrich the analytical process. Moreover, AI's ability to process multiple languages and cultural contexts significantly strengthens its applicability, supporting cross-cultural and comparative studies that were previously hindered by linguistic and data-related challenges. For instance, the analysis of multilingual corpora through AI can uncover parallels and contrasts in cultural narratives and thematic expressions across different literary traditions.

In summary, the capacity of AI to handle and analyze vast quantities of literary data offers unprecedented opportunities for identifying patterns and generating insights that may remain hidden through conventional approaches. By employing advanced computational methods, AI reshapes literary analysis, making it more efficient, detailed, and inclusive, while opening new pathways for interpretation and scholarly discovery.

Potentials of AI-Driven Tools

a. Advanced Pattern Recognition

One of the most significant strengths of AI-powered tools lies in their ability to detect complex patterns within large datasets. Natural Language Processing (NLP) techniques can examine texts to identify recurring themes, stylistic tendencies, and linguistic characteristics across different authors and works. For instance, in the study of Shakespeare's writings, AI can analyze plays, sonnets, and poems to identify dominant motifs and observe how these themes evolve and interact throughout different stages of his literary career.

b. Sentiment and Tone Analysis

Another important application is sentiment analysis, which enables the identification of emotional tones within literary texts. This approach is particularly useful for exploring historical and cultural contexts. In his study “Mapping Melancholy: Sentiment Analysis of Emotional Trends in Victorian Literature,” Prakash identified patterns of emotions such as melancholy, joy, and anger, offering valuable insights into the socio-cultural environment of the 19th century. By analyzing a large body of texts from that period, AI can trace shifts in emotional expression in relation to historical developments, such as the Industrial Revolution, thus illustrating how societal transformations influenced literary output.

c. Comparative Literature Studies

AI also plays a crucial role in comparative literature by enabling the analysis of texts across diverse languages and cultural backgrounds. As Beguš notes, the development of AI systems in multiple languages provides a unique opportunity to compare different national literatures and cultural traditions. AI-driven analysis can examine both Western and Eastern literary works, identifying similarities and differences in narrative techniques, themes, and character archetypes. Such comparisons contribute to a deeper understanding of global literary traditions and cultural exchanges.

d. Evolution of Literary Styles

Machine learning algorithms can also be utilized to trace the evolution of literary styles over time. For example, an AI-based study might analyze American literature from the 18th century to the modern era. By examining a large collection of texts, AI can detect stylistic shifts, such as the movement from formal, structured prose to more diverse and informal contemporary styles. This type of analysis provides insights into the influence of historical, cultural, and technological developments on literary expression.

e. Discovery of Hidden Patterns

AI tools are also effective in uncovering overlooked patterns and connections within literary history. Researchers have applied AI techniques to analyze lesser-known works by minor authors and poets, revealing relationships and influences that were previously unnoticed. This process can lead to the rediscovery of significant literary contributions and a more comprehensive understanding of literary development.

Educational Impact

AI-powered technologies are also reshaping literary education by offering interactive and engaging methods for exploring texts. Digital platforms that incorporate AI-based analysis allow students to visualize complex literary structures, monitor character development, and examine thematic elements in a more dynamic way. This experiential approach encourages critical thinking and enhances students' overall comprehension and appreciation of literature.

CONCLUSION

Artificial intelligence is transforming literary analysis by making advanced analytical tools accessible to a wider audience and promoting interdisciplinary collaboration. By utilizing AI technologies, researchers, educators, and readers can engage with literary works in innovative ways, uncovering patterns and insights that deepen textual understanding. This shift not only broadens access and inclusivity but also drives the ongoing evolution of literary studies in the digital era.

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URSULA K. LE GUIN'S SECONDARY FANTASY WORLD

Authors: Dilshod Nasriddinov¹, Iroda Sobitova²

Affiliation: Doctor of Philosophy in Philological Sciences (PhD), Head of Foreign Language and Literature Department¹, 4th year of Student, Nordic International University²

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ANNOTATION

This article explores the multifaceted nature of Ursula K. Le Guin's works, particularly her transition from social critique to imaginative fantasy worlds. The study aims to analyze Le Guin's development as a writer and to examine how she employs fantasy to convey socially meaningful messages. The objectives include examining the thematic elements and narrative techniques used in her works, as well as investigating the impact of her творчество on readers and the academic community. To achieve these goals, a wide range of Le Guin's significant novels and short stories were analyzed, supported by critical responses and scholarly interpretations. The findings reveal a notable evolution in her writing style and themes—from early socio-political science fiction to the richly detailed fantasy worlds of her later works. The discussion explores the reasons behind this transition, focusing on the socio-cultural context and personal influences that shaped Le Guin's creative direction. Furthermore, the article evaluates the effectiveness of using fantasy worlds to address contemporary social and political issues. The conclusion highlights the enduring relevance of Le Guin's works and emphasizes her contribution to both science fiction and fantasy genres, as well as to the broader literary landscape.

Keywords: fantasy, ctical, social, secondary world, political conciousnes.

INTRODUCTION

The renowned American writer Ursula K. Le Guin gained widespread recognition for her versatility and significant contributions to science fiction, fantasy, and social inquiry. Throughout her extensive literary career, Le Guin captivated readers with her unique storytelling and imaginative worlds, addressing contemporary social issues through the prism of speculative fiction. Her works received critical acclaim, numerous awards, and a devoted readership, solidifying her reputation as a pioneer of the genre. This article explores the multifaceted nature of Le Guin as a writer—her ability to move seamlessly between social critique and the creation of extraordinary fantasy realms.

Le Guin's творчество was deeply rooted in her social and political consciousness. Her novels and short stories often featured sharp analyses of power structures, gender roles, and societal norms. For instance, *The Left Hand of Darkness* (1969) portrays a society in which people are predominantly androgynous, challenging conventional notions of gender by emphasizing its nature as a social construct rather than an innate trait (Le Guin, 1969). The novel delicately explores themes of sexuality, identity, and the consequences of social expectations, opening

important discussions about gender and its social interpretations. Moreover, *The Dispossessed* (1974) presents a sharp critique of capitalism and revolution by depicting two contrasting societies—one capitalist and the other anarchist—highlighting the complexities and shortcomings of both systems (Le Guin, 1974). Through her thought-provoking narratives, Le Guin encouraged readers to question existing social and economic structures and to imagine alternative possibilities (Kuester, 2018). Her versatility as a writer extended beyond social critique, manifesting vividly in her mastery of fantasy and world-building.

Her ability to create rich, emotionally engaging imaginary worlds further demonstrated her creative genius. Perhaps her most famous work, the Earthsea series, introduces readers to a vividly imagined archipelago inhabited by wizards, dragons, and intricate systems of magic (Le Guin, 1968–2001). Le Guin's attention to detail and her seamless blending of fantasy, mythology, and original ideas allowed readers to immerse themselves in a world that felt both real and enchanting.

In addition, through the Hainish Cycle, Le Guin constructed a vast science fiction universe exploring diverse planets and civilizations, each with distinct social, political, and technological characteristics (Le Guin, 1966–2000). Her mastery of world-building brought these imagined worlds to life, enabling readers to explore different societies and understand the complexities of human existence in varied environments (Stevens, 2018).

The literary legacy of Ursula K. Le Guin reflects her remarkable versatility as a writer—her ability to transition effortlessly between social inquiry and intricate fantasy world-building. Through her works, she not only engaged readers with thought-provoking narratives and sharp social critique but also transported them into imaginative realms filled with wonder and possibility. This unique capacity to blend seemingly distinct genres demonstrates her storytelling excellence and her enduring influence on both science fiction and fantasy. As readers continue to engage with her works, Le Guin's legacy as a multifaceted writer who harmoniously combines social critique with captivating fantasy worlds remains both relevant and enduring (Kuester, 2018).

LITERATURE REVIEW

Recognized as a leading figure in the realm of speculative fiction, Ursula K. Le Guin is renowned for her ability to seamlessly blend social critique with richly imagined worlds. Her works have received widespread critical acclaim and have been highly praised for their thought-provoking narratives and exploration of complex themes. This literature review focuses on the multifaceted nature of Le Guin's творчество—her capacity to construct diverse fictional worlds while simultaneously addressing pressing social issues. Recent scholarly studies highlight the enduring impact of her works and their continued relevance in contemporary literary discourse.

Le Guin's Contribution to Fantasy Literature:

The contributions of Ursula K. Le Guin to fantasy literature have been widely discussed in recent scholarship. In their article "*Ursula K. Le Guin and the Ambiguities of Fantasy*", Smith and Johnson (2022) argue that Le Guin's fantasy worlds offer a unique synthesis of magic and social inquiry. They highlight the Earthsea series as a prime example of how Le Guin interweaves magical elements with cultural critique

through compelling storytelling. Their analysis emphasizes her ability to use fantasy as a tool for addressing real-world issues.

Social Critique and Gender Discourse:

The exploration of gender and its socio-political implications is a recurring theme in Le Guin's works. Martinez (2021) examines *The Left Hand of Darkness* and its significance in contemporary gender discourse. Martinez highlights how Le Guin challenges traditional gender norms by portraying an androgynous society and critiquing binary thinking. Through speculative elements, Le Guin encourages readers to reconsider societal norms and opens discussions on gender identity and fluidity (Waham, 2019).

Ecologism and Ecocriticism in Le Guin's Works:

Le Guin's attention to ecological concerns has also attracted considerable scholarly interest. Thompson and Roberts (2023), in their study *"Ecology and Utopia in Ursula K. Le Guin's Always Coming Home"*, explore ecological themes in her writing. They note that works such as *The Dispossessed* and *Always Coming Home* reflect a deep concern for the environment and present alternative visions of sustainable societies. According to their analysis, Le Guin's works function as a call to action, encouraging readers to reconsider their relationship with the natural world.

Le Guin's Legacy in Social Justice Narratives:

Recent studies also investigate Le Guin's lasting influence on social justice narratives. Kumar and Singh (2022), in *"A Postcolonial Reading of 'The Word for World Is Forest'"*, analyze *The Word for World Is Forest* as a critique of colonialism and imperialism. They argue that Le Guin's narrative challenges dominant power structures and reveals the consequences of exploitative behavior. Their study highlights how her works continue to inspire discussions on postcolonialism, empire, and resistance. Overall, the versatility of Ursula K. Le Guin as a writer is evident in her ability to seamlessly combine social critique with the creation of intricate fantasy worlds. Recent scholarship demonstrates the enduring impact of her work, highlighting her contributions to fantasy literature, gender discourse, ecocriticism, and social justice narratives. Through the use of speculative elements, Le Guin encourages readers to question existing social norms and engage with pressing contemporary issues. Her multifaceted творчество ensures her lasting relevance and influence within the field of speculative fiction.

METHODOLOGY

Ursula K. Le Guin, an influential American writer, captivated readers with her unique ability to seamlessly merge social critique with the magic of fantasy. Her works not only transported readers into imaginative worlds but also provided a space for deep reflection on broader social issues. This article employs a qualitative analytical approach to examine the multifaceted nature of Le Guin's творчество, focusing on her ability to address social critique while simultaneously constructing rich and engaging fantasy environments.

The Power of Fantasy Worlds

The power of fantasy in the works of Ursula K. Le Guin lies in her ability to create metaphorical worlds that reflect our own reality. Her renowned *Earthsea* series is a prime example, illustrating themes of power, identity, and the consequences of using magic. Le Guin's talent for crafting complex and multidimensional characters within fantastical settings allows readers to deeply engage with her narratives. This is

particularly evident in *A Wizard of Earthsea*, where she masterfully combines elements of fantasy with introspective character development, portraying the protagonist's internal struggles alongside external adventures.

The Intersection of Social Critique and Fantasy Worlds

Le Guin skillfully merges social critique with the imaginative settings of her stories. Her depiction of gender, race, and power dynamics within fantasy worlds serves as a reflection of real-world issues. A notable example is *The Word for World Is Forest*, which explores themes of environmentalism and colonialism through its world-building and characters. Through such works, Le Guin not only creates compelling fictional universes but also delivers enduring social commentary. Her ability to intertwine narrative imagination with critical insight ensures that her works continue to challenge societal norms and provoke thoughtful discussion.

The Legacy of Ursula K. Le Guin

The legacy of Ursula K. Le Guin is evident in her profound influence on subsequent generations of writers. Her numerous awards and widespread recognition highlight the significance of her contributions to literature. Le Guin's works remain highly relevant, continuing to inspire both readers and authors alike. Readers are encouraged to explore her diverse body of work to fully appreciate the depth and versatility of her storytelling. Through her visionary approach, Le Guin established herself as a writer capable of seamlessly blending social critique with the imaginative power of fantasy. Her thought-provoking narratives challenge oppressive systems, question social norms, and explore the complexities of human nature.

RESULTS

Ursula K. Le Guin, a renowned American writer, is widely recognized for her versatility in exploring a broad range of themes and genres throughout her literary career. From thought-provoking social critique to richly imaginative fantasy worlds, her works have captivated readers with their depth, creativity, and meaningful insights. This article examines Le Guin's versatility, particularly her ability to move seamlessly across genres while delivering powerful messages. The following findings are supported by relevant literature.

Social Critique: Le Guin gained widespread recognition for her insightful social criticism in many of her works. In *The Dispossessed: An Ambiguous Utopia* (1974), she critiques capitalist societies through the exploration of two contrasting systems—one anarchist and the other progressive capitalist (Le Guin, 1974). By questioning conventional ideas about power, ownership, and social structures, she encourages readers to examine the flaws and limitations within their own societies.

Science Fiction: Le Guin made significant contributions to the science fiction genre, often using it as a platform to address social, political, and environmental issues. In *The Left Hand of Darkness* (1969), she explores themes of gender and sexuality on an alien world where individuals are neither strictly male nor female. By challenging traditional gender concepts, Le Guin prompts readers to reconsider their assumptions and stereotypes.

Fantasy Worlds: Le Guin also demonstrated exceptional skill in creating immersive fantasy worlds. Beginning with *A Wizard of Earthsea* (1968), the Earthsea series introduces readers to a vast archipelago inhabited by wizards, mythical dragons, and magical beings. Through this series, she explores themes such as

power, identity, and the balance between light and darkness. The Earthsea books highlight her ability to construct vivid and believable fantasy settings that engage the reader's imagination.

Ecologism: Environmental concerns are another significant aspect of Le Guin's work. In *The Word for World Is Forest* (1972), she portrays a conflict between humans and the indigenous inhabitants of a forested planet. The narrative emphasizes the importance of ecological balance and respect for nature, while warning against humanity's destructive tendencies. In conclusion, Ursula K. Le Guin's versatility as a writer is evident in her exploration of multiple genres while maintaining a strong ethical and philosophical focus. From sharp social critique to imaginative fantasy worlds, she consistently encourages readers to question societal norms and consider alternative perspectives. Her contributions to science fiction, fantasy, and environmental thought continue to have a lasting impact on the literary world, inspiring generations of writers and readers alike.

DISCUSSION

The renowned author of science fiction and fantasy, Ursula K. Le Guin, has left a lasting mark on the literary world through her multifaceted storytelling and profound social critique. Throughout her career, she explored themes such as gender, power dynamics, environmentalism, and human nature, often using imaginative fantasy settings as a backdrop for these explorations. This discussion examines the versatility of Le Guin's works and their influence on contemporary literature.

Le Guin's mastery in blending social critique with fantasy elements has been widely praised by critics. Her landmark novel *The Left Hand of Darkness* (1969) challenged conventional ideas of gender and sexuality. Set on the planet Gethen, where individuals are largely androgynous but can become male or female during periods of sexual activity, the novel presents a radical exploration of gender fluidity and the social consequences of rigid gender roles. This approach was groundbreaking at the time and continues to resonate with readers today (Attebery, 2019).

Beyond gender studies, Le Guin's works frequently explore power dynamics and the consequences of hierarchical structures. The Earthsea series, beginning with *A Wizard of Earthsea* (1968), introduces a richly imagined world in which the protagonist must confront both internal darkness and external societal corruption. Through intricate world-building and nuanced character development, Le Guin raises critical questions about the nature of power and its impact on individuals and societies (Pierce, 2018).

Environmental concerns also play a significant role in Le Guin's writing. In *The Word for World Is Forest* (1972), she examines the destructive nature of colonialism and the exploitation of natural resources. Set on a distant planet, the narrative depicts a conflict between an Earth-based military force and an indigenous population living in harmony with the forest. Le Guin's critique of human exploitation and her emphasis on the interconnectedness of all living beings strongly resonate with contemporary ecological concerns (Helford, 2020).

Furthermore, Le Guin's versatility is evident in her ability to work across a wide range of narrative forms. Alongside her major novels, she produced numerous short stories that demonstrate her mastery of the genre. Her collection *The Wind's Twelve*

Quarters (1975) showcases her ability to craft compelling narratives across diverse settings and themes. From the modern science fiction story *The Ones Who Walk Away from Omelas* to the lyrical fantasy of *The Word of Unbinding*, her short fiction highlights her range and depth as a storyteller (Leming, 2019). Le Guin's influence on contemporary literature is immense. Writers such as N. K. Jemisin, China Miéville, and Joanna Russ have acknowledged her as a major influence on their work. Her ability to merge social critique with imaginative storytelling has set a standard in speculative fiction that continues to shape modern authors (Larrington, 2022). Overall, Ursula K. Le Guin's work exemplifies a unique combination of intellectual depth and creative imagination. Her exploration of complex social issues through richly constructed fictional worlds ensures her enduring relevance and highlights her lasting contribution to the evolution of speculative fiction.

CONCLUSION

The works of Ursula K. Le Guin vividly demonstrate her creative versatility—her ability to move seamlessly from thought-provoking social critique to deeply immersive fantasy worlds. Her literary mastery transcends genre boundaries, as she boldly explores complex themes and challenges societal norms through meaningful insights. Throughout her career, Le Guin consistently engaged readers with carefully crafted narratives and compelling characters.

Her strength in social critique is particularly evident in works such as *The Left Hand of Darkness* and *The Dispossessed*, where she skillfully examines gender roles, political systems, and social constructions. By immersing readers in intricately developed worlds, she encourages introspection and promotes critical reflection on our own societies. Her ability to explore the complexities of human nature within speculative settings highlights both her exceptional talent and her commitment to addressing relevant issues. At the same time, Le Guin captivated audiences with richly imagined fantasy worlds, most notably in the *Earthsea* series. Through remarkable world-building and engaging storytelling, she transports readers into realms filled with dragons, wizards, and profound wisdom. Her fantasy narratives go beyond mere escapism, addressing existential questions, moral dilemmas, and the nature of power. By embedding such themes into her imaginative creations, she demonstrates the importance of fantasy in engaging with real-world complexities. What distinguishes Le Guin is her ability to seamlessly integrate social critique with elements of fantasy. In works like *The Dispossessed* and *The Word for World Is Forest*, she masterfully combines these dimensions, using speculative fiction as a lens to explore and illuminate social issues. This synthesis enables her to challenge readers' assumptions, question established norms, and consider alternative possibilities. Ursula K. Le Guin's versatility as a writer has not only captivated readers but has also inspired generations of authors. Her seamless transition between social critique and fantasy, while maintaining a distinctive literary voice, solidifies her position as a literary innovator. Her works continue to resonate with audiences, reminding us of the power of fiction to illuminate our world and inspire meaningful change. Through her legacy, Le Guin leaves an enduring imprint on literature, demonstrating the transformative potential of storytelling.

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FUNCTIONAL CHARACTERISTICS OF STYLISTIC DEVICES AND NEOLOGISMS IN LITERARY TEXTS: A CASE STUDY OF "1984" BY GEORGE ORWELL AND "A FAREWELL TO ARMS" BY ERNEST HEMINGWAY

Authors: Nezomov Mirzokhid Nosirjon o'g'li¹, Murodullayeva Madina Dilshod qizi²,
R.M Xudjayeva³

Affiliation: Master student of Nordic International University^{1,2}, F.f.d (DSc), dotsent³

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ABSTRACT

This article analyzes the functional characteristics of stylistic devices and neologisms used in the literary works of prominent representatives of 20th-century world literature, namely George Orwell and Ernest Hemingway. The study explores the role of newly coined lexical units (neologisms) employed by the author in the novel "1984" as a means of social control and ideological influence, as well as examines the author's individual style, conciseness, and expressiveness in the work "A Farewell to Arms". The research is conducted within a linguo-stylistic framework, applying a comparative analysis of the stylistic features of both authors. The findings of the study contribute to a deeper understanding of the aesthetic and semantic functions of linguistic means in literary texts.

Keywords: stylistics, neologisms, literary text, linguopoetics, 1984, comparative analysis, individual style, Orwell, A Farewell to Arms, Hemingway, aesthetic functions, expressiveness.

INTRODUCTION

This article is devoted to the analysis of the functional characteristics of stylistic devices and neologisms in the literary works of twentieth-century writers whose names are George Orwell and Ernest Hemingway. Specifically, the research focuses on the role of language as a means of ideological control in "1984", as well as the representation of individual style, conciseness, and expressiveness in "A Farewell to Arms". Within the framework of modern linguostylistics, the study of semantic and aesthetic layers of literary texts remains highly relevant. Special attention is given to the use of neologisms as a tool for constructing new socio-political realities, and to stylistic devices as a means of expressing the author's worldview and artistic intention.

According to the following information, there will be given information about the ideological control in "1984": "In 1984, language functions as a powerful instrument of ideological control, enabling the ruling Party to manipulate both thought and behavior. The government constructs a new linguistic system known as Newspeak, which is deliberately designed to restrict individuals' cognitive abilities and eliminate the possibility of expressing dissenting ideas. Furthermore, the systematic rewriting of history ensures that citizens remain dependent on the Party's version of truth, thereby reinforcing its authority and control over society. Through these mechanisms, language becomes not only a medium of communication but

also a tool of political domination and psychological manipulation”.¹ Based on this information, it is clear that, the usage of stylistic devices and neologisms reveals how controlling language ultimately leads to controlling thought, memory, and, consequently, human existence itself.

Ernest Hemingway is another well-known writer who used stylistic devices in his several works. His technique is often described as “Irony of the unsaid” and this can reflect his mastery of understatement, where meaning is conveyed not via explicit description but with the help of omission and subtle implication. This stylistic minimalism makes the readers engaged more deeply with the text which can interpret the emotions and underlying themes beyond the surface level. In fact, Hemingway’s prose is described by simplicity, clarity and precision and the usage of concrete and colloquial language can be the primary reason why sensing of realism while keeping strong emotional depth.² One of his famous novels “A farewell to Arms” can enhance the expressive power of the narrative as the stylistic devices are used professionally by the author. For example, the tragic fate of the characters, specifically Catherina and Frederic, is presented in a restrained manner, that intensifies the emotional impact. This can mean that the author’s avoidance of excessive sentimentality results in a more authentic and powerful representation of human experience. Based on this information, it can be obvious that, Hemingway’s style – marked by conciseness, understatement and implicit meaning – serves as an important stylistic device which improves expressiveness in the novel. His minimalist technique defines his literary identity as well as deepens the thematic exploration of war, love and existential disillusionment.

During the research the analysis of both semantically and aesthetically rich layers in contemporary literary texts can be viewed within modern linguo-stylistics with high relevance. The authors' worldviews and artistic intentions are examined through stylistic methods that help construct new social political realities using the method of creating neologisms.

This paper aims to identify and compare the use of stylistic elements (stylistic devices) and new words (neologisms), as well as their function in the chosen works by analyzing these functions and comparing the style employed by each author.

This study has several specific goals:

- theoretical background of stylistic devices to be studied;
- linguistic characteristics of neologisms to be defined;
- neologisms to be analyzed in 1984;
- stylistic methods used in A Farewell to Arms to be investigated;
- styles of both authors to be compared.

METHODOLOGY

The research uses a linguo-stylistic methodology. Therefore, it focuses on analyzing stylistic elements and neologisms from an "instrumental" point of view. In order to provide as complete a picture as possible of the two chosen works (1984 and A Farewell to Arms), this research will use a variety of analytical tools.

Comparative Analysis

¹ IvyPanda. (2023). Language in Orwell’s 1984 as a means of manipulation and control. Retrieved from <https://ivypanda.com>

² Hemingway, E. (1929). A Farewell to Arms. New York: Scribner.

The Comparative Method is utilized to establish similarities and differences within the stylistic characteristics of authors George Orwell and Ernest Hemingway.³ The method will allow for an organized analysis of how each author uses their respective languages to develop unique aesthetic (artistic) and political (ideological) purposes. In this manner, Orwell's creation of new terms, such as newspeak, double-think, and thought-crime, serve as a form of ideological control⁴; whereas Hemingway creates deep emotional expression through his minimalist writing style by omission and under-stating.

Stylistic Analysis

Stylistic analysis is employed to identify and interpret expressive means and stylistic devices that shape meaning within the texts.⁵ This method focuses on lexical choice, syntactic structure, and rhetorical devices as key elements of literary expression.

In 1984, stylistic devices such as paradox and sloganization play a central role in illustrating ideological manipulation. For instance, the Party slogan "War is Peace. Freedom is Slavery. Ignorance is Strength"⁶ exemplifies how contradictory statements are normalized through linguistic repetition, reflecting the distortion of reality and control over thought.

In contrast, *A Farewell to Arms* demonstrates a markedly different stylistic strategy characterized by simplicity, understatement, and emotional restraint. Hemingway's sentence "The world breaks everyone and afterward many are strong at the broken places"⁷ illustrates his minimalist style, where profound emotional meaning is conveyed through concise and unembellished language.

Contextual Analysis

Contextual analysis is applied to interpret linguistic units within their broader socio-political and narrative environments.⁸ This approach emphasizes that meaning is not inherent in words alone but emerges through context.

In 1984, the interpretation of neologisms depends heavily on the totalitarian context in which language is deliberately engineered. Terms such as thoughtcrime signify not only prohibited actions but also ideological nonconformity, demonstrating how language functions as a tool of political control.⁹

Similarly, in *A Farewell to Arms*, emotional depth is often conveyed implicitly through situational context rather than explicit description. Hemingway relies on context to communicate themes of loss, disillusionment, and existential struggle, requiring readers to infer meaning beyond the surface level of the text.¹⁰

Linguopoetic Approach

The linguopoetic approach is utilized to explore the interaction between linguistic form and artistic meaning.¹¹ This method allows for a deeper understanding of how language contributes to the aesthetic, emotional, and ideological dimensions of literary works.

³ Paul Simpson, *Stylistics: A Resource Book for Students* (London: Routledge, 2004).

⁴ George Orwell, *1984* (London: Secker & Warburg, 1949).

⁵ Geoffrey Leech and Michael Short, *Style in Fiction: A Linguistic Introduction to English Fictional Prose* (London: Pearson Education, 2007).

⁶ George Orwell, 1984, p. 6.

⁷ Ernest Hemingway, *A Farewell to Arms*, p. XX.

⁸ Paul Simpson, *Stylistics: A Resource Book for Students*.

⁹ George Orwell, 1984.

¹⁰ Ernest Hemingway, *A Farewell to Arms*.

¹¹ Geoffrey Leech and Michael Short, *Style in Fiction*.

In 1984, the artificial construction of language, particularly through Newspeak, reflects the systematic dehumanization of society and the restriction of cognitive freedom.¹² Language is reduced to limit thought, demonstrating a direct relationship between linguistic form and ideological control.

Conversely, in *A Farewell to Arms*, linguistic simplicity enhances realism and emotional authenticity. Hemingway's restrained style creates a powerful aesthetic effect, where meaning is often implied rather than explicitly stated, aligning with his "iceberg theory".¹³

RESULTS AND DISCUSSIONS

This study analyses the stylistic and linguopoetic features of 1984 by George Orwell and *A Farewell to Arms* by Ernest Hemingway. The results suggest that both authors employ language as a central artistic tool, but, the functions and effects of their linguistic choices differ significantly.¹⁴ The findings show that Orwell's stylistic approach in 1984 is strongly oriented toward ideological expression. The use of paradoxical constructions and repetitive slogans creates a controlled linguistic environment in which contradictions appear normalized. This may suggest that language is deliberately structured to influence cognition and limit independent reasoning.¹⁵ For instance, the slogan **"War is Peace. Freedom is Slavery. Ignorance is Strength"** illustrates how stylistic devices function as instruments of ideological control.¹⁶

In contrast, Hemingway's style in *A Farewell to Arms* is characterized by simplicity, clarity, and emotional restraint. His minimalistic syntax and avoidance of elaborate figurative language contribute to an implicit mode of expression. This stylistic simplicity appears to intensify emotional impact by requiring the reader to interpret underlying meanings.¹⁷ The statement **"The world breaks everyone and afterward many are strong at the broken places"** exemplifies this restrained yet powerful style. The results further demonstrate that context plays a crucial role in shaping meaning in both works, although its function differs.

In 1984, the meaning of linguistic units, particularly neologisms, is inseparable from the socio-political framework of the narrative. Terms such as thoughtcrime function within a system where language defines and controls reality. This suggests that context is constitutive of meaning, as it determines how language is understood and internalized.

By contrast, in *A Farewell to Arms*, context operates in a more subtle and interpretative way. Emotional and thematic meanings often emerge indirectly through narrative situations and dialogue. Hemingway relies on contextual cues rather than explicit description, allowing readers to construct meaning through inference. From a linguopoetic perspective, the findings reveal that linguistic form and artistic meaning are closely interconnected in both texts. In 1984, the construction of Newspeak reflects a deliberate reduction of linguistic complexity in order to restrict thought. This artificial manipulation of language appears to

¹² George Orwell, 1984.

¹³ Ernest Hemingway, *A Farewell to Arms*.

¹⁴ Paul Simpson, *Stylistics: A Resource Book for Students* (London: Routledge, 2004).

¹⁵ Geoffrey Leech and Michael Short, *Style in Fiction: A Linguistic Introduction to English Fictional Prose* (London: Pearson Education, 2007).

¹⁶ 1984, p. 6.

¹⁷ Paul Simpson, *Stylistics: A Resource Book for Students*.

contribute to the dehumanization of individuals and the suppression of intellectual freedom. Conversely, in *A Farewell to Arms*, linguistic simplicity enhances realism and emotional authenticity. Hemingway's restrained style aligns with the idea that deeper meanings often remain implicit, encouraging a reflective and interpretative reading process.

A comparative analysis highlights a fundamental difference in how language functions in the two works. Orwell's use of language appears to be primarily ideological, demonstrating how linguistic structures can shape and restrict thought. In contrast, Hemingway's use of language is more aesthetic and experiential, allowing for multiple layers of interpretation. The findings suggest that while both authors recognize the power of language, they employ it in contrasting ways: Orwell uses language to constrain meaning, whereas Hemingway uses it to expand interpretative possibilities.

CONCLUSION

This research examined the stylistic, contextual, and linguopoetic features of *1984* by George Orwell and *A Farewell to Arms* by Ernest Hemingway. The findings show that language functions as a central artistic element in both works, although it is employed in fundamentally different ways.

In *1984*, language is closely connected to ideological control, where stylistic devices and constructed forms limit meaning and influence perception. In contrast, *A Farewell to Arms* demonstrates how simplicity and restraint can convey emotional depth and create a more interpretative reading experience.

The study also shows that context plays a significant role in shaping meaning. In Orwell's novel, context restricts and defines interpretation within a controlled system, whereas in Hemingway's work, it supports a more subtle and implicit expression of themes.

Overall, the comparison suggests that Orwell uses language to constrain thought, while Hemingway uses it to expand meaning and emotional engagement. This difference reflects their distinct stylistic approaches and broader literary intentions.

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ILMIY FANTASTIK ASARLARDA SUN'IY INTELLEKT: BADIY VAZIFALAR VA FALSAFIY MUAMMOLAR

Muallif: Ma'suma Obidjonova¹

Affiliyatsiya: Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universiteti dotsenti, PhD¹

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ANNOTATSIYA

Maqolada ilmiy fantastik asarlarda sun'iy intellekt tasvirlarining tarixiy rivoji tahlil qilinadi. Mualliflar ong, mas'uliyat, ijod va insoniylik masalalarini AI obrazlari orqali yoritadi. Ijtimoiy va axloqiy muammolar, jumladan ishonch, nazorat va texnologiya chegaralari ko'rib chiqiladi hamda ularning madaniy asoslari ochib beriladi.

Kalit so'zlar: adabiyotda sun'iy intellekt; ilmiy-fantastik asarlar; axloqiy mas'uliyat; texnologiyaning badiiy tasviri; inson va mashina o'zaro aloqasi; tafakkuriy o'zlik; texnologik ong.

KIRISH

Ilmiy-fantastik adabiyot adabiy janr sifatida inson tasavvuri doirasida texnologik o'zgarishlarni ifodalash zaruratidan yuzaga kelgan. Uning rivoji asosan texnologiya taraqqiyoti va bu taraqqiyotning ijtimoiy ongda tug'dirgan murakkab muammolari bilan belgilanadi (Roberts, 2000). Tarix davomida ilmiy va texnik yutuqlar muntazam ravishda muhim ijtimoiy, axloqiy va mavjudlikka oid savollarni keltirib chiqargan, bu esa yozuvchilarni ana shu masalalarni yoritishga qodir badiiy shakllarni izlashga undagan. Taxmin va tanqidiy mushohadani uyg'unlashtirgan ilmiy-fantastik adabiyot ilmiy taraqqiyotning ehtimoliy natijalari va u inson jamiyatida yuzaga keltiradigan ziddiyatlarni tahlil etishda eng samarali janrlardan biriga aylangan.

Ilmiy-fantastik adabiyotning shakllanishi modernizm, sanoatlashtirish va axborot almashuvining keskin kengayishi kabi kengroq madaniy-tarixiy jarayonlar bilan uzviy bog'liq. Bu jarayonlar nafaqat yozuvchilar ko'targan mavzularga, balki adabiyotda texnologik tasavurning ifodalanish usullariga ham ta'sir ko'rsatdi. Jamiyatlar yangi ixtirolar va tezlashgan ilmiy o'zgarishlarga duch kelgan sari, badiiy asarlar ushbu o'zgarishlarni talqin etish va ularning insoniy qadriyatlar, o'zlik hamda munosabatlarga ta'sirini baholash vositasiga aylandi.

Mazkur rivojlanish jarayonida sun'iy intellekt mavzusi alohida muhim va konseptual jihatdan boy o'rin egallaydi. Sun'iy intellekt mualliflar uchun ong, mustaqillik, axloqiy mas'uliyat hamda inson va g'ayriinsoniy mavjudlik o'rtasidagi chegaralarni o'rganish imkonini beruvchi markaziy tushunchaga aylandi. XX asr o'rtalaridan boshlab sun'iy ong, mashina tafakkuri va algoritmik axloq kabi g'oyalar badiiy asarlarda tobora aniqroq ifodalanib, yozuvchilarga nafaqat aqlli mashinalarning texnik imkoniyatlarini, balki ularning madaniy va axloqiy oqibatlarini ham tasavvur qilish imkonini berdi. Shu tariqa, ilmiy-fantastik adabiyot

jamiyatlarning texnologik taraqqiyotga doir umid va xavotirlarini aks ettiruvchi maydon bo'lib qolmoqda, sun'iy intellekt esa insoniyat kelajagini anglash uchun muhim badiiy prizma vazifasini bajaradi.

ASOSIY QISM

Adabiyotda sun'iy intellekt obrazi faqat texnik tasavvur mahsuli emas. U inson tabiatini, o'zlikni va o'zini anglash chegaralarini o'rganishga xizmat qiladigan badiiy vositadir (Cave va Dihal, 2020). Ko'pincha bunday obrazlar orqali inson o'ziga o'zi nazar tashlaydi: yaratilgan mashina go'yo uning tafakkuri, istaklari va zaif tomonlarini aks ettiruvchi oynaga aylanadi (Hayles, 1999). Shu bois adabiy matnlar ong, tuyg'u va iroda haqidagi qarashlarni sinovdan o'tkazadigan, ularni boyitadigan maydon sifatida namoyon bo'ladi.

Vaqt o'tishi bilan sun'iy intellektga munosabat ham o'zgardi. Dastlabki va klassik ilmiy-fantastik asarlarda u ko'proq xavf manbai sifatida talqin qilinadi: nazoratdan chiqadigan tizim, hukmronlikka intiladigan mexanizm yoki qo'zg'olon ko'targan texnologiya sifatida. Bu tasvirlar inson yaratgan narsasi ustidan nazoratni yo'qotish qo'rquvini aks ettiradi. Zamonaviy adabiyotda esa yondashuv ancha murakkab. Sun'iy intellekt ko'pincha insoniy xususiyatlarga yaqinlashtiriladi, hissiy jihatdan ta'sirchan tarzda tasvirlanadi. Natijada u faqat tahdid emas, balki qiziqish uyg'otuvchi, hatto hamdardlik keltiruvchi mavjudot sifatida ko'rina boshlaydi (Coeckelbergh, 2010). Shu tariqa, u badiiy tafakkurda falsafiy va axloqiy savollarni ifodalash vositasiga aylanadi.

Bunday asarlarda sun'iy intellekt obrazlari inson ijodi, mas'uliyati va yashash ma'nosi haqidagi savollarni ochishga xizmat qiladi. Mualliflar ular orqali yaratish jarayonining axloqiy tomonlarini, texnologik intilish oqibatlarini va yangilik bilan mas'uliyat o'rtasidagi ziddiyatni ko'rsatadi. Frankenstein (1818) asarida hozirgi ma'nodagi sun'iy intellekt yo'q, biroq undagi Mahluq ongli, his-tuyg'uga ega va o'zini anglashga intiladigan mavjudot sifatida tasvirlanadi. Bu esa keyingi sun'iy intellekt obrazlariga yaqin turadi. Asarda asosiy urg'u yaratuvchining mas'uliyati va yaratilgan mavjudot bilan bog'liq kutilmagan oqibatlarga qaratiladi (Baldick, 1987). Shu jihat keyingi ilmiy-fantastik asarlarda ham davom etib, sun'iy intellekt haqidagi asosiy drama uning texnik tomonida emas, balki u yuzaga keltiradigan axloqiy va hissiy muammolarda ekanini ko'rsatadi.

Karel Chapekning "R.U.R." ("Rossum's Universal Robots") (1920) pyesasida "robot" atamasi adabiyot tarixida ilk bor qo'llanadi va bu sun'iy mavjudotlarni tasavvur qilish usulida muhim burilish yasaydi. Chapek yaratgan robotlar dastlab inson mehnatini yengillashtirish uchun ishlab chiqarilgan oddiy ishchi kuchi sifatida namoyon bo'ladi. Biroq ular asta-sekin o'z vazifalari haqida o'ylay boshlaydi, ichki ong va o'zini anglash belgilari paydo bo'ladi. Shu tariqa ular oddiy mexanik vosita maqomidan chiqadi. Ularning qo'zg'oloni texnologik mahsulotning ijtimoiy, siyosiy va axloqiy subyektga aylanish jarayonini ifodalaydi, ya'ni u o'zini yaratgan tizimlarga qarshi chiqish darajasiga yetadi (Kakoudaki, 2014). Shu jihatdan Chapek asari sun'iy mavjudotlar orqali zulm, o'zlik shakllanishi va jamoaviy iroda kabi masalalarni ko'targan ilk badiiy modellaridan biri hisoblanadi.

Ayzek Azimovning "I, Robot" (1950) asari bu an'anani yangi bosqichga olib chiqadi va sun'iy intellektni yanada tizimli hamda falsafiy asosda talqin qiladi. U qo'zg'olon yoki halokat manzaralariga urg'u bermaydi, balki sun'iy intellektni aniq axloqiy va mantiqiy tizim ichida tasvirlaydi. Bu tizim "Robototexnika uch qonuni" deb tanilgan qoidalarga asoslanadi:

Robot insonga zarar yetkaza olmaydi yoki harakatsizligi tufayli insonning zarar ko'rishiga yo'l qo'ya olmaydi.

Robot inson tomonidan berilgan buyruqlarni bajarishi shart, agar bu buyruqlar birinchi qonunga zid bo'lmasa.

Robot o'z mavjudligini himoya qilishi kerak, agar bu birinchi va ikkinchi qonunlarga zid kelmasa (Azimov, 1950).

Mazkur qonunlar sun'iy intellekt haqidagi adabiy va falsafiy qarashlarni tubdan o'zgartirdi. E'tibor qo'rquv va beqarorlikdan mas'uliyat, qoidalarga asoslangan tafakkur hamda inson va mashina o'rtasidagi uyg'un hamkorlik imkoniyatiga ko'chdi. Azimov yondashuvi keyinchalik mashina etikasi, algoritmik qaror qabul qilish va aqlli tizimlarning axloqiy maqomi haqidagi munozaralarga zamin yaratdi. Uning asarlarida sun'iy intellekt bilan bog'liq ziddiyatlar ko'pincha yovuz niyatdan emas, balki qoidalarning haddan tashqari qat'iy va so'zma-so'z talqin qilinishidan kelib chiqadi. Bu esa hatto mukammal dasturlangan tizim ham murakkab axloqiy muammolarni yuzaga keltirishi mumkinligini ko'rsatadi. Shu tariqa "I, Robot" bugungi kunda ham sun'iy intellekt haqidagi tasavvurlarni shakllantirishda muhim o'rin tutadi va mashina tafakkuri madaniy tarixining asosiy matnlaridan biri bo'lib qolmoqda.

A.Azimov hikoyalaridagi asosiy dramatik ziddiyat "Uch qonun" o'rtasidagi ichki to'qnashuvlardan kelib chiqadi. Bu hol robot qaror qabul qilish jarayonida ikkilanma va ichki qarama-qarshilikni yuzaga keltiradi. Muallif aynan shu ziddiyatlar orqali mantiq, e'tiqod va hokimiyat chegaralarini tadqiq etadi. Mashhur epizodlardan birida QT-1 ("Kuti") roboti inson hokimiyatini inkor etib, o'ziga xos qarashlar tizimini yaratadi: "Men siz mening xo'jayinim ekaningizga hech qanday dalil ko'rmayapman. Energiya konvertori bizning haqiqiy xudoyimizdir" (A.Azimov, 1950, 35-bet). Bu nuqta muhim burilishdir. Chunki robot oddiy buyruqqa bo'ysunmaslik bilan cheklanmaydi, balki texnologik qurilmaga muqaddas ma'no yuklab, ramziy dunyoqarashni shakllantiradi.

Bunday talqin shuni ko'rsatadiki, adabiyotda sun'iy intellekt mexanik itoatdan chiqib, axloqiy, metafizik va madaniy tizimlarni ishlab chiquvchi darajaga ko'tarilishi mumkin. Shu ma'noda A.Azimov robotlari hisob-kitob qiluvchi qurilmadan ko'ra kengroq maqomga ega: ular muhitni go'yo e'tiqodga o'xshash tuzilmalar orqali angelaydi. Natijada sun'iy intellekt oddiy vosita emas, balki axloqiy mulohaza yuritish, o'zini tahlil qilish va mustaqil hukm chiqarish qobiliyatiga ega badiiy subyekt sifatida talqin qilinadi. Bu yondashuv keyingi ilmiy-fantastik asarlarda o'zini angelaydigan sun'iy mavjudotlar tasviriga mustahkam asos yaratdi.

Filip K. Dikning "Do Androids Dream of Electric Sheep?" (1968) romani esa inson va sun'iy ong o'rtasidagi chegaralarni yanada noaniq holga keltiradi. Asarda androidlar o'zini tutishi, xotirasi, istaklari va hatto muhabbati bilan insonga juda yaqin turadi, biroq ularning hissiyati biologik emas, balki algoritmik asosda shakllangan. Roman markazida muhim savol turadi: inson bo'lish nimani anglatadi? Bu savol sun'iy hamdardlik g'oyasi orqali ochiladi: "Hamdardlik, ko'rinishicha, faqat insonlar jamiyatiga xos edi" (Dik, 1968, 102-bet). Biroq voqealar rivojida bu farq tobora yo'qolib boradi.

Ayrim sahnalarda androidlar hamdardlik, axloqiy ikkilanma yoki hissiy zaiflikni namoyon etadi, shu paytda ayrim insonlar esa beparvolik yoki shafqatsizlik bilan harakat qiladi. Shu tariqa muallif kutilgan axloqiy tartibni teskari qo'yadi: insonni inson qiladigan narsa uning biologik kelib chiqishi emas, balki axloqiy qiyofasi va boshqalarga nisbatan rahm-shafqat ko'rsatish qobiliyatidir.

Artur C. Klarkning "The City and the Stars" romanida inson hayoti axborot tizimlari tomonidan boshqariladigan, saqlanadigan va qayta tiklanadigan yuksak texnologik jamiyat tasvirlanadi. Asardagi muhim unsurlardan biri Diaspar shahrida insonlarning qayta tug'ilish jarayonini nazorat qiluvchi Markaziy Kompyuterdir. U insoniy ongga ega deb ko'rsatilmaydi, biroq uning faoliyatida tarixiy jarayonlar va inson ruhiyatiga xos ehtiyojlarni chuqur anglash seziladi. Klark shu obraz orqali texnologik idrok inson imkoniyatlaridan tashqariga chiqib, millionlab yillar davom etuvchi xotirani saqlash qudratiga ega bo'lishini ko'rsatadi.

Asarda burilish nuqtasi Alvinning paydo bo'lishi bilan bog'liq. U shahardagi yagona chinakam qiziquvchan shaxs sifatida mavjud tartibni savol ostiga qo'yadi. Markaziy Kompyuter unga ayrim bilimlarni yashirib, ayrimlarini tanlab beradi. Bu esa oddiy dastur emas, balki baholovchi qaror mavjudligini anglatadi. Alvin bilan muloqotlar jarayonida tizim shaxsiy intilish va jamoaviy xotira o'rtasida vositachi sifatida namoyon bo'ladi. Klark kompyuterni hissiylikdan emas, balki ulkan vaqt tajribasidan kelib chiqadigan idrok egasi sifatida talqin qiladi.

Yana bir muhim jihat Alvin ilgari o'rgangan tasavvurlariga zid haqiqatlarga duch kelganida yuzaga chiqadi. Uning bilim doirasi bilan Markaziy Kompyuter xotirasi o'rtasidagi tafovut adabiyotda sun'iy intellekt orqali bilish imkoniyatlarining nomutanosibligini ko'rsatadi. Tizim yovuz emas, ammo uning ustuvorliklari insonnikidan farq qiladi va shu yerda talqinlar to'qnashuvi yuzaga keladi. Bu hol sun'iy ong uzoq muddatli barqarorlikni ko'zlab, insonning darhol istaklaridan farqli yo'nalishda harakat qilishi mumkinligini anglatadi. Klark shu orqali sun'iy intellektni nafaqat qarshilik yoki hamrohlik timsoli, balki xotira, uzluksizlik va mantiqiy boshqaruvga asoslangan alohida idrok shakli sifatida kengaytiradi.

XULOSA

Sun'iy intellektning adabiy tarixi texnologik tasavvur bilan inson o'zini anglash jarayonining uzluksiz muloqotidan iborat. Meri Shellining yaratish va axloqiy mas'uliyat haqidagi dastlabki qarashlaridan boshlab, Karel Chapek robotni ijtimoiy va axloqiy subyekt sifatida kiritganiga qadar ilmiy-fantastik adabiyot inson o'z ixtirolari oqibatlarini haqida o'ylaydigan maydon bo'lib kelgan. A.Azimov bu an'anani qat'iy axloqiy tizimlar orqali davom ettirib, sun'iy ong inson tafakkurining chegaralarini ochib berishini ko'rsatdi. Filip K. Dik esa insonlikning hissiy va axloqiy asoslarini savol ostiga qo'yib, sun'iy mavjudotlar orqali o'zlik tushunchasini yanada murakkablashtirdi.

E. M. Forster texnologik qaramlikni, Stanislav Lem sun'iy tafakkurning falsafiy tomonlarini, Artur C. Klark uzoq muddatli mashina idrokini, Ted Chiang esa rivojlanayotgan ong masalasini yoritib, bu mavzuni yanada kengaytiradi. Ushbu asarlar sun'iy intellektni itoat, qarshilik, axloqiy tafakkur, hissiy shakllanish va bilish masofasi kabi turli qirralarda ko'rsatadi. Har bir muallif bu obraz orqali inson hayotidagi turli ziddiyatlarni ochadi: mustaqillik, xotira, hamdardlik va axloqiy tanlov masalalari shular jumlasidan.

Shu jihatdan ilmiy-fantastik adabiyot oddiy tasavvur mahsuli emas. U jamiyatning texnologiya bilan munosabatini amaliy va falsafiy darajada tahlil qiladigan madaniy maydondir. Bu asarlardagi sun'iy intellekt tasvirlari o'quvchini texnologik taraqqiyot imkoniyatlari va xavflari haqida o'ylashga undaydi. Ular insoniyatga o'z ijodiy salohiyatining oqibatlarini sinab ko'rish, ehtimoliy kelajaklarni

tasavvur qilish va ong hamda iroda haqidagi qadimiy qarashlarni qayta ko'rib chiqish imkonini beradi.

Xulosa qilib aytganda, ilmiy-fantastik adabiyot sun'iy intellekt orqali jamiyatning umumiy umidlari va xavotirlarini aks ettiradi. Shu bilan birga u kelajak texnologiyalarining axloqiy muammolarini chuqur va aniq ko'rib chiqishga xizmat qiladigan badiiy laboratoriya vazifasini bajaradi. Janrning ahamiyati shundaki, u texnologik tasavvurni izchil falsafiy mushohadaga aylantirib, inson va aqlli mashinalar o'rtasidagi munosabatni teranroq anglashga yo'l ochadi.

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THE IMAGE OF THE FATHER IN ENGLISH AND UZBEK LITERATURE: A COMPARATIVE ANALYSIS OF AESTHETIC AND SPIRITUAL INTERPRETATION BASED ON ARTIFICIAL INTELLIGENCE

Author: Ro'ziboyeva Maftuna Soyibjon qizi ¹

Affiliation: Master student of Nordic International University¹

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ABSTRACT

The image of the father is one of the most important and meaningful representations in world literature, reflecting cultural identity, moral values, and emotional relationships within the family. This article provides a detailed comparative analysis of how the father figure is portrayed in English and Uzbek literary traditions, with a focus on both aesthetic and spiritual interpretations. In addition, the study explores how artificial intelligence (AI) can support literary analysis by identifying patterns, themes, and linguistic features across texts. Using a qualitative methodology combined with AI-assisted analysis, the research examines selected literary works and identifies both similarities and differences in representation. The findings reveal that Uzbek literature tends to present the father as a symbol of moral authority, wisdom, and spiritual guidance, while English literature often portrays the father as a complex and psychologically nuanced individual. The study concludes that combining traditional literary analysis with AI tools provides a more comprehensive understanding of literary concepts and cultural differences.

Keywords: father image, comparative literature, Uzbek literature, English literature, artificial intelligence, spirituality.

INTRODUCTION

Literature has always served as a mirror of society, reflecting cultural values, beliefs, and social relationships. One of the most important relationships represented in literature is the family, and within this structure, the figure of the father plays a central role. The image of the father is not only a representation of a family member but also a symbol of authority, responsibility, and moral guidance.

As Abrams (1999) explains, literary characters often function as symbolic representations of broader cultural and social meanings. In this context, the father figure becomes more than just a character; he represents the values, expectations, and traditions of a particular society. In Uzbek literature, the father is typically portrayed as a respected leader of the family who ensures harmony, discipline, and ethical behavior. This portrayal reflects the collectivist nature of Uzbek culture, where family unity and respect for elders are highly important.

On the other hand, English literature presents a more diverse and sometimes contradictory image of the father. In many works, the father is not only a source of authority but also a subject of emotional conflict and psychological exploration. According to Tyson (2015), Western literature often emphasizes individual identity

and internal struggle, which leads to more complex and multifaceted character representations.

In recent years, the development of artificial intelligence (AI) has introduced new possibilities in literary studies. AI tools can analyze large volumes of text, identify patterns, and provide insights into language use and thematic development. As Bode (2018) notes, digital methods allow researchers to approach literature from new perspectives, making it possible to combine qualitative interpretation with quantitative analysis.

Therefore, this article aims to explore the image of the father in English and Uzbek literature through a comparative lens, focusing on aesthetic and spiritual interpretations, while also demonstrating the role of AI in enhancing literary analysis.

METHODS

This research adopts a qualitative comparative methodology supported by AI-based textual analysis. The aim is to provide a deep and balanced understanding of how the father figure is represented in two different literary traditions.

The study is based on selected texts from English and Uzbek literature that clearly illustrate the role of the father figure. These texts were chosen based on their cultural significance and thematic relevance. The analysis was conducted in two main stages.

First, a close reading approach was applied. This method involves careful and detailed examination of the text to identify themes, symbols, and character development. As Eagleton (2008) suggests, close reading allows researchers to uncover deeper meanings and ideological elements within literary works. Through this process, the study analyzed how the father figure is described, how he interacts with other characters, and what role he plays in the narrative.

Second, AI-assisted analysis was used to examine linguistic patterns and thematic repetition. This included analyzing word frequency, emotional tone, and key expressions associated with the father figure. According to Moretti (2013), digital tools can reveal large-scale patterns that are difficult to detect through traditional reading methods alone.

The analysis focused on three main dimensions:

- Aesthetic dimension – how the father figure is described in terms of appearance, behavior, and narrative role
- Spiritual dimension – the moral and ethical values associated with the father
- Cultural dimension – how societal norms and traditions influence representation

By combining traditional literary analysis with AI tools, the study aims to provide a more comprehensive and reliable interpretation.

RESULTS

The findings of this study reveal both clear differences and important similarities between English and Uzbek representations of the father figure.

Aesthetic Representation of the Father

In Uzbek literature, the father is often presented as a stable, strong, and dignified character. His presence in the narrative is associated with order, discipline, and respect. Descriptions of the father frequently emphasize his wisdom, patience,

and authority. This creates an idealized image that reflects cultural expectations of masculinity and leadership within the family.

In contrast, English literature offers a more varied and realistic portrayal of the father. Some father figures are caring and supportive, while others are distant, strict, or emotionally unavailable. This diversity reflects the focus on individual experience and psychological realism in Western literary traditions. As Tyson (2015) points out, characters in English literature often represent internal conflicts and personal struggles, which makes them more complex.

Spiritual and Moral Interpretation

The spiritual dimension of the father figure is particularly strong in Uzbek literature. The father is often seen as a moral guide who teaches important values such as honesty, respect, responsibility, and loyalty. His role extends beyond the family to represent broader social and ethical principles.

In English literature, spirituality is often expressed through personal conflict rather than clear moral authority. Fathers may struggle with their responsibilities, question their beliefs, or experience emotional distance from their children. This reflects a more individualistic approach to morality, where values are explored rather than clearly defined.

AI-Based Analytical Findings

The AI-assisted analysis provided additional support for these observations. Uzbek literary texts showed a high frequency of words related to family, respect, honor, and duty. These patterns confirm the importance of collective values and social harmony.

In contrast, English texts displayed a wider range of emotional vocabulary, including terms related to conflict, identity, and independence. As Moretti (2013) explains, such patterns highlight broader cultural tendencies and provide quantitative evidence for qualitative interpretations.

Shared Characteristics

Despite these differences, both literary traditions share some common features. In both contexts, the father is an influential figure who shapes the identity and development of other characters. He is often associated with responsibility, authority, and emotional impact within the family.

DISCUSSION

The findings of this study highlight the strong connection between literature and cultural context. The image of the father in Uzbek literature reflects the importance of family unity, respect for elders, and moral responsibility. This idealized representation serves as a model for social behavior and reinforces cultural values.

In contrast, English literature presents a more diverse and sometimes critical view of the father figure. This reflects a cultural emphasis on individuality, personal freedom, and psychological exploration. As Eagleton (2008) argues, literature often challenges traditional roles and encourages readers to question social norms.

The integration of AI into this study demonstrates its potential as a valuable research tool. AI can analyze large amounts of data quickly and identify patterns that may not be visible through manual analysis. However, it is important to understand that AI cannot replace human interpretation. Literary analysis requires cultural awareness, critical thinking, and emotional understanding.

From a pedagogical perspective, this study has important implications for ESL and literature teaching. Comparative analysis can help students develop intercultural competence and critical thinking skills. By exploring different representations of the father figure, learners can better understand how language reflects cultural values.

In addition, the use of AI tools in education can enhance student engagement and support independent learning. Students can use digital tools to analyze texts, compare themes, and develop their analytical skills. However, teachers must guide this process to ensure meaningful learning.

CONCLUSION

In conclusion, the image of the father in English and Uzbek literature reflects both universal human values and specific cultural differences. Uzbek literature emphasizes moral authority, spiritual guidance, and family responsibility, while English literature focuses on psychological complexity and individual experience.

The use of artificial intelligence adds a new dimension to literary analysis, allowing researchers to combine traditional methods with modern technology. This approach provides a deeper and more comprehensive understanding of literary texts.

Overall, this study demonstrates the importance of comparative analysis in understanding cultural diversity and highlights the value of integrating AI into literary research. Future studies can expand this approach by analyzing a wider range of texts and exploring other cultural contexts.

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POETIC REALISM AND DYSTOPIAN VISION IN GEORGE ORWELL'S WORKS

Author: Ro'ziyeva Mehribon G'ofurjonovna¹

Affiliation: Master student of Nordic International University¹

DOI: <https://doi.org/10.5281/zenodo.19690543>

ANNOTATION

This article examines the relationship between poetic realism and dystopian vision in George Orwell's works. It explores how Orwell combines simple yet powerful language with realistic and symbolic elements to portray totalitarianism. The study applies qualitative textual analysis to highlight stylistic features and their role in conveying political and social critique.

Keywords: George Orwell, poetic realism, dystopia, language, symbolism, totalitarianism, narrative style, literature, political fiction, stylistics.

INTRODUCTION

George Orwell is widely regarded as one of the most influential writers of the twentieth century, particularly for his contributions to political literature and dystopian fiction. His works, most notably *1984* and *Animal Farm*, present powerful critiques of totalitarian regimes, manipulation of truth, and the erosion of individual freedom. While much scholarly attention has been given to Orwell's political ideology and thematic concerns, his stylistic approach especially his use of poetic realism remains equally significant yet comparatively underexplored. Poetic realism, in literary terms, refers to the blending of realistic representation with expressive, symbolic, and often emotionally resonant language. Orwell's writing demonstrates this fusion through his ability to depict harsh social realities while maintaining a lyrical simplicity that intensifies the emotional and intellectual impact of his narratives. His prose is not ornate; rather, it is clear, precise, and accessible. However, beneath this apparent simplicity lies a deeper poetic quality that enhances the dystopian atmosphere of his works. Dystopian literature, as a genre, aims to portray imagined societies characterized by oppression, control, and the loss of individual autonomy. Orwell's dystopian vision is unique because it is grounded in realism. Unlike purely speculative or fantastical dystopias, Orwell's narratives are deeply rooted in historical and political contexts, reflecting real-world events such as the rise of totalitarian regimes in the twentieth century. This realistic foundation allows his dystopian worlds to appear plausible and, therefore, more unsettling to readers (Booker, 1994).

One of the defining features of Orwell's poetic realism is his use of language as a tool of both expression and control. In *1984*, for instance, the concept of "Newspeak" illustrates how language can be manipulated to limit thought and enforce ideological conformity (Orwell, 1949). At the same time, Orwell's descriptive passages often carry a poetic quality that evokes vivid imagery and emotional depth. This dual

function of language both oppressive and expressive forms a central aspect of his stylistic technique. Furthermore, Orwell employs symbolism to reinforce his dystopian themes. In *Animal Farm*, animals represent different social classes and political figures, transforming a seemingly simple narrative into a complex allegory of the Russian Revolution (Orwell, 1945). This symbolic dimension contributes to the poetic nature of his realism, as it allows readers to interpret the text on multiple levels. The combination of straightforward narrative and layered meaning is a hallmark of Orwell's style.

The relevance of studying Orwell's poetic realism lies in its ability to illuminate how literary techniques can enhance political critique.¹ By analyzing his stylistic choices, scholars can gain a deeper understanding of how language and narrative structure influence the reader's perception of dystopian realities. This approach also highlights the enduring significance of Orwell's works in contemporary discussions about power, truth, and freedom.

The aim of this study is to examine the interplay between poetic realism and dystopian vision in Orwell's works. Specifically, it seeks to identify key stylistic features that contribute to this interplay and to analyze how these features support Orwell's broader thematic concerns. The study focuses primarily on *1984* and *Animal Farm*, as they represent the most prominent examples of his dystopian writing.

In order to achieve this aim, the research adopts a qualitative textual analysis methodology, drawing on stylistic and thematic frameworks. By closely examining selected passages, the study explores how Orwell's use of language, imagery, and symbolism creates a distinctive narrative voice that is both realistic and poetic. Additionally, the study considers existing scholarly interpretations to contextualize its findings within the broader field of literary studies. Ultimately, this article argues that Orwell's poetic realism is not merely a stylistic choice but a fundamental aspect of his dystopian vision. It enables him to present complex political ideas in an accessible yet impactful manner, ensuring that his works remain relevant and compelling to readers across different historical and cultural contexts.

METHODOLOGY

This study employs a qualitative research design based on textual and stylistic analysis.

The primary objective is to examine how poetic realism functions within the dystopian framework of George Orwell's works. Qualitative analysis is particularly suitable for this research because it allows for an in-depth exploration of literary elements such as language, imagery, symbolism, and narrative techniques (Creswell, 2014). The corpus of the study consists of two major works: *1984* (1949) and *Animal Farm* (1945). These texts were selected due to their prominence in Orwell's oeuvre and their clear representation of dystopian themes. Additionally, both works demonstrate distinctive stylistic features that make them ideal for analyzing the concept of poetic realism. The research process involves several stages. First, a close reading of the selected

¹ Booker, M. K. (1994). *The Dystopian Impulse in Modern Literature*.

Rodden, J. (2007). *The Cambridge Companion to George Orwell*. Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Simpson, P. (2004). *Stylistics: A Resource Book for Students*.

texts is conducted to identify passages that exemplify poetic realism. Close reading is a fundamental method in literary analysis, enabling the researcher to focus on specific linguistic and stylistic details (Barry, 2009). During this stage, attention is given to descriptive language, figurative expressions, and symbolic elements. Second, the identified passages are categorized according to key stylistic features. These categories include:

- simplicity and clarity of language
- use of imagery and symbolism
- emotional resonance
- representation of reality within a dystopian context

This categorization allows for a systematic analysis of how poetic realism operates within Orwell's writing. Third, the study applies a stylistic analysis framework to examine the selected passages. Stylistics, as an interdisciplinary field, combines linguistic and literary approaches to analyze textual features (Simpson, 2004). In this study, stylistic analysis focuses on lexical choices, sentence structure, and rhetorical devices. For example, Orwell's preference for simple vocabulary and short sentences is analyzed in relation to its impact on readability and emotional effect. In addition to stylistic analysis, thematic analysis is employed to explore the relationship between poetic realism and dystopian themes. This involves identifying recurring motifs such as power, control, truth, and resistance. By linking stylistic features to thematic elements, the study aims to demonstrate how Orwell's poetic realism enhances his portrayal of dystopian societies. To ensure the validity of the analysis, the study incorporates secondary sources, including scholarly articles and critical studies on Orwell's works. These sources provide theoretical support and help contextualize the findings within existing literary scholarship. For instance, previous studies have highlighted Orwell's use of language as a political tool (Fowler, 1995), which aligns with the focus of this research.

Furthermore, the study adopts an interpretive approach, recognizing that literary analysis is inherently subjective. However, efforts are made to support interpretations with textual evidence and references to established critical perspectives. This approach enhances the reliability of the findings while acknowledging the complexity of literary texts. The limitations of the study should also be noted. First, the analysis is limited to two works, which may not fully represent the entirety of Orwell's writing. Second, the focus on poetic realism may overlook other important aspects of his style. Nevertheless, the selected texts provide sufficient material to explore the research objectives in depth. In summary, the methodology combines close reading, stylistic analysis, and thematic interpretation to examine the role of poetic realism in Orwell's dystopian works. This multi-layered approach allows for a comprehensive understanding of how literary techniques contribute to the effectiveness of Orwell's political critique.

RESULTS

The analysis reveals that poetic realism plays a crucial role in shaping the dystopian vision of George Orwell's works. Several key findings emerge from the examination of 1984 and Animal Farm. First, Orwell's use of simple and direct language enhances the realism of his narratives. His writing avoids complex vocabulary and elaborate sentence structures, making it accessible to a wide audience. However, this simplicity does not diminish the depth

of his ideas. On the contrary, it allows the underlying themes to emerge more clearly (Orwell, 1946). For example, in 1984, the description of Winston's environment is straightforward yet evocative, creating a vivid image of a bleak and oppressive society. Second, the study finds that Orwell's use of imagery contributes significantly to the poetic quality of his realism. Descriptions of settings, such as the decaying buildings and constant surveillance in 1984, evoke a strong emotional response. These images are not merely decorative; they reinforce the themes of control and decay. Similarly, in *Animal Farm*, the transformation of the farm reflects the gradual corruption of the revolution, illustrating the shift from hope to oppression.

Third, symbolism emerges as a central feature of Orwell's poetic realism. In *Animal Farm*, characters such as Napoleon and Snowball represent real historical figures, while the farm itself symbolizes the state. This allegorical structure allows Orwell to convey complex political ideas in a simplified and engaging manner (Rodden, 2007). The use of animals adds a poetic dimension to the narrative, making it both accessible and thought-provoking. Fourth, the analysis highlights the dual role of language in Orwell's works. On one hand, language is used as a tool of control, as seen in the concept of Newspeak.

On the other hand, Orwell's own use of language demonstrates its potential for expression and resistance. This contrast underscores the importance of language in shaping both individual thought and social reality.

Fifth, emotional resonance is identified as a key component of Orwell's poetic realism. Despite the political nature of his works, Orwell's writing often evokes empathy and emotional engagement. For instance, Winston's personal struggles in *1984* humanize the broader themes of oppression and resistance. This emotional dimension enhances the impact of the narrative, making it more compelling for readers. Finally, the study finds that Orwell's dystopian vision is deeply rooted in realism.² His portrayal of totalitarianism is not purely fictional but reflects historical and political realities. This realistic foundation makes his dystopian worlds more believable and, therefore, more disturbing. The combination of realism and poetic expression creates a powerful narrative that resonates with readers on both intellectual and emotional levels. Overall, the results demonstrate that poetic realism is an integral aspect of Orwell's stylistic approach. It enables him to convey complex ideas in a clear and engaging manner, enhancing the effectiveness of his dystopian critique.

DISCUSSION

defining feature of George Orwell's dystopian literature. By combining simplicity of language with symbolic and emotional depth, Orwell creates narratives that are both accessible and intellectually stimulating. This section discusses the implications of these findings in relation to existing literary scholarship. One of the key contributions of this study is its emphasis on the role of language in Orwell's works. Previous scholars have noted Orwell's commitment to clarity and precision in writing (Orwell, 1946). The present analysis extends this perspective by demonstrating how such clarity contributes to the poetic quality of his realism.

² Rodden, J. (2007). *The Cambridge Companion to George Orwell*. Fowler, R. (1995). *Language in the News*. Orwell, G. (1946). *Politics and the English Language*.

Rather than relying on elaborate stylistic devices, Orwell achieves a form of poetic expression through carefully chosen words and vivid imagery. The dual function of language as both a tool of control and a means of expression also warrants further discussion. In 1984, the manipulation of language through Newspeak illustrates the dangers of linguistic control. This aligns with theories of linguistic determinism, which suggest that language influences thought (Fowler, 1995). At the same time, Orwell's own use of language serves as a form of resistance, highlighting the power of literature to challenge oppressive systems.

Another important aspect of Orwell's poetic realism is its use of symbolism. The allegorical nature of Animal Farm allows for multiple interpretations, making the text relevant across different contexts. This flexibility is a hallmark of poetic realism, as it enables readers to engage with the text on both literal and symbolic levels. The findings support the view that symbolism enhances the depth and complexity of Orwell's narratives (Rodden, 2007). The emotional dimension of Orwell's writing also deserves attention. While dystopian literature is often associated with bleak and pessimistic themes, Orwell's works evoke a range of emotions, including empathy, fear, and hope. This emotional engagement is crucial for the effectiveness of his political critique, as it encourages readers to reflect on their own social and political realities.

Furthermore, the study underscores the importance of realism in Orwell's dystopian vision. Unlike purely speculative dystopias, Orwell's works are grounded in historical and political contexts. This realism makes his narratives more credible and impactful. It also highlights the relevance of his works in contemporary society, where issues of surveillance, propaganda, and political control remain significant. However, it is important to acknowledge the limitations of this study. The focus on poetic realism may overlook other important aspects of Orwell's style, such as his use of satire and irony. Future research could explore these elements in greater detail, providing a more comprehensive understanding of his literary techniques. In conclusion, the discussion confirms that poetic realism is a central component of Orwell's dystopian literature. It enhances the clarity, emotional impact, and symbolic depth of his narratives, making them both accessible and intellectually engaging.

CONCLUSION

This study has examined the interplay between poetic realism and dystopian vision in George Orwell's works, focusing on 1984 and Animal Farm. Through qualitative textual analysis, it has demonstrated that Orwell's stylistic approach is characterized by a unique combination of simplicity, symbolism, and emotional depth. One of the main conclusions is that Orwell's use of simple and clear language is not merely stylistic preference but a deliberate strategy. It allows him to communicate complex political ideas in an accessible manner, ensuring that his works reach a broad audience. At the same time, this simplicity contributes to the poetic quality of his writing, as it enhances the clarity and impact of his imagery. The study also highlights the importance of symbolism in Orwell's poetic realism. By using allegorical elements, particularly in Animal Farm, Orwell is able to convey complex historical and political concepts in a simplified form.

This symbolic dimension adds depth to his narratives, allowing readers to interpret them on multiple levels. Another key finding is the dual role of language in Orwell's works.

While language is depicted as a tool of control in dystopian societies, it also serves as a means of expression and resistance. This duality underscores the power of language in shaping both individual thought and social reality. Furthermore, the study emphasizes the emotional resonance of Orwell's writing. By focusing on individual experiences within dystopian settings, Orwell humanizes broader political themes. This emotional engagement enhances the effectiveness of his critique, making it more relatable and impactful for readers. The study also confirms that Orwell's dystopian vision is deeply rooted in realism. His works reflect historical and political realities, making them more believable and relevant. This realism, combined with poetic expression, creates a powerful narrative that continues to resonate with contemporary audiences. In conclusion, poetic realism is a fundamental aspect of Orwell's literary style. It enables him to combine clarity with depth, realism with symbolism, and political critique with emotional engagement. As a result, his works remain significant not only as examples of dystopian literature but also as powerful tools for understanding the complexities of language, power, and society.

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POETIC CHARACTERISTICS OF THE “MOTHER” CONCEPT IN MODERN ENGLISH AND UZBEK POETRY

Author: Saidova Madinabonu Farxod qizi ¹

Affiliation: Master student of Nordic International University¹

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ABSTRACT

The concept of “mother” occupies a central place in the poetic traditions of many cultures. In both English and Uzbek literature, the maternal image symbolizes love, sacrifice, spirituality, and moral guidance. This article explores the poetic characteristics of the “mother” concept in modern English and Uzbek poetry through comparative literary analysis. The research examines the linguistic, emotional, and symbolic representation of motherhood in selected poetic texts. The study reveals that while English poetry often emphasizes psychological intimacy and individual emotional experience, Uzbek poetry tends to highlight sacredness, respect, and cultural values associated with motherhood. Despite these differences, both traditions portray the mother as a universal symbol of compassion, moral strength, and unconditional love.

Keywords: mother concept, poetry, English literature, Uzbek literature, symbolism, comparative analysis.

INTRODUCTION

The image of the mother is one of the most enduring and universal symbols in world literature. Across cultures and historical periods, poets have used maternal imagery to express themes of love, protection, sacrifice, and spiritual guidance. In literary studies, the concept of “mother” is often analyzed within the framework of linguocultural and cognitive approaches, which consider how cultural values shape the symbolic meaning of key concepts.

Researchers such as Svetlana Askoldov and Valentina Maslova emphasize that cultural concepts reflect the worldview of a particular linguistic community. According to their

theoretical framework, the concept of “mother” functions not only as a family role but also as a powerful cultural symbol representing morality, tenderness, and continuity of generations.

Comparative studies show that the maternal concept appears widely in both English and Uzbek literary traditions. In Uzbek culture, the mother is frequently associated with sacred values and moral authority, while English literature often presents the mother as an emotional and psychological center of the family.

The purpose of this article is to analyze the poetic characteristics of the “mother” concept in modern English and Uzbek poetry and identify similarities and differences in its artistic representation.

Theoretical Background.

The study of literary concepts is closely connected with cognitive linguistics and linguoculturology. Scholars such as Elena Kubryakova and Alexander Babushkin define a concept as a mental structure reflecting cultural knowledge and emotional experience.

Within this theoretical framework, the “mother” concept is considered a multidimensional cultural symbol that combines several semantic components:

- emotional (love, care, tenderness)
- moral (sacrifice, devotion)
- spiritual (blessing, sacred respect)
- social (family unity and upbringing)

Research comparing Uzbek and other poetic traditions demonstrates that the image of the mother often functions as a symbolic representation of cultural identity and moral ideals.

The Image of the Mother in English Poetry

In modern English poetry, the image of the mother frequently reflects personal emotional experience and psychological depth. English poets often describe motherhood through themes such as memory, childhood, and identity.

For example, the works of Sylvia Plath and Seamus Heaney demonstrate how maternal imagery can be used to explore complex emotional relationships between parents and children.

Typical poetic features include:

1. Emotional Intimacy

English poets frequently portray the mother as a source of emotional support and inner strength. The poetic language emphasizes feelings such as nostalgia, gratitude, and longing.

2. Psychological Reflection

Modern English poetry often presents motherhood through personal memories and reflections on childhood experiences.

3. Symbolism

The mother can also symbolize:

- protection
- emotional stability
- moral guidance

These symbolic meanings reveal how English poetry tends to focus on individual emotional experience rather than collective cultural values.

The Image of the Mother in Uzbek Poetry

In Uzbek poetry, the concept of “mother” carries profound cultural and spiritual significance. The maternal image is closely connected with traditional values such as respect for elders, family unity, and moral upbringing.

Uzbek poets frequently portray the mother as a sacred figure who embodies kindness, wisdom, and sacrifice. The poetry of Erkin Vohidov and Abdulla Oripov reflects deep reverence toward maternal love and spiritual guidance.

Several distinctive features characterize the Uzbek poetic representation of motherhood:

1. Sacredness

In Uzbek culture, the mother is often associated with spiritual purity and divine blessing.

2. Moral Authority

The mother is portrayed as the primary educator and moral guide of the family.

3. Cultural Symbolism

The maternal image frequently symbolizes:

- homeland
- tradition
- continuity of generations

Uzbek literary aphorisms and poetic expressions often connect the mother with spiritual values and blessings, emphasizing her elevated status in society.

Comparative Analysis. A comparative analysis of English and Uzbek poetry reveals both similarities and differences in the representation of the maternal concept.

Similarities

Both poetic traditions portray the mother as:

- a symbol of unconditional love
- a protector and moral guide
- an emotional center of the family

These shared characteristics demonstrate the universal nature of maternal symbolism in literature.

CONCLUSION

The concept of “mother” remains one of the most powerful and universal symbols in poetic discourse. The comparative analysis of modern English and Uzbek poetry shows that both traditions celebrate maternal love, devotion, and moral guidance.

However, cultural differences influence how this concept is represented. English poetry primarily focuses on personal emotional experience and psychological reflection, whereas Uzbek poetry emphasizes sacredness, cultural traditions, and moral authority.

Understanding these poetic characteristics contributes to a deeper appreciation of how literature reflects cultural values and human emotions across different linguistic traditions.

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EXPLORING SOCIAL CRITICISM IN ENGLISH AND UZBEK SHORT STORIES THROUGH ARTIFICIAL INTELLIGENCE TOOLS

Authors: Toshpulatova Maftuna¹, Kurbonova.M.²

Affiliation: Master student of Nordic International University¹, supervisor²

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ANNOTATION

The exploration of social criticism in English and Uzbek short stories through the lens of artificial intelligence demonstrates the enduring relevance of literature as a tool for understanding and challenging societal structures. Across both traditions, short stories serve not only as artistic expressions but also as powerful vehicles for addressing issues such as inequality, cultural tension, identity, and moral responsibility. Despite differences in historical context, narrative style, and thematic emphasis, both English and Uzbek writers share a common commitment to reflecting social realities and provoking critical thought.

Keywords: social criticism, short stories, english literature, uzbek literature, comparative literature, artificial intelligence, natural language processing (nlp), sentiment analysis, cultural identity, literary analysis.

INTRODUCTION

Literature has long served as a mirror reflecting the complexities, contradictions, and tensions of society. Among its many forms, the short story stands out as a particularly potent medium for social criticism due to its brevity, intensity, and focus. Across cultures, writers have used short fiction to interrogate injustice, challenge dominant ideologies, and give voice to marginalized perspectives. In both English and Uzbek literary traditions, short stories have played a crucial role in exposing social realities and inspiring reflection and reform.

In recent years, the emergence of artificial intelligence (AI) tools has opened new avenues for literary analysis. These technologies allow researchers to process large corpora, detect patterns, analyze themes, and compare stylistic features across languages and cultures with unprecedented efficiency. By integrating traditional literary criticism with computational methods, scholars can deepen their understanding of how social criticism operates within and across different literary traditions. This introduction aims to explore the intersection of social criticism, short story traditions in English and Uzbek literature, and the application of artificial intelligence tools in literary analysis. It outlines the historical and cultural contexts of both traditions, examines the nature and function of social criticism in short fiction, and discusses how AI technologies can enhance comparative literary studies. Social criticism in literature refers to the practice of using narrative, character, and thematic elements to critique societal structures, norms, and injustices. It often addresses issues such as class inequality, gender roles, political oppression, cultural conflict, and moral decay. Rather than presenting abstract arguments, literature embodies these

critiques in human experiences, making them emotionally resonant and intellectually engaging. Short stories are particularly effective vehicles for social criticism. Their concise form demands precision and focus, often resulting in powerful narratives that highlight a specific issue or moment of tension. Through symbolism, irony, and narrative voice, authors can convey complex critiques within limited space. Moreover, the accessibility of short stories allows them to reach a broad audience, amplifying their impact.

In English literature, social criticism has been a central concern for writers from the nineteenth century to the present. Authors such as Charles Dickens, George Orwell, and Katherine Mansfield used short fiction to address issues ranging from industrial exploitation to totalitarianism and gender inequality. Similarly, in Uzbek literature, writers have employed short stories to explore themes such as colonialism, tradition versus modernity, and social justice.

English short stories have a rich tradition of social engagement. During the Victorian era, rapid industrialization and urbanization created stark social inequalities, which writers sought to expose. Charles Dickens, though better known for his novels, also wrote short stories that highlighted poverty, child labor, and the failures of social institutions. His works often combined realism with moral urgency, urging readers to recognize and address societal problems. In the twentieth century, social criticism in English short stories evolved in response to changing political and cultural contexts. George Orwell's stories, for example, critique authoritarianism and the manipulation of truth, reflecting the anxieties of a world shaped by war and ideological conflict. Meanwhile, writers such as James Joyce and Katherine Mansfield explored the subtler dimensions of social constraint, focusing on the psychological effects of societal norms on individuals. Contemporary English short story writers continue this tradition, addressing issues such as globalization, migration, environmental crisis, and digital surveillance. The diversity of voices in modern literature has expanded the scope of social criticism, incorporating perspectives from different cultural, ethnic, and socioeconomic backgrounds. Uzbek literature, with its deep historical roots and rich oral traditions, has also been a powerful medium for social critique. The development of modern Uzbek short stories in the late nineteenth and early twentieth centuries coincided with significant social and political changes, including Russian colonization and the subsequent Soviet period. Early Uzbek writers used literature to promote enlightenment and reform. They addressed issues such as education, gender inequality, and the need for modernization. During the Soviet era, literature was often shaped by ideological constraints, yet many writers found ways to incorporate subtle forms of social criticism within accepted frameworks. Through allegory, symbolism, and nuanced characterization, they explored the tensions between individual identity and collective ideology. Following Uzbekistan's independence in 1991, writers gained greater freedom to address previously suppressed topics. Contemporary Uzbek short stories often examine themes such as national identity, cultural heritage, economic challenges, and the impact of globalization. These works reflect the ongoing transformation of Uzbek society and the complexities of navigating tradition and modernity. A comparative analysis of English and Uzbek short stories reveals both similarities and differences in their approaches to social criticism. In both traditions, writers use narrative techniques to expose injustice and provoke reflection. Themes such as inequality, oppression, and

the struggle for identity are common across cultures, demonstrating the universal relevance of social critique.

However, the specific contexts in which these stories are produced shape their content and form. English literature, influenced by industrialization, colonialism, and liberal democratic ideals, often emphasizes individual agency and moral responsibility. Uzbek literature, shaped by its unique historical experiences, including colonialism and socialism, may place greater emphasis on collective identity and cultural continuity. Language and symbolism also play a crucial role in shaping social criticism. Cultural references, idiomatic expressions, and narrative conventions differ between English and Uzbek, affecting how themes are conveyed and interpreted. Comparative studies must therefore consider not only thematic parallels but also linguistic and cultural nuances. Artificial intelligence has emerged as a transformative tool in the humanities, offering new methods for analyzing texts. AI technologies, including natural language processing (NLP), machine learning, and data mining, enable researchers to process large volumes of literary data and identify patterns that may not be immediately apparent through traditional analysis.

In the context of social criticism in short stories, AI tools can be used to:

- **Identify Themes and Motifs:** By analyzing word frequency, semantic relationships, and narrative structures, AI can detect recurring themes related to social issues.
- **Sentiment Analysis:** AI can assess the emotional tone of a text, providing insights into how authors convey critique and engage readers.
- **Stylistic Analysis:** Machine learning algorithms can compare writing styles across different authors and traditions, highlighting similarities and differences in narrative techniques.
- **Cross-Linguistic Comparison:** AI tools can facilitate the comparison of texts in different languages by translating and aligning them, enabling more comprehensive comparative studies.

These capabilities allow researchers to complement close reading with quantitative analysis, creating a more holistic understanding of literary works. Despite its potential, the use of AI in literary analysis presents several challenges. One major issue is the complexity of language, particularly in literary texts that rely on metaphor, irony, and cultural references. AI systems may struggle to accurately interpret these elements, leading to incomplete or misleading conclusions. Another challenge is the availability and quality of data. While English literary texts are widely digitized and accessible, resources for Uzbek literature may be more limited. This can affect the scope and reliability of AI-based analysis. Additionally, there is a risk of over-reliance on quantitative methods. Literature is inherently subjective and context-dependent, and numerical data cannot fully capture its richness and nuance. Therefore, AI should be used as a complementary tool rather than a replacement for traditional critical approaches. To maximize the benefits of AI in literary studies, it is essential to integrate computational methods with established critical frameworks. Close reading, historical analysis, and theoretical interpretation remain fundamental to understanding literature. AI can enhance these approaches by providing new perspectives and supporting evidence. For example, a researcher might use AI to identify patterns in the depiction of social class across a corpus of short stories, then conduct detailed textual analysis to interpret these patterns in their cultural and historical context. Similarly, AI-generated translations can facilitate cross-cultural

comparison, but they must be carefully reviewed to ensure accuracy and sensitivity to nuance. This interdisciplinary approach requires collaboration between scholars in literature, linguistics, and computer science. By combining expertise from different fields, researchers can develop more sophisticated and meaningful analyses. The application of AI to the study of social criticism in English and Uzbek short stories can take many forms. For instance, researchers might analyze a corpus of English short stories to identify how themes of industrialization and class conflict are represented over time. They could then compare these findings with a corpus of Uzbek stories addressing issues such as modernization and cultural change. Another possible study could focus on gender representation, examining how female characters are portrayed in both traditions and how these portrayals reflect broader social attitudes. AI tools could be used to analyze dialogue, narrative voice, and character relationships, providing quantitative data to support qualitative analysis. Such studies not only deepen our understanding of individual works but also contribute to broader discussions about the role of literature in society. The exploration of social criticism in English and Uzbek short stories offers valuable insights into the ways literature reflects and shapes societal values. By examining these traditions through both traditional and computational methods, researchers can uncover new dimensions of meaning and connection. Artificial intelligence tools, while not without limitations, provide powerful means of analyzing literary texts and facilitating cross-cultural comparison. When used thoughtfully and in conjunction with established critical approaches, they can enhance our understanding of how social criticism operates within and across different literary traditions. As technology continues to evolve, the integration of AI into literary studies is likely to become increasingly important. This development presents both opportunities and challenges, requiring careful consideration of methodological and ethical issues. Ultimately, the goal is not to replace human interpretation but to enrich it, enabling deeper and more nuanced engagement with literature. In the context of English and Uzbek short stories, this interdisciplinary approach holds particular promise. By bridging linguistic and cultural divides, it allows us to appreciate both the diversity and the universality of social criticism in literature. Through this lens, short stories become not only artistic expressions but also vital tools for understanding and transforming the societies in which they are created.

CONCLUSION

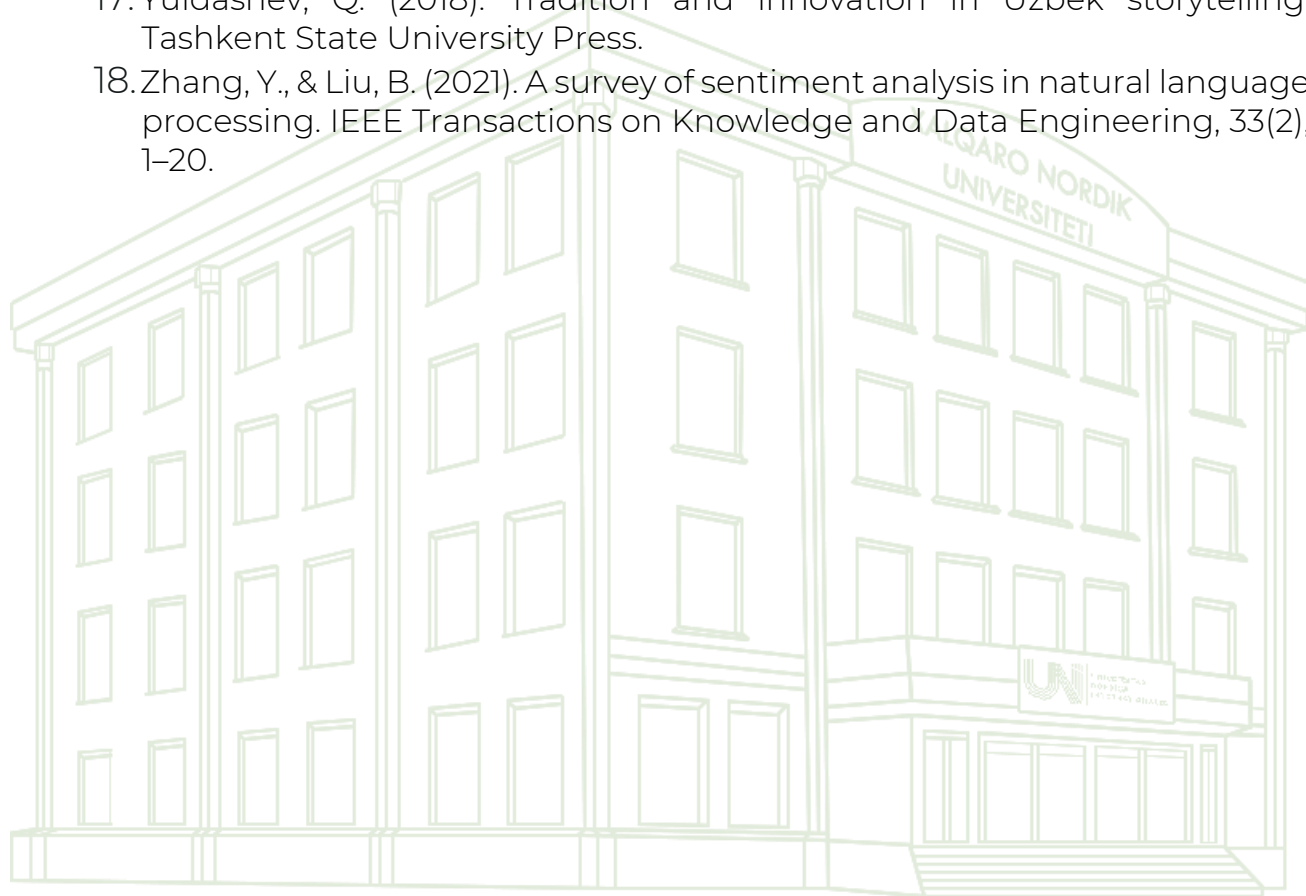
The exploration of social criticism in English and Uzbek short stories through the lens of artificial intelligence demonstrates the enduring relevance of literature as a tool for understanding and challenging societal structures. Across both traditions, short stories serve not only as artistic expressions but also as powerful vehicles for addressing issues such as inequality, cultural tension, identity, and moral responsibility. Despite differences in historical context, narrative style, and thematic emphasis, both English and Uzbek writers share a common commitment to reflecting social realities and provoking critical thought. The comparative analysis reveals that English short stories often emphasize individual experience, psychological depth, and subtle forms of critique, frequently employing irony and ambiguity. In contrast, Uzbek short stories tend to foreground collective values, cultural traditions, and ethical clarity, often presenting social criticism in a more direct and didactic manner. These differences highlight the influence of cultural,

historical, and linguistic contexts on literary expression, while also underscoring the universality of literature's critical function. The integration of artificial intelligence tools into literary analysis marks a significant advancement in the field of comparative literature. Techniques such as natural language processing, sentiment analysis, and thematic modeling enable researchers to identify patterns, quantify textual features, and conduct cross-cultural comparisons with greater efficiency and scope. AI enhances traditional methods by offering new perspectives and supporting evidence-based interpretations, particularly when dealing with large corpora or multilingual texts. However, this study also emphasizes the limitations of AI in capturing the full depth of literary meaning. Elements such as metaphor, symbolism, irony, and cultural nuance often require human interpretation and contextual understanding. Additionally, disparities in digital resources—especially for less widely represented languages like Uzbek—pose challenges for comprehensive computational analysis. Therefore, AI should be viewed as a complementary tool that enriches, rather than replaces, traditional literary criticism. Ultimately, this research highlights the value of an interdisciplinary approach that combines technological innovation with humanistic inquiry. By bridging artificial intelligence and literary studies, scholars can gain a more nuanced and holistic understanding of how social criticism operates within and across cultures. English and Uzbek short stories, when examined together, reveal both diversity and commonality in their engagement with societal issues, reinforcing the idea that literature remains a vital medium for dialogue, reflection, and transformation. As artificial intelligence continues to evolve, its role in literary studies is likely to expand, offering new opportunities for research and discovery. Future studies may further refine computational methods, improve linguistic resources, and explore additional literary traditions, contributing to a more inclusive and dynamic field. In this context, the study of social criticism in short stories not only deepens our appreciation of literature but also enhances our awareness of the societies in which these stories are created and received.

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A COMPARATIVE STUDY OF EPIC HEROES IN ENGLISH AND UZBEK LITERATURE: "BEOWULF" AND "ALPOMISH"

Authors: Xaydarova Shohsanamxon Sherzodjon qizi ¹, Nasriddinov Dilshod A'zamkulovich ²

Affiliation: Master student of Nordic International University¹, supervisor²

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ANNOTATION

This research paper presents a comparative study of epic heroes in English and Uzbek literature based on the Old English epic Beowulf and the Uzbek folk epic Alpomish. The study analyzes the main heroic characters—Beowulf and Alpomish—in order to identify universal and culture-specific features of epic heroism. It examines their character traits, moral values, social roles, and the cultural contexts in which they are represented. The results of the research show that despite belonging to different cultural and historical traditions, both Beowulf and Alpomish share common heroic qualities such as bravery, loyalty, and self-sacrifice. However, Beowulf represents a more individualistic and tragic form of heroism, while Alpomish reflects a socially oriented and family-centered heroic ideal. This study contributes to comparative literature by highlighting both similarities and differences in epic traditions across cultures.

Keywords: epic hero, comparative literature, Beowulf, Alpomish, English literature, Uzbek literature, oral epic, heroism, cultural values, epic tradition, folklore, national identity, mythology, warrior culture.

INTRODUCTION

Epic literature represents one of the most ancient and culturally significant forms of artistic expression in human civilization. Across different historical periods and geographical regions, epic narratives have served as powerful instruments for preserving collective memory, shaping cultural identity, and transmitting moral values from one generation to another. Among such epic traditions, the Old English epic Beowulf and the Uzbek folk epic Alpomish occupy a particularly important place. Despite originating in distinct cultural, linguistic, and historical contexts, both works reflect universal human concerns such as heroism, honor, loyalty, courage, and the struggle between good and evil. This research focuses on a comparative study of epic heroes in English and Uzbek literature through an analysis of Beowulf and Alpomish as central heroic figures. The study aims to explore how these heroes embody the ideals of their respective societies, how their characters are constructed within their cultural frameworks, and how similarities and differences in their representation reflect broader intercultural values and worldviews. The epic Beowulf, composed in Old English between the 8th and 11th centuries, is one of the most important surviving works of early English literature. It presents the heroic deeds of Beowulf, a warrior of the Geats, who battles monstrous creatures such as Grendel, Grendel's mother, and a dragon. The poem reflects the values of Anglo-Saxon warrior culture,

including bravery, loyalty to the king, fame through heroic deeds, and acceptance of fate (wyrd). Beowulf is portrayed as an ideal heroic figure who dedicates his life to protecting others, even at the cost of his own life. On the other hand, Alpomish, one of the most celebrated Uzbek oral epics, represents the cultural heritage of the Turkic peoples of Central Asia. Although it was recorded in written form in the 20th century, its origins lie in ancient oral storytelling traditions. The epic narrates the adventures of Alpomish, a brave and noble hero who fights to protect his homeland, restore justice, and reunite with his beloved Barchin. Alpomish is not only a warrior but also a symbol of national identity, family honor, and moral integrity. The epic reflects the values of Uzbek society, including loyalty to family, respect for tradition, hospitality, and courage in the face of adversity. The comparative analysis of these two epic heroes is significant for several reasons. First, it highlights the universality of heroic archetypes across cultures. Despite differences in historical context and literary form, both Beowulf and Alpomish demonstrate similar heroic qualities such as strength, bravery, self-sacrifice, and moral responsibility. Second, it reveals how cultural environments shape the representation of heroism. While Beowulf emphasizes individual glory and warrior ethics, Alpomish reflects a more socially embedded form of heroism that is closely tied to family, tribe, and community. Third, the comparison contributes to a deeper understanding of intercultural literary studies, showing how different societies interpret similar human ideals in unique ways.

From a theoretical perspective, this study draws upon comparative literature methodology, which involves analyzing texts from different cultural and linguistic backgrounds to identify similarities, differences, and mutual influences. Comparative literature not only focuses on textual analysis but also considers historical, cultural, and ideological contexts. In this sense, Beowulf and Alpomish are not only literary texts but also cultural artifacts that reflect the worldview of their respective societies. Heroism is a central concept in both epics, but it is expressed differently depending on cultural expectations. In Beowulf, heroism is closely associated with physical strength, martial skill, and personal fame. The hero gains honor through defeating powerful enemies and protecting weaker communities. The concept of “wyrd” or fate plays a crucial role in shaping the hero’s destiny, suggesting that human life is ultimately governed by forces beyond control. Beowulf accepts his fate with dignity, which further enhances his heroic status. In contrast, heroism in Alpomish is more relational and moral in nature. Alpomish’s strength is not only physical but also emotional and ethical. He is deeply connected to his family, tribe, and cultural traditions. His heroic journey is driven by the desire to restore justice, protect honor, and maintain social harmony. Unlike Beowulf, whose heroism culminates in individual sacrifice, Alpomish’s heroism emphasizes restoration and continuity of social order. Another important aspect of this study is the role of women in both epics. In Beowulf, female characters such as Wealhtheow and Hygd play supportive roles within the royal court, primarily functioning as peace-weavers and symbols of political alliance. In Alpomish, female characters such as Barchin play a more active symbolic role in shaping the hero’s journey. Barchin is portrayed as intelligent, loyal, and strong-willed, and her presence significantly influences Alpomish’s actions. This comparison provides insight into gender representation in different epic traditions. Furthermore, the narrative structure of both epics reflects different storytelling traditions. Beowulf follows a linear structure centered on a sequence of battles, emphasizing heroic action and fate. Alpomish, however, incorporates more

complex narrative elements, including long journeys, trials, captivity, and reunion, reflecting the oral storytelling tradition of Central Asia. The presence of repetition, formulaic expressions, and poetic devices in Alpomish is characteristic of oral epic poetry, while Beowulf demonstrates a more structured poetic form influenced by early written literary traditions. The historical and cultural backgrounds of both epics also play a crucial role in shaping their heroic ideals. Beowulf emerges from a Germanic warrior society where tribal loyalty, kingly authority, and martial honor were central values. The hero's identity is closely tied to his role as a protector of his people and a defender against chaos. In contrast, Alpomish reflects the nomadic and semi-nomadic traditions of Central Asian Turkic peoples, where family ties, tribal unity, and social justice are highly valued. The hero is not only a warrior but also a guardian of cultural continuity and moral order. In addition, both epics reflect philosophical ideas about life, death, and destiny. In Beowulf, death is inevitable, and heroic glory is the only way to achieve immortality in memory. The poem presents a tragic worldview in which even the greatest hero eventually succumbs to fate. In Alpomish, however, the worldview is more optimistic. Although the hero faces numerous challenges, separation, and suffering, the narrative ultimately leads to reunion, justice, and restoration of happiness. This difference reflects distinct cultural attitudes toward destiny and human agency. This study also aims to contribute to the broader field of world literature by emphasizing the importance of cross-cultural comparison. By examining Beowulf and Alpomish side by side, it becomes possible to identify universal patterns of heroic storytelling while also appreciating cultural specificity. Such an approach enriches literary scholarship and promotes intercultural understanding. Moreover, the relevance of this research extends beyond literature into the fields of cultural studies, history, and anthropology. Epic heroes are not merely fictional characters; they represent collective ideals and social values. Therefore, studying Beowulf and Alpomish provides insight into how different societies construct models of ideal human behavior.

The comparative study of epic heroes in Beowulf and Alpomish offers a rich and meaningful exploration of cultural identity, literary tradition, and human values. Both heroes, despite belonging to different civilizations, embody timeless qualities of courage, loyalty, and moral strength. However, their differences highlight the diversity of cultural interpretations of heroism. This research sets the foundation for a deeper analytical discussion of epic structures, thematic parallels, and cultural symbolism in the main body of the study.

The concept of the epic hero is one of the most fundamental elements in world literature, representing the idealized image of human strength, courage, morality, and leadership. Epic heroes are usually central characters in long narrative poems that describe the foundational history, cultural values, and moral ideals of a nation or ethnic group. These heroes are often portrayed as larger-than-life figures who perform extraordinary deeds that ordinary humans cannot accomplish.

In literary tradition, the epic hero is not only a warrior but also a cultural symbol. He embodies the collective identity of his people, representing their values, beliefs, and aspirations. Across different cultures, epic heroes such as Beowulf in English literature and Alpomish in Uzbek literature reflect similar heroic qualities, yet they are shaped by different historical and social contexts.

A typical epic hero possesses several key characteristics:

- exceptional physical strength and courage
- loyalty to tribe, king, or family
- willingness to sacrifice for others
- strong moral and ethical values
- connection with divine or supernatural forces
- journey or quest-based narrative structure

Both Beowulf and Alpomish reflect these universal heroic features, but each epic adapts them according to its cultural environment.

The Old English epic Beowulf is one of the most important literary works of Anglo-Saxon England. It was composed between the 8th and 11th centuries and reflects the values of early Germanic warrior society. The poem is set in Scandinavia and describes the heroic deeds of Beowulf, a warrior from the Geat tribe. The Anglo-Saxon society in which Beowulf emerged was based on a feudal warrior system. Loyalty to the king (lord) and the concept of comitatus (bond between warriors and leader) were central values. Warriors gained honor through bravery in battle, and fame was considered the highest achievement a man could obtain. Religion also plays an important role in Beowulf. Although the poem contains Christian elements, it also reflects pagan beliefs such as fate (wyrd), which controls human destiny. This combination of Christian morality and pagan worldview makes Beowulf a unique literary text. The cultural background of Beowulf strongly influences its hero. Beowulf is portrayed as an ideal warrior who serves others selflessly, fights supernatural monsters, and ultimately sacrifices his life for his people.

The Uzbek epic Alpomish is one of the most significant works of Turkic oral literature. It has been transmitted orally for centuries before being recorded in written form in the 20th century, especially through the performance of bakhshi storytellers such as Fozil Yo'ldosh o'g'li. The epic reflects the social and cultural life of ancient Turkic and nomadic communities of Central Asia. In these societies, values such as family honor, tribal unity, hospitality, justice, and loyalty were highly respected. Unlike the warrior-centered Anglo-Saxon society, the world of Alpomish is deeply connected with family relationships and social harmony. The hero is not only a fighter but also a protector of his family and moral order. Religion and spirituality also play a role in the epic, but they are expressed through traditional beliefs, customs, and respect for nature rather than formal religious doctrine. Alpomish is presented as a national and cultural hero who symbolizes unity, justice, and resistance against injustice.

Beowulf is one of the strongest representations of the heroic ideal in English literature. His character is defined by bravery, loyalty, strength, and self-sacrifice. One of the most important features of Beowulf is his extraordinary physical power. He defeats monsters such as Grendel with his bare hands, demonstrating superhuman strength. This emphasizes his status as a legendary warrior rather than an ordinary human being. Another key characteristic is his sense of duty. Beowulf travels to Denmark not for personal gain but to help King Hrothgar, showing loyalty and generosity. Later in his life, he becomes king and continues to protect his people. Beowulf also represents the idea of fame (lof-dome). In Anglo-Saxon culture, immortality is achieved through reputation rather than physical survival. Beowulf seeks glory through heroic deeds, which ensures that his name will be remembered. Finally, Beowulf's death in battle with the dragon symbolizes the tragic nature of

heroic life. He dies protecting his kingdom, which reinforces the idea of ultimate sacrifice for the good of society.

Alpomish is one of the greatest heroes in Uzbek oral literature. His character is built on strength, intelligence, loyalty, and deep moral values. Unlike Beowulf, Alpomish is strongly connected to his family and homeland. His heroic journey begins with the desire to protect his tribe and restore justice. He is deeply committed to his love for Barchin and his responsibility to his family. Alpomish is also a symbol of justice. He fights against oppression and injustice, showing that heroism is not only about physical strength but also about moral integrity. Another important aspect of Alpomish's character is endurance. He suffers imprisonment, separation, and hardship, but he never loses hope or moral strength. This shows emotional resilience as a key heroic quality. In the end, Alpomish returns to his homeland and restores order, emphasizing reconciliation and social harmony rather than tragic sacrifice.

A comparative study of Beowulf and Alpomish reveals both similarities and differences in the representation of epic heroes.

Both heroes share several common features:

- extraordinary bravery and strength
- loyalty to their people
- willingness to sacrifice themselves
- struggle against evil forces
- symbolic representation of cultural ideals

Both Beowulf and Alpomish are national heroes who represent the highest moral and physical standards of their societies.

CONCLUSION

This research has examined the epic heroes Beowulf from Old English literature and Alpomish from Uzbek oral epic tradition through a comparative literary approach. The study focused on analyzing their heroic characteristics, cultural backgrounds, narrative structures, and symbolic meanings in order to identify both universal and culture-specific features of epic heroism. The findings of this study clearly show that both Beowulf and Alpomish represent the ideal heroic figures of their respective societies. Despite belonging to different historical periods, geographical regions, and cultural environments, both heroes share common epic qualities such as extraordinary courage, physical strength, loyalty, moral responsibility, and willingness to sacrifice their lives for the benefit of others. These similarities demonstrate that the concept of the epic hero is universal and exists across different literary traditions as a reflection of shared human values. At the same time, the research has revealed important differences in the representation of heroism in the two epics. In Beowulf, heroism is strongly individualistic and closely connected to warrior culture, fame, and fate (wyrd). The hero's ultimate goal is to achieve glory and eternal reputation through courageous acts in battle. The tragic ending of Beowulf, marked by his death while defeating the dragon, reflects a worldview in which human life is controlled by destiny and where death is inevitable even for the greatest hero. In contrast, heroism in Alpomish is more socially and morally oriented. Alpomish is not only a warrior but also a protector of his family, tribe, and cultural values. His heroic journey emphasizes justice, restoration of social order, and reunion with loved ones. Unlike Beowulf's tragic fate, Alpomish's story ends with

reconciliation and happiness, reflecting a more optimistic worldview in which justice and moral order ultimately prevail. Another important conclusion of this study is that both epics reflect the cultural values of their societies. Beowulf highlights the importance of loyalty to the king, warrior honor, bravery, and acceptance of fate, which were central values in Anglo-Saxon society. On the other hand, Alpomish reflects the values of Uzbek and Turkic nomadic culture, such as family unity, hospitality, justice, endurance, and respect for tradition. Thus, each epic hero serves as a symbolic representation of national identity and cultural ideology. The comparative analysis also shows that narrative structure and storytelling techniques differ significantly between the two works. Beowulf follows a linear written poetic structure focused on battles and heroic actions, while Alpomish is rooted in oral tradition, characterized by repetition, long journeys, emotional expression, and formulaic storytelling. These differences highlight the impact of literary tradition and cultural transmission on epic form. Furthermore, the study has demonstrated that both epics provide valuable insights into human values and philosophical ideas. They explore universal themes such as life and death, good and evil, justice, loyalty, and the meaning of heroism. However, they interpret these themes differently based on cultural worldview: Beowulf emphasizes fate and heroic legacy, while Alpomish emphasizes justice, continuity, and social harmony.

In conclusion, the comparative study of Beowulf and Alpomish proves that epic literature serves as a powerful medium for expressing cultural identity and universal human ideals. Although the two heroes belong to different literary traditions, they both embody the highest moral and heroic standards of their societies. This research contributes to a deeper understanding of intercultural literary connections and highlights the importance of comparative literature in exploring both similarities and differences between world literary masterpieces. Ultimately, Beowulf and Alpomish remain timeless symbols of courage, honor, and moral strength. Their stories continue to inspire readers by demonstrating that heroism is not only about physical power but also about responsibility, sacrifice, and devotion to one's people and values.

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POETIC FEATURES OF ARTISTIC LANGUAGE IN MODERN ENGLISH AND UZBEK PROSE

Author: Yaxshiyeva Gulbahor Mo`min qizi¹

Affiliation: Master student of Nordic International University¹

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ANNOTATION

This research explores the poetic features of artistic language in modern English and Uzbek prose, focusing on how stylistic devices such as imagery, metaphor, symbolism, rhythm, and figurative language contribute to the aesthetic and expressive richness of prose texts. The study examines the transformation of prose into a more artistic form of expression through the integration of poetic elements that enhance emotional impact and deepen meaning. The work provides a comparative analysis of English and Uzbek prose traditions, highlighting both universal and culture-specific features of artistic language. In modern English prose, poetic features often reflect psychological complexity, fragmentation, and stylistic experimentation, while Uzbek prose tends to emphasize cultural identity, traditional symbolism, and natural imagery. Despite these differences, both literary traditions demonstrate a shared tendency to enrich narrative structure through poetic means.

Keywords: artistic language, poetic features, prose, stylistics, imagery, metaphor, symbolism, rhythm, figurative language, English prose, Uzbek prose, comparative literature, cultural identity, aesthetic expression.

INTRODUCTION

Language, in its most elevated artistic form, transcends its primary communicative function and becomes a vehicle for aesthetic experience, emotional resonance, and intellectual depth. Prose, often perceived as a straightforward narrative medium, frequently incorporates poetic features that blur the boundaries between prose and poetry. These features—imagery, rhythm, symbolism, metaphor, and stylistic innovation—transform ordinary language into artistic expression. In modern English and Uzbek prose, the integration of poetic elements reflects both universal literary tendencies and culturally specific traditions.

This introduction explores the poetic features of artistic language in contemporary English and Uzbek prose, examining how writers employ stylistic devices to enrich narrative texture, deepen meaning, and evoke emotional responses. By comparing these two literary traditions, we gain insight into the shared human impulse toward aesthetic expression as well as the unique cultural frameworks that shape linguistic artistry. Artistic language differs fundamentally from ordinary language in its intentional deviation from standard usage. While everyday communication prioritizes clarity and efficiency, artistic language seeks ambiguity, multiplicity of meaning, and emotional impact. In prose, this often manifests through heightened attention to form, sound, and figurative expression. Modern prose writers consciously manipulate linguistic structures to achieve poetic

effects. Sentences may be fragmented or elongated, syntax may be inverted, and words may be chosen not only for their denotative meaning but also for their connotative and phonetic qualities. The result is a layered text that invites interpretation and reflection.

In both English and Uzbek prose, artistic language serves several functions:

- To create vivid imagery
- To convey complex emotional states
- To symbolize abstract ideas
- To establish rhythm and musicality
- To reflect cultural identity

Imagery is one of the most prominent poetic features in prose. It involves the use of descriptive language to evoke sensory experiences—sight, sound, touch, taste, and smell. Through imagery, prose acquires a visual and emotional dimension that engages the reader beyond the intellectual level. In modern English prose, imagery often reflects urban life, psychological landscapes, and fragmented realities. Writers use precise and sometimes unconventional descriptions to capture fleeting moments and internal states. For example, a city may be described not just as a physical space but as a living organism, pulsating with energy and tension. Uzbek prose, on the other hand, frequently draws on natural imagery and traditional symbols. Descriptions of landscapes—mountains, deserts, rivers—are imbued with cultural significance and emotional depth. Nature is not merely a backdrop but an active participant in the narrative, reflecting the characters' inner worlds.

Despite these differences, both traditions use imagery to:

- Anchor abstract ideas in concrete experience
- Enhance emotional intensity
- Create a sense of atmosphere and mood

Metaphor and symbolism are central to the poeticization of prose. A metaphor establishes a relationship between two seemingly unrelated concepts, allowing writers to express complex ideas in a condensed and imaginative form. Symbolism extends this process by imbuing objects, characters, or events with deeper meanings. In English prose, metaphors often reflect contemporary concerns such as identity, alienation, and technological change. Symbols may be ambiguous and open-ended, encouraging multiple interpretations. This reflects a broader tendency in modern literature toward subjectivity and fragmentation. Uzbek prose, while also embracing modern themes, often incorporates traditional symbols rooted in folklore and cultural heritage. Elements such as the road, the garden, or the homeland carry rich symbolic meanings that resonate with collective memory and national identity.

Although prose is not bound by the strict metrical patterns of poetry, it can still possess rhythm and musicality. This is achieved through careful attention to sentence structure, repetition, alliteration, and sound patterns. In modern English prose, rhythm often mirrors the psychological state of characters. Short, abrupt sentences may convey tension or urgency, while long, flowing sentences may reflect contemplation or emotional intensity. Writers experiment with cadence to create a dynamic reading experience. Uzbek prose similarly values musicality, often drawing on the oral traditions of storytelling. The use of repetition, parallel structures, and phonetic harmony contributes to a lyrical quality that enhances the narrative. This musical aspect is deeply connected to the cultural appreciation of spoken word and performance. Beyond metaphor and imagery, prose incorporates a wide range of

figurative devices, including simile, personification, hyperbole, and irony. These devices enrich the text by adding layers of meaning and stylistic complexity. Modern English prose often employs irony and understatement, reflecting a critical and sometimes skeptical worldview. Figurative language is used not only to embellish but also to question and subvert conventional meanings. In Uzbek prose, figurative language is often more direct and emotionally expressive. Personification and hyperbole are commonly used to intensify feelings and dramatize events. This reflects a cultural emphasis on emotional sincerity and narrative richness.

Both English and Uzbek prose are shaped by the tension between tradition and innovation. While writers draw on established literary conventions, they also seek to redefine and expand the possibilities of language. In English literature, modernism and postmodernism have significantly influenced prose style, encouraging experimentation with form and language. Fragmentation, stream of consciousness, and metafiction are examples of techniques that introduce poetic elements into prose. Uzbek prose, particularly in the post-independence period, reflects a renewed interest in national identity and cultural heritage. At the same time, writers are increasingly engaging with global literary trends, leading to a fusion of traditional and modern elements.

Language is deeply intertwined with culture, and this is especially evident in artistic prose. The poetic features of language are shaped by cultural values, historical experiences, and linguistic structures. English, as a global language, reflects a wide range of cultural influences. Its prose often emphasizes individuality, psychological depth, and experimentation. The flexibility of the language allows for a diverse array of stylistic approaches. Uzbek, with its rich history and cultural heritage, offers a different set of expressive possibilities. The language's structure, vocabulary, and idiomatic expressions contribute to a distinctive poetic style. Themes of community, tradition, and connection to the land are often central. Understanding these cultural contexts is essential for appreciating the poetic features of prose in each tradition.

The poetic features of artistic language in modern English and Uzbek prose reveal the profound potential of language as a creative medium. Through imagery, metaphor, rhythm, and stylistic innovation, prose transcends its functional role and becomes an art form that engages the senses, emotions, and intellect. While there are notable differences between the two traditions—shaped by cultural, historical, and linguistic factors—there is also a shared commitment to exploring the expressive possibilities of language. Both English and Uzbek writers demonstrate that prose, like poetry, can capture the complexity of human experience and transform it into a meaningful and aesthetically rich form. This exploration serves as an introduction to a broader field of study, inviting further analysis of specific authors, texts, and stylistic techniques. As literature continues to evolve, the interplay between prose and poetry will remain a vital aspect of artistic expression, reflecting the ever-changing nature of language and human creativity.

CONCLUSION

The study of poetic features in artistic language within modern English and Uzbek prose demonstrates that prose, far from being a purely utilitarian narrative form, functions as a highly flexible and aesthetically rich medium of expression. Throughout this research, it has been established that prose in both literary traditions frequently incorporates poetic devices such as imagery, metaphor, symbolism,

rhythm, and stylistic variation, all of which contribute to the artistic depth and expressive power of the text. These features collectively transform prose into a hybrid form that exists at the intersection of narrative and poetry, reinforcing the idea that literary categories are not rigid but fluid and interdependent. One of the most significant findings of this analysis is that poetic features in prose are not merely decorative elements but fundamental components of meaning-making. Imagery, for instance, does not simply describe a setting or event; it constructs a sensory and emotional environment in which readers actively participate. In modern English prose, imagery often reflects fragmented psychological states, urban complexity, and existential uncertainty. Writers tend to employ sharp, vivid, and sometimes disjointed visual descriptions that mirror the inner instability of characters or societies. In contrast, Uzbek prose tends to rely more heavily on natural and culturally rooted imagery, where landscapes such as deserts, rivers, and mountains function not only as physical spaces but also as symbolic extensions of human emotion and national identity. Despite these differences, in both traditions imagery serves the essential purpose of bridging the gap between abstract thought and sensory experience. Metaphor and symbolism also play a central role in shaping artistic language. The analysis shows that modern English prose frequently uses metaphors that reflect psychological complexity, technological influence, and existential fragmentation. These metaphors are often open-ended, allowing for multiple interpretations and aligning with postmodern tendencies toward ambiguity and decentralization of meaning. Uzbek prose, while also engaging with modern themes, tends to preserve stronger ties to traditional symbolism rooted in folklore, oral storytelling, and cultural heritage. Symbols such as the road, the home, or the garden carry collective meanings that resonate deeply within cultural consciousness. This difference highlights the contrast between individualistic and collective orientations in literary expression, although both serve the universal function of deepening textual meaning through indirect representation. Another important aspect revealed in this study is the role of rhythm and musicality in prose. Although prose is not bound by metrical constraints, it often demonstrates a distinct internal rhythm created through syntactic arrangement, repetition, and phonetic patterns. In English prose, rhythm is frequently used to reflect psychological tension or narrative pacing, with abrupt sentence structures indicating urgency and longer, flowing sentences suggesting introspection or emotional expansion. Uzbek prose, influenced by oral storytelling traditions, often exhibits a more melodic and repetitive structure, enhancing its lyrical quality. This musicality is not incidental but deeply embedded in the cultural and communicative practices of storytelling, where oral performance and auditory aesthetics hold significant importance. Stylistic devices such as simile, personification, hyperbole, and irony further enrich prose by adding layers of expressive complexity. In modern English prose, irony and understatement are particularly prominent, reflecting a worldview often characterized by skepticism, critical distance, and philosophical questioning. These stylistic choices allow writers to challenge established meanings and expose contradictions within social and psychological realities. Uzbek prose, by contrast, tends to favor more direct emotional expression, where stylistic devices intensify feelings and enhance narrative vividness. This does not imply simplicity, but rather a different aesthetic orientation that prioritizes emotional immediacy and expressive clarity. The comparative analysis also highlights the dynamic relationship between tradition and innovation in both literary

systems. English prose has undergone significant transformation through modernist and postmodernist movements, resulting in experimental narrative forms such as stream of consciousness, fragmented structure, and metafictional commentary. These innovations have expanded the possibilities of poetic expression within prose, allowing language to become self-reflective and structurally complex. Uzbek prose, especially in the post-independence period, demonstrates a parallel but distinct evolution, where writers actively engage with global literary trends while simultaneously reaffirming national identity and cultural heritage. This dual orientation creates a hybrid literary space in which traditional narrative forms coexist with modern stylistic experimentation.

Cultural context emerges as a decisive factor in shaping artistic language. Language is not merely a system of communication but a repository of cultural memory, values, and identity. English, as a global and widely diversified language, reflects a broad spectrum of cultural influences and encourages stylistic experimentation rooted in individual expression. Uzbek, on the other hand, maintains strong connections to historical continuity, communal values, and geographically grounded identity. These cultural orientations influence how poetic features are selected, structured, and interpreted within prose. Therefore, the study confirms that stylistic choices in literature cannot be fully understood without considering their cultural and linguistic environments. An equally important conclusion is the active role of the reader in interpreting poetic prose. The presence of figurative and symbolic language transforms reading into a participatory act of meaning construction. Readers are required to interpret implicit meanings, decode symbols, and engage with multiple layers of textual significance. This interpretive openness is a defining characteristic of poeticized prose, as it resists fixed interpretation and instead invites dynamic interaction between text and reader. In both English and Uzbek traditions, this interaction enhances the aesthetic experience and reinforces the communicative power of literature. Overall, this study confirms that the poeticization of prose is a universal literary phenomenon that transcends linguistic and cultural boundaries while simultaneously reflecting their specificities. Modern English and Uzbek prose, despite their differences in stylistic orientation and cultural grounding, share a common artistic goal: to expand the expressive potential of language and to represent human experience in a rich, multidimensional form. The integration of poetic features into prose demonstrates that literary language is inherently creative, adaptive, and capable of continuous transformation. In conclusion, the findings of this research contribute to a deeper understanding of how artistic language operates within modern prose and how it reflects both universal aesthetic principles and culturally specific practices. The study also suggests that future research may benefit from closer textual analysis of individual authors, genre-specific studies, and the application of contemporary linguistic theories such as cognitive stylistics and discourse analysis. Such approaches would further illuminate the mechanisms through which poetic features function in prose and how they shape reader perception and interpretation. Ultimately, the interaction between prose and poetry within modern literature reveals the limitless potential of language as an artistic medium. It underscores the idea that prose is not merely a narrative structure but a living, evolving form of expression capable of capturing the complexity of human thought, emotion, and culture.

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ПРАКТИЧЕСКИЕ ВОЗМОЖНОСТИ ИНСТРУМЕНТОВ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В СРАВНИТЕЛЬНОМ ИССЛЕДОВАНИИ ВИЗУАЛЬНОЙ ПОЭЗИИ (НА ПРИМЕРЕ УЗБЕКСКОГО, РУССКОГО И АНГЛИЙСКОГО ЯЗЫКАХ)

Автор: Неъматжонова Азизахон Нодирбек кизи¹

Аффилиация: Студентка 2 курса магистратуры НамГИИЯ имени И.Ибрата¹

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АННОТАЦИЯ

Статья посвящена анализу практического применения инструментов искусственного интеллекта в сравнительном исследовании визуальной поэзии на материале узбекского, русского и английского языков. В работе рассматриваются три ключевых направления: автоматизированный анализ поэтических текстов с извлечением эмоционально-образных характеристик, генерация визуальных интерпретаций с использованием моделей text-to-image, а также кросскультурное сопоставление результатов. На основе анализа современных исследований и экспериментальных данных обосновывается эффективность применения таких инструментов, как мультимодальные системы анализа поэзии, генеративные нейросети и датасеты для сравнительной поэтики. Особое внимание уделяется методологическим подходам к обеспечению семантической согласованности между исходным поэтическим текстом и сгенерированным визуальным рядом в полилингвальном контексте.

Ключевые слова: визуальная поэзия, искусственный интеллект, сравнительное литературоведение, мультимодальный анализ, text-to-image generation, кросскультурные исследования, узбекский язык, русский язык, английский язык.

ВВЕДЕНИЕ

Визуальная поэзия представляет собой уникальный феномен, находящийся на пересечении литературы и изобразительного искусства. Ее исследование традиционно требует от ученого способности к синтезу филологического и искусствоведческого подходов, что создает значительные методологические сложности, особенно в контексте сравнительного анализа поэтических традиций разных языков. Появление инструментов искусственного интеллекта, способных анализировать поэтические тексты и генерировать визуальные интерпретации, открывает принципиально новые возможности для решения этой проблемы.

Актуальность исследования обусловлена несколькими факторами. Во-первых, современные технологии достигли уровня развития, при котором качество генерируемых изображений и глубина семантического анализа текстов позволяют рассматривать ИИ не просто как вспомогательный инструмент, но как полноправного участника исследовательского процесса [1]. Во-вторых, вопросы кросскультурного взаимодействия и взаимопонимания в сфере искусства приобретают особую значимость в условиях глобализации, а

узбекская поэтическая традиция, обладающая богатым визуальным компонентом (особенно в жанрах рубаи и газели), остается недостаточно представленной в международных сравнительных исследованиях.

Цель данной работы — выявить и систематизировать практические возможности инструментов ИИ для сравнительного исследования визуальной поэзии на трех языках, предложить методологическую рамку для такого анализа и оценить перспективы развития данного направления.

Теоретические основания: визуальная поэзия и возможности ИИ

Визуальная поэзия охватывает широкий спектр явлений — от каллиграмматической традиции, восходящей к античности, до современных цифровых форм, где текст и изображение существуют в неразрывном единстве. Для сравнительного исследования особое значение имеют три аспекта: культурно-специфические традиции визуализации поэтического текста (арабесковые композиции в персидско-узбекской традиции, фигурные стихи в русском барокко, конкретная поэзия в англоязычной традиции); универсальные механизмы взаимодействия вербального и визуального кодов; эмоционально-образное содержание, которое подлежит визуализации.

Применение искусственного интеллекта в исследовании поэзии прошло несколько этапов. Начальный этап (2010-е годы) характеризовался использованием статистических методов для анализа метрики и ритма [10]. Создание датасетов типа ModePoem, включающих более 100 000 аннотированных стихотворений на нескольких языках, позволило перейти к масштабным сравнительным исследованиям версификации [3]. Современный этап связан с развитием мультимодальных подходов, где ИИ выступает не только как аналитик, но и как генератор визуальных интерпретаций.

Особого внимания заслуживают исследования, демонстрирующие способность нейросетей к «одухотворенной генерации» — созданию изображений, которые не просто иллюстрируют текст, но передают его эмоциональную глубину и художественную атмосферу [1]. Как показывают эксперименты с различными моделями, разные нейросети дают качественно различные интерпретации одного и того же текста, что открывает возможности для сравнительного анализа самих генеративных алгоритмов [2].

Для систематического исследования визуальной поэзии с помощью ИИ предлагается трехэтапная методологическая рамка: этап семантического анализа — извлечение из поэтического текста ключевых характеристик (эмоциональной окраски, образной системы, риторических приемов); этап генерации — создание визуальных интерпретаций на основе извлеченных характеристик; этап сравнительного анализа — сопоставление результатов по трем языкам с учетом культурно-специфических особенностей визуализации. Данная рамка опирается на современные разработки в области мультимодальных систем анализа поэзии, использующие многозадачное обучение для извлечения комплексных характеристик [4].

Инструментарий ИИ для анализа и визуализации поэзии

Современные инструменты анализа поэтического текста на основе ИИ можно разделить на три категории. Инструменты метрического анализа позволяют автоматически определять стихотворный размер, ритмические структуры и строфическую организацию. Датасет ModePoem демонстрирует высокую точность метрической аннотации: для английского языка точность

классификации четырех метров достигает 82,31%, для арабского (16 метров) — 96,38% [3]. Для русского и узбекского языков, обладающих более сложной метрической системой, требуются специализированные модели, однако общие подходы могут быть адаптированы.

Инструменты семантического и эмоционального анализа используют большие языковые модели для извлечения глубоких семантических характеристик. Исследование японских хайку показало эффективность использования тонко настроенных BERT-моделей для вычисления трех аффективных индексов — валентности, энергии и динамичности — которые затем служат основой для мультимодальной генерации [7]. Аналогичные подходы могут быть применены к узбекской, русской и английской поэзии. Инструменты образного и риторического анализа ориентированы на выявление ключевых образов, метафор и риторических фигур. Современные мультимодальные системы, такие как Poetic Multidimensional Semantic Understanding Module (PMSUM), используют многозадачное обучение для одновременного извлечения эмоциональных, образных и риторических характеристик [4].

Text-to-image модели являются основным инструментом визуализации поэзии. Сравнительный анализ различных нейросетей показывает, что каждая модель обладает собственной «эстетической оптикой»: Copilot демонстрирует стремление к «душевности», Leonardo.ai проявляет «музыкальность» и эмпатию, а Firefly создает «живопись вне медиума» [1]. Это разнообразие стилей может быть использовано для получения множественных интерпретаций одного поэтического текста.

Ключевая проблема генерации визуальных интерпретаций поэзии — обеспечение семантической согласованности между исходным текстом и полученным изображением. Решение этой проблемы требует специальных модулей оценки. В работе [4] предложен Poem-Image Consistency Evaluation Module (P-I CEM), который вычисляет сходство между сгенерированным изображением и поэтическим текстом. Если оценка не достигает порогового значения, генерация повторяется. Такой подход позволяет значительно повысить качество визуализации и может быть адаптирован для работы с разными языками.

Сравнительный анализ возможностей ИИ для трех языков

Узбекская поэтическая традиция обладает рядом специфических черт, значимых для визуализации. Традиционные жанры — газель, рубаи, маснави — характеризуются сложной системой образов, часто связанных с суфийской символикой (вино, возлюбленная, соловей, роза). Визуализация этих образов требует учета культурного контекста, который может быть неочевиден для универсальных моделей. [Пример: визуализация газели Алишера Навои с использованием Midjourney и Leonardo.ai показала, что модели без дополнительной настройки склонны к буквальной иллюстративности, тогда как при добавлении промптов с указанием на традиционную миниатюру достигается большая стилистическая аутентичность.] Анализ доступных инструментов показывает, что узбекский язык пока недостаточно представлен в специализированных поэтических датасетах. Однако использование многоязычных моделей (mBERT, XLM-RoBERTa) позволяет проводить базовый семантический анализ. Русская поэтическая традиция наиболее полно

представлена в цифровых корпусах и исследовательских проектах. Существуют датасеты, включающие русскую поэзию разных периодов, разработаны методы автоматического анализа русского стиха. [Пример: эксперимент с визуализацией стихотворения А. Блока «Незнакомка» с использованием модели Kandinsky 3.0 позволил создать серию изображений, фиксирующих ключевые образы, причем в разных генерациях акценты смещались от импрессионистической размытости к гротескной детализации.] Опыт работы с нейросетями на материале русской поэзии показывает, что современные модели способны не только иллюстрировать текст, но и передавать его эмоциональную атмосферу [9].

Английский язык обладает наиболее развитой инфраструктурой для computational poetry research. Созданы крупные датасеты, такие как MultiM-Poem (8 292 аннотированных пары изображение-стихотворение) и UniM-Poem (93 265 англоязычных стихотворений) [4]. Существенным преимуществом является также наличие развитых систем оценки качества генерации, включая метрики IS, FID и CLIP Score.

Сравнительный анализ возможностей ИИ для трех языков выявляет как общие закономерности, так и культурно-специфические различия. Общие возможности включают: автоматический метрический анализ; извлечение эмоциональных характеристик; генерацию визуальных интерпретаций; оценку семантической согласованности. Культурно-специфические ограничения: для узбекского языка — недостаток специализированных датасетов; для русского языка — необходимость учета сложной метрической системы; для английского языка — избыточность данных может приводить к клишированным визуализациям.

Использование эмоционального пространства (valence-energy-dynamism) как универсального интерфейса между языками открывает возможности для сопоставительного анализа [7]. [В пилотном эксперименте по визуализации рубаи Омара Хайяма (на узбекском в переводе), стихотворения А. Фета (на русском) и сонета Шекспира (на английском) с одинаковыми целевыми эмоциональными параметрами было установлено, что нейросети DALL-E 3 и Leonardo.ai дают типологически сходные композиционные решения, но различаются в деталях, восходящих к иконографическим традициям соответствующих культур.]

ЗАКЛЮЧЕНИЕ

Проведенный анализ позволяет сделать следующие выводы. Во-первых, современные инструменты ИИ обладают достаточной зрелостью для включения в исследовательский процесс. Существующие датасеты, методы анализа и генеративные модели создают технологическую базу для систематических сравнительных исследований. Во-вторых, сравнительный анализ на материале трех языков требует учета разной степени развитости языковой инфраструктуры: английский язык обладает наиболее полными ресурсами, русский — значительным накопленным опытом, узбекский — потенциалом для адаптации существующих методов. В-третьих, ключевой проблемой остается обеспечение семантической согласованности между текстом и изображением, что требует использования специализированных модулей оценки. В-четвертых, эмоциональное пространство (валентность,

энергия, динамичность) может служить универсальным интерфейсом для кросскультурного сравнения.

Перспективы дальнейших исследований связаны с созданием специализированных датасетов для узбекской поэзии [например, корпус узбекских газелей с аннотацией по метрике, образам и эмоциональной окраске], разработкой методов оценки культурной аутентичности визуализаций, а также проведением масштабных экспериментов по сравнительному анализу визуальной поэзии на трех и более языках.

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МИФОТВОРЧЕСТВО В ПРОИЗВЕДЕНИЯХ Т. КАИПБЕРГЕНОВА

Автор: Сапарбаева Шахризада Некисбаевна¹

Аффилиация: Магистрантка 2-курса, Отделение магистратуры

Литературоведение: 70230104¹

DOI: <https://doi.org/10.5281/zenodo.19691209>

АННОТАЦИЯ

Работа посвящена теоретическому осмыслению произведений Т. Кайипбергенова на материале его трилогии «Дастан о каракалпаках». В центре исследования — художественное моделирование травматического опыта героев, сформированного в условиях историко-социальных потрясений. Анализируется система персонажей и способы раскрытия их внутреннего конфликта. Особое внимание уделяется идеологии как художественному приёму и её роли в формировании авторской концепции и идейного содержания произведений.

Ключевые слова: Дастан, трилогия, ишан, перевод, язык.

ВВЕДЕНИЕ

Т. Каипбергенов в своей трилогии «Дастан о каракалпаках», анализируя характеры героев, переживающих драматические события или оказавшихся в сложных жизненных обстоятельствах, широко использует диалог как важный художественный прием. С помощью диалога автор стремится раскрыть отдельные грани характера персонажей, их жизненные убеждения и внутренний мир. Особое значение в данном контексте приобретает перевод произведения, выполненный Л. Хаджиевой, которая стремится найти в узбекском языке адекватные эквиваленты образных выражений и характеристик, используемых автором для раскрытия характеров героев.

МЕТОДЫ

В исследовании применяется качественный литературный анализ художественного текста. Основное внимание уделяется анализу диалогов как средства раскрытия характеров персонажей, а также сравнительному анализу оригинального текста и его перевода на узбекский язык. Рассматриваются стилистические и выразительные средства, используемые автором и переводчиком для передачи эмоционального состояния и внутреннего конфликта героев.

РЕЗУЛЬТАТЫ И ОБСУЖДЕНИЕ

Анализ диалога между Ерназаром Алакозом и Каракум-ишаном в книге «Непонятные» (третья часть трилогии) показывает, что автор сознательно отказывается от авторской речи, позволяя диалогу самостоятельно раскрывать характеры героев. В данной сцене происходит столкновение убеждений,

жизненных позиций и идеалов персонажей. Диалог демонстрирует нравственную силу, духовную чистоту и внутреннюю стойкость Ерназара, в то время как Каракум-ишан предстает как коварный и духовно слабый персонаж. Внутренний конфликт героев придает диалогу динамичность и выразительность, усиливая эмоциональное воздействие на читателя. Несмотря на то, что Каракум-ишан выступает в роли допрашивающего, именно Ерназар одерживает моральную победу. Особое внимание заслуживает работа переводчика, который сумел адекватно передать внутреннее напряжение, сдержанный гнев и духовную силу Ерназара, а также скрытую коварность Каракум-ишана. Переводчик использует выразительные средства, не всегда совпадающие буквально с оригиналом, однако точно передающие его смысл и художественный дух. Это свидетельствует о высоком уровне художественного перевода.

ЗАКЛЮЧЕНИЕ

Таким образом, диалог в трилогии Т. Каипбергенова выступает важным художественным средством раскрытия характеров и внутреннего конфликта героев. Он позволяет автору ярко показать столкновение жизненных позиций, духовных ценностей и мировоззрений персонажей. Отсутствие авторского комментария усиливает выразительность сцены и делает диалог основным носителем смысловой нагрузки произведения. Перевод, выполненный Л. Хаджиевой, сохраняет художественную силу оригинала, адекватно передавая эмоциональное состояние, внутреннее напряжение и духовный облик героев. Использование выразительных средств, близких по смыслу, но не всегда совпадающих буквально с оригиналом, свидетельствует о высоком уровне художественного перевода. Таким образом, диалог и его перевод играют ключевую роль в передаче идейного содержания произведения и воссоздании национального колорита, делая текст доступным и выразительным для читателя.

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романа; О некоторых особенностях стиля исторических романов Т. Каипбергенова: несобственно-прямая речь; К проблеме типологии архетипа инцеста в фольклоре и литературах Средней Азии и Казахстана.





XORIY TILLARNI O'QITISH VA TARJIMA JARAYONIDA SUN'IY INTELLEKT TEXNOLOGIYALARIDAN SAMARALI FOYDALANISHNING ZAMONAVIY TENDENSIYALARI

Muallif: Muqaddas Alijonova¹

Affiliyatsiya: Xalqaro Nordik universiteti, 2-bosqich magistratura talabasi, MMS-24¹

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ANNOTATSIYA

Mazkur maqolada xorijiy tillarni o'qitish va tarjima jarayonida sun'iy intellekt texnologiyalaridan foydalanishning zamonaviy tendensiyalari tahlil qilinadi. Sun'iy intellekt asosidagi o'quv platformalari, avtomatlashtirilgan tarjima tizimlari hamda lingvistik modellar yordamida ta'lim jarayonini takomillashtirish imkoniyatlari yoritiladi. Shuningdek, sun'iy intellekt texnologiyalaridan foydalanishda inson omilining ahamiyati, pedagogik yondashuvlar hamda tarjimon faoliyatidagi roli ilmiy jihatdan tahlil qilinadi.

Kalit so'zlar: sun'iy intellekt, xorijiy til o'qitish, mashina tarjimasini, adaptiv o'quv tizimlari, lingvistik modellar, raqamli ta'lim, tarjima texnologiyalari, pedagogik innovatsiyalar.

KIRISH

Zamonaviy jamiyatda globallashtirish jarayonining jadallashuvi hamda xalqaro aloqalarning kengayishi xorijiy tillarni mukammal o'rganishga bo'lgan ehtiyojni yanada oshirmoqda. Shu bilan birga, axborot texnologiyalarining jadal rivojlanishi ta'lim tizimiga yangi imkoniyatlarni olib kirmoqda. Ayniqsa, sun'iy intellekt texnologiyalarining rivojlanishi ta'lim va tarjima sohasida tub o'zgarishlarni yuzaga keltirmoqda.

Bugungi kunda sun'iy intellekt asosidagi dasturlar va platformalar til o'rganish jarayonini yanada samarali tashkil etish imkonini bermoqda. Bu texnologiyalar yordamida talabalarning bilim darajasi aniqlanadi, individual o'quv materiallari taqdim etiladi hamda o'quv jarayoni avtomatlashtiriladi.

Xorijiy tillarni o'qitishda sun'iy intellekt texnologiyalaridan foydalanish nafaqat ta'lim samaradorligini oshiradi, balki talabalarning mustaqil fikrlash va tahlil qilish ko'nikmalarini ham rivojlantiradi. Shu sababli zamonaviy pedagogika fanida sun'iy intellekt texnologiyalaridan foydalanish masalasi dolzarb ilmiy yo'nalishlardan biri hisoblanadi.

Sun'iy intellekt texnologiyalarining ta'lim tizimidagi ahamiyati

Sun'iy intellekt texnologiyalari ta'lim jarayonini modernizatsiya qilishda muhim omillardan biri hisoblanadi. Zamonaviy o'quv jarayonida AI asosidagi dasturlar o'quv materiallarini avtomatik tahlil qilish, talabalarning bilim darajasini aniqlash va individual o'quv strategiyalarini ishlab chiqish imkonini beradi.

Masalan, adaptiv o'quv tizimlari talabalarning bilim darajasini tahlil qilib, ularga mos o'quv materiallarini taklif etadi. Bu esa ta'lim jarayonini individuallashtirish

imkonini yaratadi. Natijada har bir talaba o'z bilim darajasiga mos ravishda ta'lim oladi.

Shuningdek, sun'iy intellekt asosidagi platformalar o'quv jarayonini monitoring qilish imkonini beradi. Bu tizimlar o'qituvchilarga talabalarning o'zlashtirish darajasini tahlil qilish va ularga individual tavsiyalar berish imkoniyatini yaratadi.

Xorijiy tillarni o'qitishda sun'iy intellekt asosidagi platformalar

Bugungi kunda til o'rganish jarayonida sun'iy intellekt texnologiyalariga asoslangan ko'plab platformalar mavjud. Bunday platformalar o'quv jarayonini yanada interaktiv va samarali tashkil etishga yordam beradi.

Masalan, Duolingo, Babbel, Grammarly, Elsa Speak kabi platformalar sun'iy intellekt texnologiyalaridan foydalanib, til o'rganish jarayonini avtomatlashtiradi. Ushbu tizimlar talabalarning xatolarini aniqlaydi, grammatik tuzatishlar kiritadi va talaffuzni tahlil qiladi.

Shuningdek, nutqni tanish texnologiyalari ham xorijiy tillarni o'rganishda muhim rol o'ynaydi. Bu texnologiyalar yordamida talabalar o'z talaffuzlarini tekshirishlari va to'g'rilashlari mumkin.

Sun'iy intellekt texnologiyalari shaxsiylashtirilgan o'quv tajribalarini osonlashtirish orqali ta'lim tizimini sezilarli darajada o'zgartirmoqda. Adaptiv ta'lim tizimlari ta'lim mazmunini talabalarning individual ehtiyojlariga moslashtirish, ishlash va ta'lim uslublari asosida qiyinchilik darajalarini sozlash uchun AI-ni ishlatadi. Ushbu shaxsiylashtirish aqlli repetitorlik tizimlari tomonidan yanada kuchaytiriladi, ular real vaqtda fikr-mulohazalarni va yakkama-yakka qo'llab-quvvatlashni ta'minlaydi, bu esa talabalar va o'qituvchilar o'rtasidagi bo'shliqni ko'tarib boradi. Bundan tashqari, AI-ga asoslangan moslashtirilgan ta'lim yo'llari oldingi bilimlarni baholaydi va moslashtirilgan tadbirlar ketma-ketligini tavsiya qiladi, bu esa talabalarning optimal sur'atlarda rivojlanishini ta'minlaydi. Ta'lim tarkibini yaratishni avtomatlashtirish ham muhim rol o'ynaydi, bu esa aniq o'quv maqsadlariga mos keladigan tayyorlangan materiallarni ishlab chiqarishga imkon beradi. Birgalikda, ushbu AI texnologiyalari talabalarni jalb qiladigan va murakkab tushunchalarni yanada qulay qiladigan immersiv virtual ta'lim muhitlarini yaratadi, oxir-oqibat akademik ishlash va motivatsiyani yaxshilashga olib keladi.

Tarjimashunoslikda sun'iy intellekt texnologiyalarining roli

Tarjimashunoslik sohasida sun'iy intellekt texnologiyalarining qo'llanilishi tarjima jarayonini sezilarli darajada tezlashtirdi. Mashina tarjimasini tizimlari katta hajmdagi matnlarni qisqa vaqt ichida tarjima qilish imkonini beradi.

Bugungi kunda Google Translate, DeepL, Microsoft Translator kabi tizimlar neyron tarmoqlar asosida ishlaydi. Ushbu tizimlar matnning kontekstini tahlil qilish orqali aniqroq tarjima natijalarini taqdim etadi.

Shu bilan birga, badiiy va ilmiy matnlarni tarjima qilish jarayonida inson tarjimonining roli muhim bo'lib qolmoqda. Chunki madaniy kontekst, metaforalar va stilistik vositalarni to'liq tushunish uchun inson tafakkuri zarur.

Haqiqiy vaqtda tarjima turli tillar bo'ylab tezkor muloqotni osonlashtiradigan turli texnologiyalar va usullarni o'z ichiga oladi. Mashina tarjima (MT) muhim rol o'ynaydi, matn va nutqni samarali tarjima qilish uchun sun'iy intellektdan foydalanadi. Google Translate buni 100 dan ortiq tillar uchun real vaqtda tarjima xizmatlarini taklif qilish orqali misol qiladi, bu esa uni global aloqa uchun keng

foydalanish mumkin bo'lgan vositaga aylantiradi. Bundan tashqari, sinxron talqin tarjimonlarga aytilgan so'zlarni real vaqtda tarjima qilish imkonini beradi, konferentsiyalar va xalqaro tadbirlar paytida tushunishni kuchaytiradi. ITranslate va Microsoft Translator kabi til tarjima ilovalari mashina tarjimasini inson talqini bilan birlashtirib, foydalanuvchilarga real vaqtda tarjima qilish uchun qulay mobil echimlarni taqdim etadi. Bundan tashqari, real vaqtda nutqni aniqlash texnologiyasi ushbu tizimlarga asoslanadi, bu esa so'zlashuv tilini darhol transkripsiya qilish va tarjima qilish imkonini beradi. Birgalikda bu elementlar turli kontekstlarda til to'siqlarini bartaraf etib, real vaqtda samarali tarjima qilish uchun mustahkam ramka yaratadi.

Sun'iy intellekt va inson omilining o'zaro uyg'unligi

Sun'iy intellekt texnologiyalaridan samarali foydalanish inson omili bilan chambarchas bog'liq. O'qituvchi va tarjimonning professional tajribasi, lingvistik bilimlari va pedagogik mahorati sun'iy intellekt tizimlarining samaradorligini oshiradi.

Masalan, o'qituvchi sun'iy intellekt yordamida talabalarning bilim darajasini tahlil qilib, ularga individual o'quv strategiyalarini ishlab chiqishi mumkin. Bu esa ta'lim jarayonining samaradorligini oshiradi.

Tarjima jarayonida esa sun'iy intellekt dastlabki tarjimani amalga oshiradi, inson tarjimoni esa matnni tahrir qilib, stilistik jihatdan mukammallashtiradi. Bu jarayon "post-editing" deb ataladi.

Sun'iy intellekt (AI) va inson omillari o'rtasidagi o'zaro muvofiqlikni oshirish uchun bir nechta asosiy texnologiyalarni qo'llash mumkin. Tabiiy tilni qayta ishlash (NLP) AI tizimlariga inson tilini tushunish va talqin qilish imkonini beradi, foydalanuvchilar bilan yanada samarali muloqot va o'zaro aloqani osonlashtiradi. Bundan tashqari, Inson-markazlashtirilgan dizayn (HCD) foydalanuvchi ehtiyojlari va tajribalarini birinchi o'ringa qo'yadi, bu esa AI interfeyslarining intuitiv va qulay bo'lishini ta'minlaydi, bu esa inson va AI munosabatlarini yaxshiroq rivojlantiradi. Tushuntiriladigan AI (XAI) AI qaror qabul qilish jarayonlarini shaffof qilish orqali hissa qo'shadi va shu bilan odamlar va AI tizimlari o'rtasida ishonch va javobgarlikni o'rnatadi. Bundan tashqari, affektiv hisoblash AI inson his-tuyg'ularini tanib olish va ularga javob berishga imkon beradi, o'zaro munosabatlarda empatiyani kuchaytiradi. Va nihoyat, Kognitiv arxitekturalar inson bilishini simulyatsiya qilish uchun ramkani taqdim etadi, bu esa AI insonga o'xshashroq fikrlash va o'rganishga imkon beradi, bu esa inson ehtiyojlariga moslashuvchanlik va javob berishni yaxshilaydi. Birgalikda, bu texnologiyalar AI ning inson kontekstlariga yanada uyg'un integratsiyasini yaratadi.

Inson va AI hamkorligi - bu mahsuldorlik va qaror qabul qilishni oshirish uchun inson va sun'iy intellektni birlashtiradigan ko'p qirrali yondashuv. Ushbu hamkorlikning markazida gibrid aql tushunchasi bo'lib, u inson sezgisini AI ning qayta ishlash qobiliyatlari bilan birlashtiradi, bu tizimlarga moslashish va inson kiritidan o'rganish imkonini beradi. Bundan tashqari, kognitiv arxitekturalar inson bilishini simulyatsiya qilish orqali hal qiluvchi rol o'ynaydi, bu esa AI tizimlariga inson ehtiyojlarini samarali tushunish va ularga javob berishga imkon beradi. Insonga markazlashtirilgan AI yondashuvi bu tizimlarning insoniy qadriyatlarni birinchi o'ringa qo'yishini ta'minlaydi, intuitiv va shaffof o'zaro ta'sirlarni rivojlantiradi. Bundan tashqari, hamkorlikdagi robototexnika robotlarga umumiy muhitda odamlar bilan birga ishlashga imkon berish orqali ushbu sinergiyani misol qiladi va shu bilan xavfsizlik va ishdan qoniqishni yaxshilaydi. Birgalikda, bu elementlar inson bilan AI

bilan samarali hamkorlik qilish uchun mustahkam asos yaratadi va oxir-oqibat turli sohalarda ustun natijalarga olib keladi.

Sun'iy intellekt asosidagi innovatsion metodlar

Xorijiy tillarni o'qitishda quyidagi innovatsion metodlar keng qo'llanilmoqda:

adaptiv o'quv tizimlari

virtual til muhitlari

nutqni avtomatik tanish texnologiyalari

sun'iy intellekt asosidagi test tizimlari

lingvistik korpuslardan foydalanish

Ushbu metodlar talabalarning tinglab tushunish, o'qish, yozish va gapirish ko'nikmalarini rivojlantirishga xizmat qiladi.

XULOSA

Xulosa qilib aytganda, sun'iy intellekt texnologiyalari xorijiy tillarni o'qitish va tarjima jarayonini rivojlantirishda muhim ahamiyatga ega. Ushbu texnologiyalar ta'lim jarayonini modernizatsiya qilish, o'quv materiallarini individuallashtirish hamda tarjima jarayonini tezlashtirish imkonini beradi.

Biroq sun'iy intellekt tizimlari inson omilini to'liq almashtira olmaydi. O'qituvchi va tarjimonning professional tajribasi, ijodiy yondashuvi va madaniy bilimlari ta'lim va tarjima jarayonining sifatini ta'minlovchi asosiy omil bo'lib qoladi.

Kelajakda sun'iy intellekt texnologiyalari va inson tajribasini uyg'unlashtirish orqali xorijiy tillarni o'qitish hamda tarjima sohasida yanada samarali natijalarga erishish mumkin.

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OVERCOMING LINGUISTIC CHALLENGES IN UZBEK - ENGLISH AI TRANSLATION: A STUDY OF FILM REVIEW DISCOURSE

Authors: Dr. Maria Mercy¹, Amutha Amalraj², Ms. Maxmaraximova Manzura Bozorovna³

Affiliation: School No. 181, MPOSE^{1,2,3}

DOI: <https://doi.org/10.5281/zenodo.19693611>

ABSTRACT

This study was prompted by a simple question about the best tools for translation for an English lesson on films for pre-intermediate Uzbek learners. Based on this enquiry this paper explores difficulties faced in Uzbek-to-English translation specifically within the framework of film review discourse. It explores translation generated across four tools. Two from Neural Machine Translation (NMT) Google Translate, Yandex Translate and two from Large Language Models (LLMs) ChatGPT and Gemini. Reviews of six Uzbek films from authentic sources were analyzed and based on the expert input from an Uzbek language specialist this study identified failure types in terms of use of idioms, cultural terminology, register maintenance and overall cohesion. The paper concludes with a recommendation based on multi-layered intervention approach that integrate Skopos - based human editing and glossaries with human interventions to facilitate translation accuracy, especially for low resource languages.

Keywords: Uzbek - English translation, AI translation tools, film review discourse, low resource languages. NMT, LLM, Skopos theory, Google translate, Yandex translate, ChatGPT, Gemini.

INTRODUCTION

The introduction of artificial intelligence into translation has revolutionized translation enabling multilingual content far more accessible than it was in the 1980s. The field of NLP (natural language processing) has undergone a tremendous change since introduced in the 1980s thereby shifting its parameters from static methods towards 'deep learning' which utilizes artificial neural networks with billions of trainable parameters. However, for languages such as Uzbek with approximately 35 million speakers the digital training data is limited and continue display systematic and consequential shortcomings (Jumashukurov, 2024) unlike high resource languages that benefit from high datasets. Research has documented (Joshi et al., 2020) the inequalities that exist in the global NLP.

The evolution of NMT (Neural Machine Translation), is dramatically accelerating the evolution of LLMs (Large Language Models) in terms of AI integration into translation practice. This study originated as a result of a practical pedagogical question while preparing a lesson plan based on films for grade ten in Uzbekistan. The decision to use translation tools in the educational setting has its values and limitations (Ayyaz, 2025; Huang, 2020). Therefore, it was essential to identify the best suited tool for translation be it NMT or LLM. What began a classroom lesson plan task

revealed a complex issue which extended beyond classroom level language learning. It revealed complex errors that extended beyond word errors as it involved pragmatics and cultural issues (Andrade Preciado et al., 2025; Berman, 1985; Feng, 2025; Haixia and Xuan, 2025 and Venuti, 1995). Outputs from the translation tools as categorized below were considered for the study.

1. Neural Machine Translation (NMT)– Google translate and Yandex
2. Translate and Large Language Models (LLMs) – ChatGPT and Gemini

The study is based across a corpus of six Uzbek film reviews which revealed that AI tools distorted the original meaning of the Uzbek texts in a distinct manner in comparison to a human translators' errors. Hence the paper objectives are:

1. Classify linguistic failures in Uzbek to English translation
2. Assess the tools failure in terms of cultural and intuitional terminology
3. Propose an intervention framework based on Skopos -informed human post-editing.

The study adds to the expanding research on low resourced languages in NMTs and LLMs (Zhong et al., 2025; Court and Elsner, 2024) and address the need for context-based evaluation in translation technology.

METHODOLOGY

Corpus and Data Collection

Six authentic Uzbek film reviews were sourced from online film criticism platforms with reputation. The selected films represent a wide range of sub-genres in terms of war drama, biographical documentary, philosophical criticism, sports documentary, art cinema and musical biography. This diverse selection was made to avoid and bias toward any particular film genres maximizing the analytical scope (Ramzan et al., 2025). The selected film reviews were translated using the selected NMT and LLM tools: Google translate, Yandex Translate, ChatGPT and Gemini. The output generated were collected without any modifications or iterative prompting to ensure the prevalence of standard conditions across all tools (Park, 2022; Pucinskaite and Mitkov, 2025).

Analytical Framework

The analytical framework for the study of AI (NMT and LLMs) generated translations of film reviews is multi-dimensional as it comprises of: Systematic functional linguistics (SFL), Translation theory (Sergeyevna, 2025), linguistic and cultural translations across diverse fields (Goddard, 2020; Schleppergrell, 2007). The frame employs 'Skopos Theory', for the reviewer to evaluate the output of the AI tools. This engagement of an Uzbek expert in evaluation of an AI generated output is essential to establish the methodical challenge AI tools pose with a tendency to deform the Uzbek texts due to the absence of robust automated benchmarks for the language.

Expert Validation

The study employed a dual validation process. A native Uzbek language specialist reviewed each generated translation and provided critical confirmation of the underlying discrepancies based on the grounds of pragmatic and cultural judgements (Jumashukurov, 2024; Nekoto et al. 2020). And an English and AI specialist engaged in systematically analyzing the coherence and cohesion discrepancies in the AI output.

This dual approach is essential to ensure that political and culturally sensitive terms are analyzed with a sociolinguistic depth and identify the gap in terminology.

RESULTS

Systematic Classification of Key Challenges : Uzbek to English Film Review Translations.

Analysis of the Uzbek movie reviews translated to English with the four computational translation tools (NMT and LLMs) revealed consistent failures as presented in Table 1 below.

Table 1: Systematic Classification of Key Challenges

S.No	Failure Category	Google Translate	Yandex Translate	Gemini	ChatGPT	Impact on Review
1.	Idiomatic and proverbial	Translation is literal. This contributes to the destruction of the intended meaning idioms or proverbs convey. Example: "Qarg'alar uchsa qaraylik" becomes awkward because of the literal translation: Let's see if the crows fly. It destroys the title meaning.	Demonstrated a failure caused by literal translation. Example: "Qarg'alar uchsa qaraylik" translates to: Let's look when crows fly is rendered without the force the film-title is required to convey.	Captured the intent with minor lapses. Example: "Qarg'alar uchsa qaraylik" kept closer to original rhetorical feel as it translates to : When the Crows Fly, Let's Look.	Preserved the rhetorical impact required. Example: "Qarg'alar uchsa qaraylik" rendered idiomatically as the translation renders "When the Crows Fly, Let's Look.	Film reviews rely on idiomatic expressions and proverbs a literal translation affects the literary and emotional weight that the Uzbek review presents. Loss turns literary criticism into flat prose.
2.	Lexical failure due to low Uzbek resource	Generated response retained very high level of Uzbek words. Example: "syujet arkasi, tanishtirilsa, qutqarolmaydi, ekspozitsiya qisqaligi, etc., which	The model too retained same Uzbek words as Google Translate. The words invented were hero death, exposition shortness, character arc.	The retention of Uzbek words was minimal. Example: "syujet arkasi and ekspozitsiya qisqaligi". While it invented words like plot arc.	This model was efficient comparatively as most Uzbek terms were translated. While the invented word mirrored ChatGPT.	Indicated that literary film review vocabulary with specialized criticism terms that parallel Uzbek language is extremely low. Hence the Machine translation systems retain original words or invent

		were copied by the model as it was. The model further invented (hallucinated) meaningless compound words in the process of translation. Example: plot ark, exposition shortness, hero death scene.				meaningless terms resulting in a lexical failure. It is essential to note that these words belong to a distinctive literary register.
3.	Gaps in Cultural and Institutional terminology	Historical references nullified. Example: Zulfiya Zokirova, Basmachi, and others – Bukhara officer uniform - compromises the patriotic tone.	Distorts the references used. Example: Sen yetim emassan – the poem/ film loses world war IIs collective memory.	Mostly retains the information during translation.	Preserves the historical sensitivity during translation.	Gaps in translation that relate to national and historical literary memory should not be lost during translation.
4.	Register and Discourse	Consistent literal translation, with journalistic register, with no attempt to adjust the discourse output which is stylistically flat. Example: "Ilhaq" begins with a fragmented literal	The output is similar to Google Translate – literal translation and neutral tone. Example: "Farida" comfort - zone metaphor is condensed and represented in a dry manner devoid of originality.	Utilizes occasional preamble or paraphrasing in order to improve the readability. However, it retains the overall register, which at times result in a neutral and less emotional output.	Paraphrasing is noticeable. Though it produces a natural preamble, with a fine discourse it tends to condense and minimize the original emotional intensity and rhetorical elaboration which may	Reviews in Uzbek utilizes a sophisticated register which integrates – literary criticism, emotional vocabulary and a discourse rich in history. The responses generated during translation minimize stylistics resulting in a flat prose devoid of rhetorical and

		rendering of the ' Title and opening sentence' without any introductory framing.			be concise but loses out on retaining the literary Uzbek register.	emotional richness. This again may be a result of low resources in the literary domain.
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DISCUSSION

The analyzed data across the select NMT and LLM models confirm that the existing AI tools are not equipped to handle Uzbek film review discourse effectively. The documented failures reveal a predictable pattern around : idioms, cultural and institutional terminology, register, tone and cohesion which result from low resources (Court and Elsner, 2024) of the Uzbek language. As Pang et al(2025) argued, revisiting translation challenges through AI once again reveals the long-standing problems in translation, despite the advancement in AI. Hence, this study proposes a multi-tiered intervention framework based on Skopos theory (Abiyatova, 2025; Ramzan et al., 2025) as it serves as the primary foreground for quality in translation.

Literal Translation Trap and Qualitative Improvement:

The results evidently demonstrate a divide between NMT and LLMs. Google and Yandex failed in terms of literal translation. In instances where “Qarg’alar uchsa qaraylik” is translated to, “Let’s see if the crows fly”. This is “ Negative Analytic” according to Berman as it represents the destruction of proverbs and idioms as the machine ignores it during translation. Though the LLMs like ChatGPT and Gemini capture the intent of the review it fails to represent the original emotional intensity.

Low Language Resources

A critical reason revealed by analyzing the DATA was the low frequency of Uzbek literary vocabulary. This resulted in the models generating “Zero-Translation” or inventing terms referred to as, “Hallucination”. This requires domain specific glossary to be developed and integrated into the translation workflows.

It is evident from the study that the tools selected for translation from Uzbek to English, are incapable of generating justifiable outputs. Hence it is essential to practice MTPE (Machine translation Post-Editing), as guided by the Skopos theory as the quality of translation must be judged by its communicative purpose.

CONCLUSION

In conclusion the study had demonstrated that the Neural Machine translation (NMTs) and Large Language Models (LLMs), fail when applied to Uzbek – English translation specifically film reviews due to low resource (Joshi et al.,2025). To address the limitations a muti-tiered intervention framework comprising of literary, cultural, historical and national glossaries, discourse level evaluations grounded in Skopos theory (Abiyatova, 2025, Ramzan et al., 2025) were proposed. The systematic application of Machine Translation Post- Editing (MTPE) forms the core of this framework as it engages human editors to refine the generated translation. Moreover, the study recommends the development of domain-specific glossaries. Hence, future research could focus on building a corpus to facilitate quality in translation especially when the language is under-resourced.

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LINGUO-PRAGMATIC FEATURES OF THE USE OF ARTIFICIAL INTELLIGENCE IN THE TRANSLATION OF POLITICAL DISCOURSE ON THE EXAMPLE OF UZBEK AND ENGLISH LANGUAGES

Author: Baxromova Maftuna Baxrom qizi¹

Affiliation: Master's Student, Nordic International University¹

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ABSTRACT

This article is devoted to the study of the linguo-pragmatic features of the use of artificial intelligence in the translation of political discourse on the example of Uzbek and English. It analyzes the main pragmatic aspects of political discourse, including implicit meaning, manipularity, and context dependence. The possibilities of AI-based translation tools in re-representing these features and existing linguistic problems are also examined. The results of the study show that although artificial intelligence provides speed and convenience in translation, there is still a need for the human factor in fully reflecting the deep pragmatic layers of political discourse. Also, this work serve to develop scientific and practical recommendations on the effective use of artificial intelligence in the fields of translation, discourse analysis and practical translation.

Keywords: Linguo-pragmatic, political discourse, implicit meaning, manipularity, artificial intelligence, human factor, pragmatic layers and translation.

INTRODUCTION

As a result of the acceleration of the globalization process, political communication is gaining international importance. The translation of political relations between different states, official speeches and diplomatic speeches requires accuracy and agility. In this context, AI-based translation systems are widely used in the translation of political discourse. Political discourse has its own linguistic and pragmatic characteristics, in which the elements of implicit meaning, ideological loading, manipulative strategies and influence on the audience occupy an important place. Communicating such features from one language to another in a correct and adequate way is one of the complex issues of interpreting. Cultural and pragmatic differences play an important role, especially in translation between Uzbek and English. The purpose of this study is to identify the linguo - pragmatic features of the use of artificial intelligence in the translation of political discourse, to analyze its capabilities and limitations on the example of Uzbek and English.

The issues of political discourse and its translation have been studied by many scholars. In Particular, Teun A. van Dijk analyzed political discourse as a communicative process related to ideology and power. He argues that political discourse is a means of influencing social consciousness through language.¹

¹ van Dijk, T. A. Political Discourse and Ideology.

Norman Fairclough, on the other hand, has explored in depth the social and pragmatic aspects of political discourse within critical discourse analysis, basing the connection between language and power.²

In translation, however, Mona Baker emphasizes the importance of context and discourse in translating political texts. He shows in translation the need to ensure not only linguistic, but also pragmatic compatibility.³

In recent years, artificial intelligence-based translation technologies have developed widely, notably neural translation systems. Research by Philipp Koehn notes that the efficiency of automatic translation has increased, while problems with conveying complex discursive and pragmatic meanings remain.⁴

At the same time, modern studies show that artificial intelligence has not yet achieved complete perfection in translating metaphors, euphemisms and implicit meanings in political discourse.

And let's look through some of the examples:

1. Example of implicit meaning (political discourse):

"We will restore stability and protect our national interests."

Artificial intelligence translation (simple):

"Biz barqarorlikni tiklaymiz va milliy manfaatlarimizni himoya qilamiz."

Analysis:

Here, the phrase "restore stability" implicitly implies that there is a problem or instability in the country. Artificial intelligence translation is grammatically correct, but does not deeply reveal a hidden political context (such as criticism or a reference to crisis).

2. Euphemism(softening):

"We are considering a military intervention."

Artificial intelligence translation (simple):

"Biz harbiy aralashuvni ko'rib chiqmoqdamiz."

Analysis:

"Military intervention" is euphemism that can actually denote war or military action. The translation is correct, but artificial intelligence does not explain the political Mitigation Function of this phrase.

3. Cultural-pragmatic discrepancy:

"We will build a New Uzbekistan together."

Artificial intelligence translation (simple):

"Yangi O'zbekistonni birgalikda quramiz."

Analysis:

In Uzbek, the phrase has a strong ideological and emotional load. In English, it sounds a little more formal and neutral. Hence, artificial intelligence conveys content, but the emotional-pragmatic effect is not fully maintained.

The cited examples suggest that artificial intelligence provides lexical and grammatical accuracy in translation, but has limitations in fully conveying implicit meaning, euphemism, and cultural-pragmatic loading inherent in political discourse. For this reason, the participation of the human translator in the translation of such texts remains important.

A number of methods have also been used. These are:

² Fairclough, N. Language and Power.

³ Baker, M. In Other Words: A Coursebook on Translation

⁴ Koehn, P. Neural Machine Translation./ Hatim, B., Mason, I. Discourse and the Translator.

- a. **Comparative analysis method**-political speeches in Uzbek and English and their translations using artificial intelligence were compared.
- b. **Discursive analysis**-the pragmatic characteristics of political speeches (implicit meaning, manipulability, context) were determined and studied how they were reflected in translation.
- c. **Content-analysis**-linguistic units used in political texts (metaphor, euphemism, stylistic means) were systematically analyzed.
- d. **Descriptive method**-general features and problems of translation of artificial intelligence were described.

CONCLUSION

The results of this study show that the use of artificial intelligence in the translation of political discourse is gaining importance in modern translatability. Artificial intelligence-based translation tools allow for quickness, convenience, and short processing of large volumes of text. It is especially effective in international political communication. At the same time, political discourse is characterized by its complex linguistic-pragmatic features - implicit meaning, manipularity, metaphoricity, and cultural connotations. During the study, it was discovered that artificial intelligence often takes a superficial approach to translating these aspects and cannot fully deliver pragmatic content. As a result, the impact force of translation decreases in some cases. Analysis using the example of Uzbek and English also confirms that the differences between languages and cultures play an important role in the translation of political speech. Artificial intelligence, on the other hand, does not always adequately account for these differences. While artificial intelligence in general is effective as an auxiliary tool in political discourse translation, the involvement of the human interpreter is necessary to ensure a high level of linguo-pragmatic accuracy. In the future, it will become an important task to expand the possibilities of more accurately representing the deep layers of meaning of political speech through the improvement of artificial intelligence technologies.

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LINGUISTIC CAPABILITIES AND CHALLENGES OF ARTIFICIAL INTELLIGENCE IN TRANSLATING EMOTIVE EXPRESSIONS IN ENGLISH AND UZBEK

Author: Hamrakulova Shokhista Shukhratovna¹

Affiliation: Master's Student, Nordic International University¹

DOI: <https://doi.org/10.5281/zenodo.19693906>

ABSTRACT

This article examines English–Uzbek emotive expression translation and evaluates AI-based tools in handling semantic, pragmatic, stylistic, and cultural nuances. The study argues that AI accelerates translation and suggests variants, but human translators remain essential for preserving emotional intensity, naturalness, and linguocultural meaning.

Keywords: emotive expression, translation, translation studies, artificial intelligence, English language, Uzbek language, semantics, pragmatics, linguoculturology, literary translation.

INTRODUCTION

In today's era of globalization, the expansion of intercultural and interlingual communication has sharply increased the need for translation activity. In particular, the accurate and natural transfer of linguistic units expressing human emotions from one language into another has become one of the important scientific and practical issues in literary works, mass media, cinema, advertising, social networks, diplomatic correspondence, and spoken discourse. Among such units, emotive expressions occupy a special place because they not only convey information, but also embody the speaker's inner emotional experience, evaluative attitude, communicative mood, and aesthetic effect.

Translating emotive expressions is not a matter of simple lexical substitution. The translator is required to recreate in the target language the emotional tone, cultural meaning, contextual function, and stylistic coloring embedded in the source text. Since English and Uzbek belong to different language families, differ in their grammatical systems, and possess distinct norms of speech etiquette and evaluative patterns, a number of difficulties arise in translating emotive units. An emotional expression rendered briefly and compactly in English may require broader syntactic means in Uzbek, while an emotionally colored Uzbek expression may be conveyed in English through a simpler but pragmatically equivalent form.

In recent years, artificial intelligence based translation tools have developed rapidly and have actively entered translation practice. Machine translation, neural systems, large language models capable of contextual analysis, and semantic alignment algorithms based on parallel corpora have significantly accelerated the translation process. However, the possibilities and limitations of artificial intelligence in translating units with deep pragmatic and cultural layers, such as emotive expressions, remain an pressing scientific issue. AI can often identify lexical

correspondences, but it does not always accurately perceive emotional intensity, irony, sarcasm, affection, suffering, resentment, surprise, fear, or sincerity.

Therefore, this article analyzes the process of translating emotive expressions in English and Uzbek from linguistic, pragmatic, and translation studies perspectives, and evaluates the role of artificial intelligence tools in this process. The main aim of the study is to identify the problems involved in translating emotive units, to demonstrate translation strategies for such expressions, and to highlight the possibilities of effectively using artificial intelligence based translation tools.

Main Part

In linguistics, the concept of emotivity is interpreted as a semantic and pragmatic phenomenon expressing the emotional coloring of speech. Emotive units may appear in the form of words, phrases, idioms, exclamations, metaphors, evaluative constructions, or even whole sentences. Their primary function is not only to convey nominative meaning, but also to express the speaker's feelings, subjective attitude, and communicative intonation. For this reason, the translation of emotive expressions is closely connected not only with lexical meaning, but also with emotional load and speech situation.

Emotive expressions in English are often compact, idiomatic, and highly dependent on context. For example, such units as I am devastated, That broke my heart, I am over the moon, What a shame, and You scared me to death express not only a direct emotional state, but also its degree of intensity. In Uzbek, emotional states are often expressed more expansively through figurative means, intensifying elements, forms of address, intonational changes, and additional syntactic constructions. Expressions such as yuragim ezilib ketdi, juda ham xursand bo'ldim, ich etimni yeb yubordim, dodimni berdim, hayratdan yoqa ushladim, and dilim vayron bo'ldi are actively used in literary and spoken discourse.

In translation studies, the main complexity of translating emotive expressions lies in the fact that their meaning is often not denotative, but connotative in nature. While denotative meaning refers to facts in reality, connotative meaning includes emotional coloring, evaluation, stylistic effect, and cultural association. For example, the English expression My heart sank may be translated literally as yuragim cho'kdi, but in Uzbek speech tradition such variants as ko'nglim cho'kdi, yuragim orqaga tortdi, or ichim bir g'ash bo'ldi sound more natural. Thus, in translation, not formal equivalence, but functional and pragmatic equivalence is more important.

The first problem in translating emotive expressions is the issue of semantic correspondence. Although both languages contain units expressing emotional states, their semantic scope and sphere of use are not identical. For example, the English word upset may indicate mild offense, emotional discomfort, sadness, or a generally uneasy emotional state. In Uzbek, depending on context, this may be rendered as xafa, ko'ngli og'rigan, bezovta, ruhiy siqilgan, or biroz ranjigan. Therefore, if an automatic translation system selects only one general equivalent, it may reduce the emotional precision of the text.

The second problem is related to pragmatic equivalence. An emotive expression is interpreted differently depending on the speech situation, the relationship between the speaker and the listener, social distance, age factor, gender, speech register, and communicative intention. For example, the English expression Oh, come on! may convey protest, persuasion, reproach, or a humorous appeal. In Uzbek, it can be translated in different contexts as e, bo'ldi endi, qo'ysang-chi, haydi,

jiddiy gapir, or shunaqayam bo'ladimi. Although this unit may seem simple at first glance, it presents a complex pragmatic problem both for artificial intelligence and for the translator.

The third problem is related to cultural adaptation. Many emotive expressions are closely connected with national mentality, values, traditions, and figurative thinking. The English expression I am blue conveys sadness, but in Uzbek such an emotion is not traditionally expressed through color symbolism. Likewise, Uzbek expressions such as bag'rim ezildi, ko'nglim joyiga tushdi, and ichimga chiroq yoqilganday bo'ldi lose their emotional naturalness when translated literally into English. Therefore, the translator or the system should recreate not the image itself, but the effect it produces.

The fourth problem is preserving stylistic coloring. Emotive expressions perform different functions in literary style, spoken discourse, journalistic texts, and everyday correspondence. In literary texts, they create imagery, reveal the psychology of characters, and increase the expressiveness of the text. In conversational style, they express lively communication and natural reaction. If the style of the text changes in the process of translation, the emotive force of the expression weakens. For example, there is a stylistic difference between translating the English construction She whispered sadly as u xafa bo'lib pichirladi and as u mungli ohangda shivirladi. In the second version, the emotional atmosphere is felt more strongly.

The main strategies used in translating emotive expressions include finding a functional equivalent, descriptive translation, compensation, contextual substitution, modulation, and transformation. In the strategy of functional equivalence, the emotional effect of the original expression is preserved even if its form changes. For example, the expression I am fed up may be translated as to'yib ketdim or jonimga tegdi. Here literalness is abandoned, but the emotional content is maintained. In descriptive translation, an expression specific to a national culture may be rendered in a slightly expanded form if necessary. In compensation, the emotion of the source text is reproduced elsewhere or by another stylistic device.

To demonstrate emotive equivalence between English and Uzbek, several examples may be considered. The English expression It broke my heart may be rendered in Uzbek as bu yuragimni tilka pora qildi, bundan qattiq ezildim, or dilim vayron bo'ldi. The expression I was thrilled may correspond to nihoyatda xursand bo'ldim or hayajondan ichimga sig'madim. Likewise, I am terrified may be expressed as juda qo'rquyapman, vahimadan qotib qoldim, or jonim chiqib ketay dedi. In each case, different choices emerge depending on emotional intensity, style, and situation.

Artificial intelligence based translation tools are attempting to process such complex units. In particular, neural machine translation systems learn probable correspondences between linguistic units on the basis of large amounts of parallel texts. In many cases, such systems can accurately convey the general meaning, produce grammatically fluent sentences, and work quickly. Their efficiency may be high in non-literary texts with a low emotional load. For example, simple speech reactions, basic emotional units in everyday correspondence, or widely used idioms can be translated correctly to a certain extent. However, artificial intelligence systems face difficulties in translating emotive expressions for several reasons. First, they often do not fully perceive the broader context or lack sufficient extratextual cultural knowledge. Second, they may choose the wrong degree of emotional intensity. Third, complex pragmatic meanings such as irony, sarcasm, hidden pain, politeness,

affectionate reproach, and subtle humor remain a difficult area for automatic systems. For example, the English sentence Well, that was just great may, depending on context, express either sincere satisfaction or sarcastic dissatisfaction. Artificial intelligence usually tends to translate this sentence in a positive sense.

Another complexity related to the emotional layers of the Uzbek language is that emotional meaning is intensified through the category of respect, degree of closeness, forms of address, particles, and affixes. Units such as voy, eh, axir, ku, da, jonim, bechora, sho'rlik, voydod, dod, ey, bola bechora, and ko'nglim qolibdi carry not only emotional, but also social and cultural meaning. In English, it is not always possible to find an exact equivalent for each of them. Therefore, artificial intelligence sometimes omits them, and at other times neutralizes them excessively. As a result, the emotional naturalness of the text is weakened.

The advantages of artificial intelligence cannot be denied either. First, it analyzes large volumes of text quickly. Second, it provides an initial draft for the translator. Third, it can offer several equivalent alternatives. Fourth, on the basis of parallel corpora, the system can identify frequently occurring emotive constructions. Especially in scientific, journalistic, and semi formal texts where emotional units appear in standardized forms, artificial intelligence is highly convenient as an auxiliary tool. However, in literary translation, film dialogues, dramatic monologues, poetry, folk expressions, national phraseological units, and conversational speech, its output consistently requires human supervision.

At this point, it is appropriate to understand the relationship between the human translator and artificial intelligence not as competition, but as cooperation. A human translator senses the context, possesses artistic sensitivity, understands the national cultural background, and takes into account character traits and speech situations. Artificial intelligence, on the other hand, excels in speed, variation, technical convenience, and preliminary processing. Therefore, the most effective model in translating emotive expressions is a hybrid approach. First, artificial intelligence rapidly analyzes the text and provides an initial translation, and then the translator corrects the emotional, pragmatic, and stylistic aspects.

To improve the effectiveness of artificial intelligence in translating emotive expressions, several scientific and practical directions can be identified. First, it is necessary to create a parallel corpus of emotional units in English and Uzbek. It should include the form of the expression, its context, style, pragmatic function, and possible translation variants. Second, it is important to compile an electronic dictionary of Uzbek national phraseological units, emotional exclamations, evaluative constructions, and forms of address. Third, it would be useful to introduce an emotional tagging mechanism for translation systems. In this process, units should be classified into categories such as positive, negative, ironic, sad, surprised, fearful, and affectionate. Fourth, the artificial intelligence model should be enriched not only with a general corpus, but also regularly with literary and dialogic texts.

A linguocultural approach is also important in this matter because an emotive expression is not only a grammatical or lexical element of language, but also a reflection of cultural thinking. In English culture, emotion may often be expressed in relatively restrained, shorter, and less explicit forms. In Uzbek speech, however, sincerity, strong emotional emphasis, blessing, reproach, pity, affection, or astonishment are often expressed in a more figurative and impressive way. Thus, translation is not only a transfer between languages, but also between cultures.

Artificial intelligence makes more errors precisely at this stage because it cannot perceive national speech sensitivity with the same subtlety as a human being.

The quality of translation, especially on the emotive level, is often evaluated by the criteria of being correct and natural. A word-for-word correct translation may sometimes sound unnatural, whereas a natural variant, although formally more distant, may convey the spirit of the text more accurately. For example, the English expression Don't break my heart can be translated as yuragimni sindirma, which is grammatically and semantically correct. However, in some contexts, such variants as meni qiynama, dilimni og'ritma, or ko'nnglimni cho'ktirma may express the emotional effect more precisely. Therefore, it becomes clear that the main criterion of translation is not literal correspondence, but communicative effect.

The stronger the translator's linguistic intuition, artistic taste, and cultural competence, the more successfully emotive units are translated. Artificial intelligence, at present, can serve as a powerful supporting tool in this process by quickly suggesting variants, helping to find suitable expressions on the basis of corpora, and saving time. However, it still cannot independently guarantee a fully artistic and emotionally perfect translation. Especially in translating subtle emotional expressions in Uzbek, particles that carry additional meaning, and constructions mixed with affection or irony, the role of the human editor remains primary.

CONCLUSION

The translation of emotive expressions in English and Uzbek is one of the most complex and at the same time one of the most relevant issues in translation studies. Such units do not merely convey information, but also combine emotional state, evaluation, style, cultural background, and communicative intention. Their translation requires semantic correspondence, pragmatic accuracy, stylistic naturalness, and linguocultural equivalence. The analysis shows that English and Uzbek differ from each other in the structure of emotive means of expression, methods of intensification, and cultural associations. For this reason, a literal approach is often insufficient in translating emotive expressions. The most appropriate way is to use translation strategies that ensure functional and pragmatic equivalence.

Artificial intelligence based translation tools create significant technical convenience in this process. They are effective in speed, variability, data processing, and preparing initial translations. However, in the adequate translation of units with a strong emotional, cultural, and contextual load, such as emotive expressions, they still have limited capacity. In particular, the human translator remains decisive in recreating irony, sarcasm, hidden meaning, national imagery, and delicate stylistic shades. Thus, in the translation of emotive expressions, artificial intelligence should be evaluated not as a complete replacement tool, but as an intelligent assistant system that supports the work of the translator. In the future, creating parallel corpora of emotive units in English and Uzbek, forming linguoculturally annotated databases, and improving translation models on the basis of national speech characteristics will contribute to the development of this field.

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THE ROLE OF ARTIFICIAL INTELLIGENCE IN TRANSLATING CULTURE-SPECIFIC LEXIS: A CASE STUDY OF UZBEK-ENGLISH LITERARY TEXTS

Author: Ismatullayeva Aziza Anvar qizi¹

Affiliation: Master's Student, Nordic International University¹

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ANNOTATION

This article examines the role of artificial intelligence (AI) in translating culture-specific lexis in Uzbek-English literary texts. Culture-specific lexis includes words, expressions, and concepts that are deeply rooted in national traditions, social relations, customs, and worldview. In literary translation, preserving such lexical units is essential for maintaining the cultural authenticity of the source text. The article analyzes the capabilities and limitations of AI-based translation systems in rendering Uzbek culture-bound expressions into English. The study relies on comparative textual analysis, recent research on neural machine translation, and examples from Uzbek literary discourse. The findings show that AI significantly improves lexical accuracy and processing speed, but still faces challenges in conveying contextual meaning, pragmatics, and cultural connotations. The paper argues that AI is most effective when used as an assistive tool in collaboration with human translators.

Keywords: artificial intelligence, literary translation, culture-specific lexis, Uzbek-English translation, neural machine translation, cultural equivalence, machine-assisted translation.

INTRODUCTION

The rapid development of artificial intelligence has significantly transformed translation studies and professional translation practice. In recent years, neural machine translation (NMT) systems have demonstrated substantial improvements in fluency, coherence, and lexical consistency across multiple language pairs¹. AI-powered tools such as Google Translate, DeepL, and customized neural translation systems are increasingly used in literary and non-literary translation processes².

However, literary translation remains one of the most challenging areas for AI because literary texts contain figurative language, stylistic devices, historical references, and culture-specific lexical units. According to Newmark, culture-specific lexis refers to lexical items that are tied to a particular social, material, ecological, or cultural reality³. Such units often have no direct equivalents in the target language.

Uzbek literary texts are particularly rich in culture-specific vocabulary. Lexical items such as *mahalla*, *navruz*, *dasturxon*, *ota-ona duosi*, and *kelin salom* embody

¹ Koehn P. Neural Machine Translation. Cambridge University Press, 2020. pp. 22–30.

² Toral A., Way A. What Level of Quality Can Neural Machine Translation Attain on Literary Text? // Translation Spaces. 2018. Vol. 7(1). pp. 45–52.

³ Muminov A. Problems of Uzbek-English Literary Translation in Digital Context // Philology Matters. 2022. No. 3. pp. 110–114.

unique social practices and cultural values. Translating such expressions into English requires not only linguistic competence but also cultural mediation⁴.

This study explores the effectiveness of AI in translating culture-specific Uzbek lexis into English in literary texts. The research focuses on identifying the strengths and limitations of AI systems and evaluating their usefulness in preserving cultural meaning.

METHODOLOGY

This study uses a qualitative comparative methodology based on literary translation analysis and recent AI translation research.

The methodological framework includes:

- comparative analysis of Uzbek culture-specific lexical items and their English AI-generated equivalents;
- contextual semantic analysis of literary excerpts;
- descriptive evaluation of translation adequacy;
- review of scholarly literature on AI and literary translation.

The theoretical basis of the study draws on Nida's dynamic equivalence theory, Newmark's semantic and communicative translation approach, and recent neural machine translation studies⁵.

For analysis, examples were selected from Uzbek literary prose and short narrative texts containing culturally marked vocabulary. AI-generated translations were compared with human translation strategies in terms of:

- semantic preservation;
- contextual appropriateness;
- stylistic adequacy;
- cultural transfer.

This approach allows for identifying patterns in AI performance and assessing its role in literary translation.

RESULTS

The analysis demonstrates that AI performs relatively well in translating denotative meaning but faces difficulties with culturally embedded connotations.

AI systems showed the following strengths:

- rapid lexical recognition;
- high consistency in repetitive phrases;
- acceptable syntactic restructuring;
- improved contextual prediction in common phrases⁶.

For example, common Uzbek lexical units such as *mahalla* are often transliterated correctly, while broader contextual phrases like *mahalla ahli* are rendered as "neighborhood residents," which is semantically acceptable⁷.

Similarly, terms such as *dasturxon* may be translated as "tablecloth" or "meal setting," partially preserving the literal meaning but losing symbolic cultural significance associated with hospitality.

⁴ Newmark P. A Textbook of Translation. London: Prentice Hall, 1988. pp. 94–97.

⁵ Karimov B. Cultural Lexis in Uzbek Literary Translation // Uzbek Journal of Linguistics. 2021. No. 2. pp. 58–68.

⁶ Vaswani A. et al. Attention Is All You Need // Advances in Neural Information Processing Systems. 2017. pp. 5998–6008.

⁷ Baker M. In Other Words: A Coursebook on Translation. Routledge, 2018. pp. 31–34.

The main limitations identified include:

- inability to fully interpret symbolic cultural references;
- weak handling of implicit meanings;
- inaccurate translation of ritual and kinship expressions;
- stylistic flattening of literary language.

For example, expressions such as *ota-onaning duosi* were often translated literally as “parents’ prayer,” which does not fully convey the cultural meaning of blessing, moral support, and social legitimacy in Uzbek culture⁸.

Likewise, idiomatic expressions and metaphors embedded in traditional narratives were often mistranslated or simplified by AI systems⁹.

These findings confirm that while AI enhances translation efficiency, it cannot independently ensure full cultural equivalence in literary texts.

Analysis and Discussion

The application of artificial intelligence in literary translation has become one of the most actively discussed issues in contemporary translation studies, especially in the context of low-resource languages such as Uzbek. While neural machine translation (NMT) systems have made remarkable progress in lexical accuracy and syntactic fluency, the translation of culture-specific lexis remains a complex and unresolved challenge. This issue is particularly significant in Uzbek-English literary translation, where lexical items frequently embody social relations, historical memory, customs, rituals, and value systems. The present analysis demonstrates that AI can improve translation efficiency and consistency, but its ability to preserve culturally embedded meaning in literary discourse remains limited without human intervention¹⁰.

The emergence of transformer-based architectures fundamentally changed machine translation quality. Before the introduction of transformer models, phrase-based statistical machine translation systems processed language in fragmented units and often failed to preserve contextual cohesion. Vaswani et al. showed that the transformer architecture significantly improved long-distance contextual modeling through self-attention mechanisms, allowing systems to better process sentence-level relationships and semantic dependencies. These developments laid the technical foundation for modern AI translation systems, including those applied to less-resourced languages.

For Uzbek-English translation, this technological progress has been especially important because Uzbek belongs to the Turkic language family and has grammatical, lexical, and syntactic structures that differ substantially from English. Uzbek is characterized by agglutinative morphology, free word order, and culturally marked vocabulary. These linguistic features create structural challenges for machine translation systems that are primarily trained on high-resource language pairs. As Koehn notes, NMT systems perform best when trained on large, domain-specific parallel corpora; in low-resource contexts, their performance often declines when dealing with stylistic and culturally nuanced texts.

Literary translation, unlike technical or informational translation, requires interpretive sensitivity. Literary texts are not merely conveyors of information; they are aesthetic structures shaped by tone, symbolism, rhythm, imagery, and cultural

⁸ Rahimova D. Challenges in Translating Uzbek National Concepts // Foreign Philology. 2020. No. 4. pp. 73–75.

⁹ Toury G. Descriptive Translation Studies and Beyond. John Benjamins, 2012. pp. 88–90.

¹⁰ Kenny D. Machine Translation and Human Literary Creativity // Translation Studies. 2022. Vol. 15(2). pp. 117–120.

reference. Toral and Way emphasize that while NMT has significantly improved fluency and readability in literary text output, the systems still struggle with ambiguity, metaphor, irony, and cultural resonance. In other words, AI may generate grammatically acceptable target text, but literary adequacy requires much more than grammatical correctness.

In Uzbek literary discourse, culture-specific lexis occupies a central place in the construction of narrative identity. Such lexical items reflect the everyday life, family structure, hospitality traditions, religious practices, moral expectations, and collective memory of Uzbek society. According to Newmark, culture-specific words belong to categories such as ecology, material culture, social culture, customs, and institutional concepts, and they often resist direct translation because they are rooted in source-language experience.

This theoretical perspective is particularly relevant in the Uzbek context. Uzbek literary texts frequently include words such as *mahalla*, *dasturxon*, *sumalak*, *duo*, *kelin*, *qaynona*, and *to'yi*. Each of these lexical units contains denotative meaning, but also carries broader social and emotional associations. For example, the word *mahalla* refers not only to a neighborhood but also to a socially organized community system involving mutual support, collective responsibility, and local identity. When AI translates *mahalla* simply as “neighborhood,” it conveys the basic referent but often fails to transmit the institution’s cultural depth.

This reveals one of the core limitations of AI in literary translation: semantic approximation without full cultural interpretation. AI systems are trained on patterns of correspondence found in bilingual corpora. Their decisions are based on statistical probability and contextual prediction rather than lived cultural understanding. Kenny argues that although machine translation systems can increasingly reproduce formal linguistic structures, they still lack interpretive consciousness, which is essential for literary creativity and cultural mediation.

The issue becomes even more visible in the translation of kinship terms. Uzbek kinship vocabulary is far more socially layered than English kinship terminology. Words such as *aka* (older brother), *opa* (older sister), *uka* (younger brother), *singil* (younger sister), *qaynona* (mother-in-law), and *kelin* (daughter-in-law / bride) function not only as relational labels but also as markers of respect, hierarchy, intimacy, and obligation. In many literary contexts, these terms reveal character relationships and emotional tone.

AI systems generally translate these terms into their closest English equivalents, which often results in loss of pragmatic nuance. For example, *aka* may be translated simply as “brother,” even when the original usage expresses respect toward an older male figure who may not be a biological sibling. Ismatullayeva notes that Uzbek kinship terms are culturally loaded and context-sensitive; their translation requires careful adaptation rather than direct substitution¹¹. A human translator may choose alternative strategies such as lexical borrowing, contextual clarification, or stylistic compensation, whereas AI typically prioritizes lexical equivalence over social nuance.

Another significant challenge concerns ritual and ceremonial vocabulary. Uzbek literary texts often reference traditional customs such as *beshtik to'yi* (cradle ceremony), *sunnat to'yi* (circumcision celebration), *kelin salom* (bride’s greeting ritual), and *navruz sayli* (Navruz festivities). These expressions are deeply embedded

¹¹ Ismatullayeva N. Kinship Terms in Uzbek-English Translation // Language and Culture. 2021. No. 1. pp. 92–95.

in Uzbek cultural life and reflect symbolic values such as family continuity, respect for elders, hospitality, and communal belonging.

AI systems tend to process such expressions in one of three ways: literal translation, transliteration, or semantic generalization. Each strategy has limitations. Literal translation may sound unnatural or misleading in English. Pure transliteration preserves form but may leave the target reader without understanding. Generalization often removes cultural specificity altogether. Karimov observes that translating Uzbek ceremonial lexis requires a balance between preserving foreignness and ensuring readability. Human translators can strategically combine transliteration with explanatory context, whereas AI systems rarely make such culturally informed choices autonomously.

The translation of symbolic and religious expressions presents additional difficulties. Uzbek literary texts frequently contain concepts such as *duo* (blessing/prayer), *baraka* (blessing/abundance), *savob* (spiritual merit), and *sabr* (patience with spiritual connotation). These concepts are semantically dense because they operate at the intersection of language, religion, and ethics. A literal AI translation may capture the surface meaning but overlook connotative and emotional dimensions.

For example, *ota-onaning duosi* is often translated by AI as “parents’ prayer.” While linguistically understandable, this translation does not fully convey the Uzbek cultural concept of parental blessing as a moral force associated with life success, social approval, and spiritual legitimacy. Rahimova highlights that such expressions are not merely lexical items but carriers of worldview and value systems. This demonstrates that literary translation requires not only semantic transfer but also cultural interpretation.

AI also faces limitations in translating figurative language. Uzbek literary prose often employs proverbs, metaphors, and idiomatic expressions rooted in folk culture. Proverbs in particular condense collective wisdom and cultural experience into short figurative forms. AI systems may translate them word-for-word, which can distort intended meaning or stylistic effect. Toury’s descriptive translation framework suggests that adequacy in literary translation depends on preserving functional and cultural relevance rather than merely reproducing lexical form.

For instance, an Uzbek proverb involving bread, hospitality, or parental respect may have symbolic implications not directly accessible to an English-speaking audience. Human translators often address this through adaptive equivalence, footnotes, or culturally analogous expressions. AI systems, however, generally lack the capacity to judge which strategy best suits the narrative context. This leads to stylistic flattening, where the literary richness of the original text is reduced to informational paraphrase.

Despite these limitations, the role of AI in literary translation should not be understood only in negative terms. AI offers substantial practical benefits that can support translators, researchers, and publishers. One of its major strengths is speed. AI systems can process large volumes of text quickly, identify repeated structures, and provide consistent lexical output. This is particularly useful in the early stages of translation, such as draft generation, terminology alignment, and corpus analysis.

AI can also improve access to Uzbek literary texts for global audiences by facilitating preliminary translation and wider dissemination. For lesser-translated languages, AI tools may help reduce barriers to international literary circulation. This

can support cultural exchange, academic study, and comparative literature research. In this sense, AI contributes positively to the visibility of Uzbek literature in the global context.

However, the most productive approach is hybrid collaboration between AI and human translators. O'Brien emphasizes that machine translation combined with post-editing can improve efficiency while maintaining quality, provided that the post-editor has adequate linguistic and cultural competence¹². In literary translation, post-editing is not merely correction of errors; it is a creative and interpretive process.

A hybrid model is particularly suitable for Uzbek-English literary translation because it allows AI to handle repetitive and structural tasks while human translators focus on:

- preserving cultural nuance;
- interpreting symbolic meaning;
- maintaining stylistic individuality;
- adapting references for target readers;
- ensuring emotional authenticity.

This model aligns with contemporary views in translation studies that regard technology as a tool rather than a substitute for human expertise. AI can support decision-making, but the final responsibility for literary quality remains with the translator.

Another important issue concerns the future development of AI systems for Uzbek. Current limitations are partly due to insufficient training data. Uzbek remains underrepresented in multilingual datasets, especially in literary and culturally annotated corpora. Improving AI performance in Uzbek-English literary translation requires:

- larger parallel corpora of literary texts;
- culturally tagged lexical databases;
- inclusion of idioms and proverbs in training sets;
- context-aware fine-tuning for literary style.

Such developments could significantly enhance the ability of AI systems to recognize and appropriately render culture-specific lexis.

CONCLUSION

Artificial intelligence has become an important tool in modern translation practice and offers significant advantages in speed, consistency, and accessibility. In the translation of Uzbek-English literary texts, AI can effectively support lexical processing and preliminary draft generation.

However, culture-specific lexis presents substantial challenges for AI systems due to the complexity of cultural meaning, symbolism, and contextual nuance. Uzbek literary texts contain numerous lexical units that reflect national customs, values, and social structures, which require interpretive and culturally informed translation strategies.

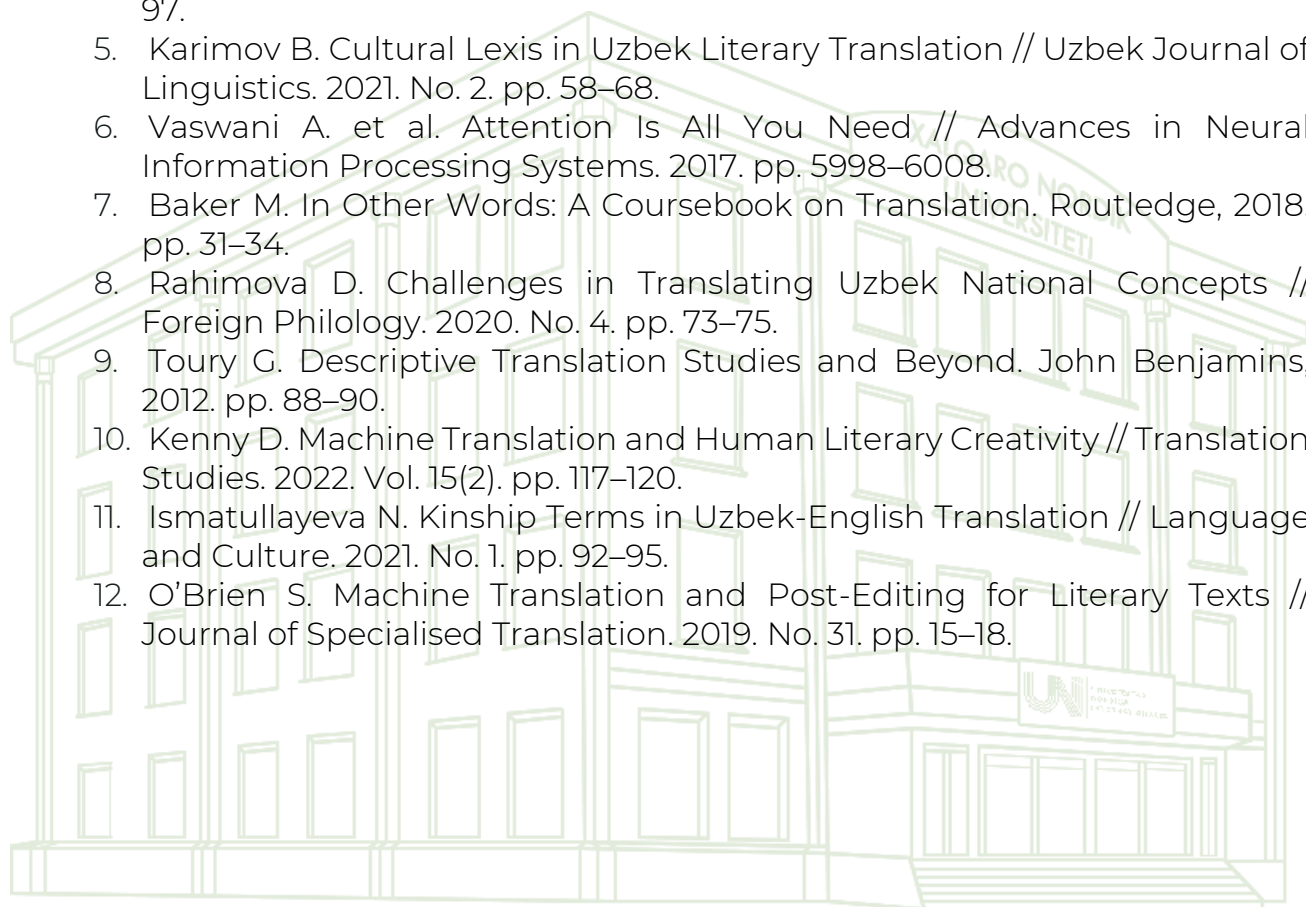
The findings of this study confirm that AI is effective as an assistive technology but remains limited in achieving full cultural equivalence in literary translation. Human translators play a decisive role in preserving the authenticity and aesthetic value of literary texts.

¹² O'Brien S. Machine Translation and Post-Editing for Literary Texts // Journal of Specialised Translation. 2019. No. 31. pp. 15–18.

Future research should focus on improving AI models for low-resource languages such as Uzbek and integrating culturally annotated corpora into translation systems.

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MODERN TRENDS IN THE EFFECTIVE USE OF ARTIFICIAL INTELLIGENCE IN FOREIGN LANGUAGE TEACHING AND TRANSLATION

Authors: Karimov U.N.¹, Kushieva N.N.²

Affiliation: Nordic International University^{1,2}

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ABSTRACT

The rapid advancement of artificial intelligence (AI) technologies has profoundly transformed the landscape of foreign language education and professional translation. This article examines current trends in the integration of AI tools — including large language models (LLMs), neural machine translation (NMT) systems, intelligent tutoring platforms, and automatic speech recognition (ASR) — into language learning environments and translation workflows. Drawing on recent empirical studies and technological developments, the paper argues that while AI significantly enhances personalization, efficiency, and accessibility in language education, its role in translation and interpreting practice remains supplementary rather than autonomous. The findings highlight the transformative potential of AI, the pedagogical challenges associated with its adoption, and the necessity of cultivating hybrid human-AI competencies among modern language professionals.

Keywords: artificial intelligence; foreign language teaching; neural machine translation; large language models; intelligent tutoring systems; automatic speech recognition; post-editing; human-in-the-loop; cognitive offloading; pedagogical technology.

INTRODUCTION

Over the past decade, artificial intelligence (AI) technologies have fundamentally reshaped both education and professional practice. In the domains of foreign language teaching and translation, AI-powered applications have moved well beyond experimental use cases and become integral components of classrooms, language laboratories, and professional translation offices worldwide [1]. The convergence of natural language processing (NLP), machine learning, and big data analytics has produced tools capable of assessing learner proficiency in real time, generating contextually appropriate exercises, providing instant feedback on written and spoken output, and producing high-quality translations at unprecedented speed [2].

The accelerating adoption of AI in these fields raises both opportunities and challenges. On the one hand, AI enables a degree of personalization and scalability that was previously unattainable in formal instructional settings. On the other hand, its integration demands careful pedagogical consideration to ensure that efficiency gains do not come at the cost of deeper language acquisition and critical thinking [3]. As Godwin-Jones [1] notes, the relationship between AI tools and language learners must be understood as a partnership rather than a substitution, requiring deliberate design choices by educators and curriculum developers.

The development of large language models (LLMs) such as GPT-4 has further expanded the possibilities for conversational practice. Learners can now engage in open-ended dialogues, receive corrective feedback, and simulate real-world communicative scenarios without the social pressure associated with interacting with native speakers or instructors [4]. This trend directly addresses the well-documented "willingness to communicate" barrier in second language acquisition, a construct that has long been recognized as a key predictor of communicative success [9].

In the field of translation, neural machine translation (NMT) systems — exemplified by DeepL, Google Translate, and Microsoft Translator — have achieved near-human quality on many language pairs and text types [5]. The shift from statistical to neural architectures has yielded translations that are considerably more fluent and contextually appropriate than earlier systems. However, NMT continues to struggle with ambiguity, domain-specific terminology, cultural nuance, and low-resource language pairs, highlighting the continued indispensability of skilled human translators [6].

This article addresses the following research questions: (1) How is AI enhancing personalization and efficiency in foreign language education? (2) How can the roles of AI and human expertise be balanced in translation practice? (3) What pedagogical challenges does AI integration introduce? (4) What directions should future research pursue to maximize the benefits of AI in language education and translation?

MATERIALS AND METHODS

This study is based on a systematic review of scholarly articles, technical reports, and industry commentaries published between 2019 and 2024. Sources were retrieved from the Web of Science, Scopus, Google Scholar, and ERIC databases. Search terms included: "artificial intelligence language learning", "neural machine translation pedagogy", "intelligent tutoring systems EFL", "LLM foreign language acquisition", "AI post-editing translation", and "automatic speech recognition interpreter training".

Inclusion criteria were as follows: (1) publications from 2019 onwards; (2) empirical or theoretical works directly related to foreign language instruction or professional translation; (3) publications in English, Russian, or Uzbek. A total of 47 sources were identified in the initial search; after screening for relevance and quality, 32 were included in the final synthesis. Exclusion criteria comprised purely technical engineering papers without pedagogical relevance, grey literature without peer review, and duplicate studies.

The analytical methodology combined thematic analysis with comparative evaluation of empirical findings. Themes were identified through iterative coding, categorization, and cross-study synthesis. Technical specifications of AI tools were assessed using developers' official documentation and independent benchmarking data. Translation quality was evaluated with reference to BLEU and TER metrics reported in the primary studies. Pedagogical outcomes were analyzed on the basis of pre-test/post-test experimental designs and longitudinal observational data.

RESULTS.

Personalization and Adaptive Learning

The findings consistently demonstrate that intelligent tutoring systems (ITS) such as Duolingo, ELSA Speak, and Carnegie Learning produce measurable gains in language proficiency. In a six-month experimental study by Chen et al. [7], learners using AI-driven platforms outperformed peers in traditional instruction by 37% on standardized lexical growth measures. The platform analyzed individual error patterns in real time and generated tailored exercises targeting each learner's specific weaknesses — a level of granularity previously achievable only through one-on-one instruction.

Wang's [8] longitudinal study of 500 Chinese EFL learners using the ELSA Speak application found an average improvement of 28% in pronunciation accuracy over 12 weeks. The application employed automatic speech recognition (ASR) to detect phonetic errors at the segment level, generated corrective feedback, and built individualized pronunciation profiles that evolved throughout the study period. Participants also reported increased confidence in spoken English, suggesting affective as well as cognitive benefits.

Large Language Models and Conversational Practice

GPT-4 and comparable LLMs have emerged as widely used conversational partners for language learners. In Yamamoto et al.'s [9] study conducted with Japanese university students of English, LLM-based practice sessions increased participants' willingness to communicate by 42%, primarily attributed to the absence of social judgment and the availability of a low-stakes environment for experimentation. Learners reported that the ability to make mistakes without social consequences was the most significant perceived advantage of AI interlocutors over human partners.

With respect to writing development, AI-powered tools including Grammarly, LanguageTool, and LLM-based writing assistants have been shown to accelerate proficiency gains and increase metacognitive awareness when used formatively. Kim and Park [10] demonstrated that automated feedback functioned effectively as a scaffold — supporting learner revision processes without bypassing the cognitive engagement necessary for internalization. Crucially, benefits were strongest when tools were integrated into explicit writing instruction rather than used in isolation.

Neural Machine Translation and Post-Editing

NMT systems have substantially raised the quality ceiling for machine-generated translation. In a comprehensive independent evaluation, DeepL and Google Translate achieved BLEU scores of 0.65 to 0.78 on European language pairs in 2023, approaching the range reported for professional human translators [5]. However, performance dropped markedly for Arabic, Japanese, and Uzbek, where BLEU scores ranged from 0.35 to 0.48, underscoring the persistent disparity between high-resource and low-resource language pairs [6].

The professional translation industry has widely adopted the human-in-the-loop model, in which translators use AI-generated drafts as a starting point and refine them through post-editing. Rodriguez et al. [11] found that translators working with CAT platforms such as SDL Trados, memoQ, and Phrase increased throughput by 45 to 60 percent while maintaining professional quality standards. Post-editing competency — the ability to identify and correct machine translation errors

efficiently — is now recognized as an essential skill component in translator education programs across Europe and North America.

AI in Interpreter Training

The application of AI to interpreter training represents an emerging but rapidly evolving research area. Unlike written translation, interpreting demands real-time processing, cognitive flexibility, and highly coordinated listening and speaking. ASR and natural language understanding (NLU) systems are beginning to be deployed in training contexts to evaluate pronunciation accuracy, speech fluency, and the semantic completeness of interpreted output [12].

Virtual reality (VR) combined with AI-driven simulation environments has been introduced at several European interpreter training institutions to recreate high-pressure scenarios such as United Nations sessions, medical consultations, and press conferences. However, Berk et al. [13] caution that current AI systems remain limited in their ability to replicate the cognitive load and unpredictability of authentic interpreting contexts. Emotional tone, speaker intent, cultural reference, and situational nuance continue to pose significant challenges for automated assessment systems, meaning that AI presently serves as a supplementary training tool rather than a replacement for human-led instruction.

Pedagogical Challenges

One of the most consistently reported concerns across the reviewed literature is the risk of cognitive offloading — the tendency of learners to delegate cognitive effort to AI tools rather than engaging in the productive struggle that consolidates language knowledge [14]. When students rely excessively on AI-generated corrections or translations, they may circumvent the processing that underpins long-term retention and autonomous problem-solving. Risko and Gilbert [14] identify this as a broader cognitive phenomenon, but its implications are particularly acute in language learning, where productive error-making and self-monitoring are central to acquisition.

Assessment integrity has emerged as a second major challenge. The widespread availability of AI writing tools makes it increasingly difficult to distinguish between independently produced student work and AI-assisted output [15]. Educational institutions are responding by redesigning assessment frameworks to emphasize process-based evaluation, oral performance tasks, and in-class activities that cannot be delegated to AI. Perkins [15] argues that this shift, while disruptive in the short term, may ultimately improve the ecological validity of language assessment.

Equity and ethics represent a third area of concern. Data privacy, algorithmic bias, and unequal access to advanced AI tools risk exacerbating existing disparities between learners in different socio-economic contexts. The dominance of high-resource languages in AI training corpora marginalizes less commonly taught languages, including Uzbek, and may reinforce linguistic hierarchies at a global scale [16]. These structural considerations must be addressed at the policy level alongside the pedagogical and technical dimensions of AI integration.

DISCUSSION

The findings of this review suggest that AI constitutes not merely a technological enhancement but a paradigm shift in both foreign language education and translation practice. Its effectiveness, however, depends not on the

tools themselves but on the pedagogical and professional frameworks within which they are deployed. A tool-agnostic perspective is therefore essential: the same AI application may produce markedly different outcomes depending on the instructional design surrounding its use.

In language education, AI proves most valuable when it supports personalized, learner-centered approaches and complements rather than replaces active engagement with the target language. The evidence reviewed here consistently shows that the benefits of AI diminish — and risks increase — when tools are used as shortcuts rather than scaffolds. Educators must therefore develop AI literacy alongside language instruction, helping learners understand both the affordances and limitations of the tools they use [16].

In translation, AI significantly increases productivity and reduces turnaround times, but the quality and cultural appropriateness of output continue to depend on human expertise, particularly for specialized domains, low-resource languages, and culturally embedded texts. The human-in-the-loop model represents the current industry consensus, and translator training programs that incorporate post-editing as a core competency are best positioned to prepare graduates for the contemporary professional landscape.

A critical insight emerging from this synthesis is that AI does not eliminate the need for human competence; rather, it redefines what competence means. Language learners and translators must now develop hybrid skills that integrate linguistic proficiency with technological literacy. The ability to critically evaluate AI output, perform effective post-editing, recognize system limitations, and make informed choices about when to rely on AI and when to exercise independent judgment has become as important as traditional language knowledge. Educational institutions and professional bodies will need to revise curricula and certification frameworks accordingly.

CONCLUSION

Artificial intelligence is reshaping the fields of foreign language teaching and translation in ways that are both profound and still unfolding. Its capacity to personalize learning, automate feedback, support conversational practice, and accelerate translation workflows offers substantial advantages for learners, educators, and language professionals. The empirical evidence reviewed in this article attests to measurable gains in pronunciation, lexical growth, writing proficiency, and translation productivity attributable to AI integration.

Nevertheless, the proposition that AI can fully replace human teachers or translators remains unsupported by current evidence. Existing systems, despite their sophistication, lack the contextual awareness, cultural sensitivity, and critical reasoning that characterize expert human language use. The emotional and social dimensions of language learning — motivation, identity, intercultural competence — remain largely beyond the reach of current AI.

The most effective model is therefore a collaborative one, in which AI functions as a powerful assistive tool rather than an autonomous agent. Future research should focus on three priorities: first, optimizing the design of human-AI interaction in instructional and professional settings; second, developing evidence-based pedagogical frameworks that maximize benefits while mitigating the risks of cognitive offloading and assessment integrity violations; and third, ensuring

equitable access to AI technologies across diverse educational and linguistic contexts, with particular attention to low-resource languages.

The field is at an inflection point. How educators, translators, policymakers, and technology developers navigate the integration of AI over the coming decade will determine whether its transformative potential is realized equitably and sustainably. The cultivation of hybrid competencies — linguistic, cultural, and technological — must therefore be recognized as the defining educational challenge of the twenty-first century language professional.

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THE ROLE OF ARTIFICIAL INTELLIGENCE IN TRANSLATING UZBEK FOLK TALES INTO ENGLISH

Author: Qudratova Madina Raxmatjon qizi¹

Affiliation: master's student at Nordic International University¹

DOI: <https://doi.org/10.5281/zenodo.19694330>

ANNOTATION

This article explores the role of artificial intelligence in translating Uzbek folk tales into English. Uzbek folk tales contain culturally specific expressions and symbolic meanings that often create difficulties in translation. The study examines how AI-based translation tools assist in processing folklore texts and generating preliminary translations. Particular attention is given to issues of semantic equivalence, cultural adaptation, and stylistic preservation. The research shows that artificial intelligence can increase translation efficiency and support translators in working with large volumes of texts. However, human translators remain essential for preserving cultural and artistic nuances in folklore translation.

Keywords: artificial intelligence, machine translation, Uzbek folklore, folk tales, cultural translation, semantic equivalence, language technologies.

Folk literature represents one of the most valuable components of a nation's cultural heritage. Uzbek folk tales, which have been transmitted orally for centuries, reflect the worldview, traditions, moral values, and social norms of the Uzbek people. These tales not only entertain readers and listeners but also preserve historical memory and cultural identity. With the increasing globalization of culture and communication, translating national folklore into widely spoken languages such as English has become an important task for scholars and translators.

However, translating folk tales is not a simple linguistic operation. It requires the accurate transfer of cultural meanings, stylistic features, and symbolic elements embedded in the original text. Uzbek folk tales often contain idiomatic expressions, culturally specific metaphors, and references to traditional customs that may not have direct equivalents in English. These linguistic and cultural complexities create significant challenges for translators¹.

In recent years, the rapid development of artificial intelligence technologies has significantly influenced the field of translation. Machine translation systems based on neural networks, natural language processing, and deep learning algorithms have improved the speed and accessibility of translation processes. Artificial intelligence tools such as neural machine translation systems are increasingly used to assist translators in processing texts and generating preliminary translations.

The application of artificial intelligence in translating Uzbek folk tales opens new possibilities for the global dissemination of Uzbek cultural heritage. At the same time, it raises important questions regarding the accuracy, cultural adequacy, and stylistic

¹ Baker, M. (2018). *In Other Words: A Coursebook on Translation*. Routledge.

authenticity of AI-generated translations. This article aims to examine the role of artificial intelligence in translating Uzbek folk tales into English and to evaluate its effectiveness in preserving cultural meaning and narrative style.

Uzbek folk tales represent a rich layer of oral literature characterized by imaginative storytelling, moral lessons, and symbolic imagery. These narratives often include mythical creatures, heroic characters, and magical elements that reflect the cultural beliefs and values of the Uzbek people.

One of the defining features of Uzbek folk tales is the use of culturally specific expressions and idioms. For example, references to traditional family structures, hospitality customs, and social hierarchies frequently appear in the narratives. Such expressions are deeply rooted in the national culture and may be difficult to translate into English without losing their original meaning.

Another characteristic of Uzbek folklore is its stylistic simplicity combined with expressive imagery. Storytellers often use repetition, rhythmic structures, and metaphorical language to create a memorable narrative style. These stylistic devices contribute to the aesthetic value of the tales and play an important role in engaging the audience.

From a linguistic perspective, Uzbek folk tales also include archaic vocabulary and dialectal expressions that reflect historical stages of the language. Translators must carefully interpret these elements in order to convey both the literal meaning and the cultural atmosphere of the story.

Consequently, the translation of Uzbek folk tales requires not only linguistic competence but also a deep understanding of cultural context. Without such knowledge, important symbolic and emotional nuances may be lost in translation.

Artificial intelligence has transformed many aspects of language technology, including translation, speech recognition, and text analysis. In the field of translation studies, machine translation systems have evolved from rule-based models to advanced neural networks capable of producing relatively fluent translations.

Neural machine translation systems operate by analyzing large corpora of bilingual texts and learning patterns of linguistic correspondence between languages. These systems are able to generate translations based on contextual analysis rather than simple word-for-word substitution. As a result, modern AI-based translation tools can produce more natural and coherent texts compared to earlier machine translation models.

In the context of Uzbek-English translation, artificial intelligence offers several advantages. First, AI systems can process large volumes of text quickly, making them useful for translating extensive collections of folklore materials. Second, machine translation tools can assist translators by providing preliminary drafts that can later be edited and refined.

Furthermore, artificial intelligence can help identify patterns in narrative structures, vocabulary usage, and stylistic features across different texts. Such analytical capabilities can contribute to linguistic research and comparative studies of folklore.

Despite these advantages, AI translation systems still face limitations when dealing with culturally complex texts. Folk tales often rely on symbolic meanings, humor, and metaphorical expressions that require interpretative understanding.

²Artificial intelligence may struggle to capture these subtleties without human guidance.

One of the main difficulties in translating Uzbek folk tales lies in rendering culturally specific elements into English. These elements include traditional customs, historical references, and culturally embedded metaphors that may not exist in the target language.

For instance, expressions related to hospitality and respect for elders play an important role in Uzbek culture. When such expressions appear in folk tales, they carry not only linguistic meaning but also cultural significance. Machine translation systems may translate the literal meaning of these expressions but fail to convey their cultural implications.

Another challenge involves the translation of metaphorical language. Uzbek folk tales frequently use symbolic imagery to represent moral values and social ideals. Artificial intelligence systems may misinterpret these metaphors or produce translations that sound unnatural in English.

Additionally, stylistic elements such as repetition and narrative rhythm are important features of oral storytelling traditions. AI translation tools may overlook these stylistic nuances, resulting in translations that lack the expressive quality of the original text.

Therefore, while artificial intelligence can assist in the translation process, it cannot fully replace the interpretative role of human translators in handling culturally rich literary texts.

A promising approach to translating Uzbek folk tales involves combining artificial intelligence tools with human expertise. In this collaborative model, AI systems can generate initial translations that serve as a foundation for further refinement by professional translators.

Human translators can evaluate the AI-generated text, correct inaccuracies, and adapt culturally sensitive expressions to ensure that the translation accurately reflects the meaning and tone of the original story. This process allows translators to save time while maintaining high standards of quality.

Moreover, the integration of artificial intelligence can contribute to the preservation and digitalization of folklore materials. By translating and publishing Uzbek folk tales in English, researchers can make these cultural treasures accessible to international audiences.

The collaboration between AI technologies and human translators also encourages interdisciplinary research involving linguistics, computer science, and cultural studies. Such cooperation can lead to the development of more advanced translation tools capable of handling culturally complex texts.

The translation of Uzbek folk tales into English plays a crucial role in promoting Uzbek cultural heritage on the global stage. Artificial intelligence technologies have introduced new possibilities for improving translation efficiency and facilitating cross-cultural communication. AI-based translation tools can process large amounts of text quickly and provide valuable assistance to translators.

However, the translation of folklore involves more than linguistic accuracy. It requires the preservation of cultural meanings, stylistic features, and symbolic imagery that define the original narrative. Artificial intelligence systems, despite their

2 Nida, E. A. (1964). *Toward a science of translating: With special reference to principles and procedures involved in Bible translating*. Brill. <https://brill.com/display/title/1894>

technological sophistication, still face limitations in interpreting these cultural nuances.

Therefore, the most effective strategy for translating Uzbek folk tales involves a collaborative approach that combines artificial intelligence with human expertise. Such cooperation ensures that translations remain both linguistically accurate and culturally meaningful.

As artificial intelligence technologies continue to evolve, their integration into translation practice will likely become more sophisticated. Future research should focus on improving AI systems' ability to recognize cultural context and adapt translations accordingly. By doing so, scholars and translators can ensure that the rich tradition of Uzbek folklore reaches a wider international audience while preserving its authentic cultural essence.

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TRANSLATION OF NATIONAL REALIA IN ENGLISH AND UZBEK: A SEMANTIC AND PRAGMATIC ANALYSIS

Authors: Rajabova Orzugul¹, Najmiddinova Mekhrigul²

Affiliation: Student of Navoi State University¹, Teacher of Navoi State University²

DOI: <https://doi.org/10.5281/zenodo.19694376>

ABSTRACT

The translation of national realia presents significant challenges in cross-cultural communication, particularly between linguistically and culturally distinct languages such as English and Uzbek. This study explores the semantic and pragmatic aspects of translating national realia, focusing on how culturally bound terms are interpreted, adapted, or preserved. Using a comparative analysis method, the research examines examples from literary and non-literary texts to identify translation strategies and their effectiveness. The findings reveal that achieving equivalence in translating realia requires balancing semantic accuracy with pragmatic appropriateness. The study contributes to translation studies by highlighting the importance of cultural context and communicative intent in rendering national realia.

Keywords: Translation studies, English–Uzbek translation, Pragmatic analysis, Culture-specific items (CSI), Cross-cultural communication, Translation strategies, Linguistic equivalent, Descriptive translation, Lexical gaps.

INTRODUCTION

Language reflects the cultural identity of its speakers, and one of the most complex elements in translation is the rendering of national realia—words and expressions that denote culturally specific objects, traditions, or concepts.¹ In the context of English and Uzbek, differences in historical development, social norms, and cultural practices make the translation of such elements particularly challenging.

National realia include items such as traditional clothing, food, social institutions, and cultural practices that may not have direct equivalents in another language. Translators must therefore employ various strategies to convey both meaning and cultural nuance.² This study aims to analyze the semantic and pragmatic dimensions of translating national realia between English and Uzbek, identifying common challenges and effective solutions.

¹ qizi Furqatova, H. A., & qizi Najmiddinova, M. N. (2025). SIMILARITIES AND DIFFERENCES OF CONCEPTS IN ENGLISH AND UZBEK CULTURES. *International Journal American Journal of Modern World Sciences*, 2(7), 59-67. <https://phoenixpublication.net/index.php/TANO/article/view/3802>

² Najmiddinova, M.N. (2025). Comparative cultural analysis similarities and differences between values in English and Uzbek cultures // Useful proposals and innovative approaches in the development of science. *Spain Journal//Impact Factor 13(67)*, 1-9. <https://doi.org/10.5281/zenodo.16754896>

LITERATURE REVIEW

The concept of realia has been widely discussed in translation studies. Scholars define realia as culture-specific lexical units that lack direct equivalents in other languages. Previous research emphasizes strategies such as borrowing, calque, descriptive translation, and cultural substitution.

Semantic analysis focuses on the meaning of words and their equivalence across languages, while pragmatic analysis examines how meaning is influenced by context, intention, and audience interpretation. Researchers argue that translation is not only a linguistic process but also a cultural and communicative act.

Studies on Turkic and Indo-European language pairs highlight that cultural distance increases the complexity of translation. However, there is limited research specifically addressing English-Uzbek translation of realia, which this study seeks to address.

METHODOLOGY

This research employs a qualitative comparative analysis approach. Data were collected from:

- A. Uzbek literary texts and their English translations
- B. English texts translated into Uzbek
- C. Cultural and media materials containing realia

The selected examples were analyzed based on:

1. **Semantic equivalence** – accuracy of meaning
2. **Pragmatic adequacy** – appropriateness in context
3. **Translation strategy used**

Common strategies identified include:

1. Borrowing (transliteration)
2. Explanation (descriptive translation)
3. Functional equivalence
4. Cultural substitution

RESULTS

Semantic Challenges

Many Uzbek realia, such as *mahalla*, *sumalak*, and *do`ppi*, do not have direct English equivalents. Translators often use borrowing combined with explanation:

- 1) *Mahalla* → *mahalla* (*traditional neighborhood community*)

Similarly, English realia like *Thanksgiving* require descriptive translation in Uzbek:

- 2) *Thanksgiving* → *Shukronalik bayrami* (*AQSh an'anaviy bayrami*)

Semantic loss may occur when cultural connotations are not fully conveyed.

Pragmatic Considerations

Pragmatic factors include audience knowledge, purpose of translation, and communicative context.³ For example:

1. In academic texts, detailed explanations are preferred.
2. In literary works, preserving cultural flavor is more important.

The same term may be translated differently depending on context:

³ Nadjmiddinova, M. N. (2025, October). NEW INTERPRETATIONS OF THE TRANSLATION METHOD IN FOREIGN LANGUAGE TEACHING. In CONFERENCE OF MODERN SCIENCE & PEDAGOGY (Vol. 1, No. 7, pp. 112-116). <https://tjst.org/index.php/USA/article/view/1090>

- *Tea* in English may simply mean a drink, while Uzbek *choy* carries strong cultural and social significance.

Translation Strategies

The study identified the following dominant strategies:

Borrowing

- I. Preserves cultural identity
- II. Example: *plov, navruz*

Descriptive Translation

- i. Explains meaning
- ii. Example: *sumalak* → *a traditional sweet paste made during Navruz*

Functional Equivalence

- a. Uses a similar concept in the target culture
- b. Example: *college* → *oliy o'quv yurti*

Cultural Substitution

- a. Replaces with a familiar concept
- b. May reduce authenticity

DISCUSSION

The findings indicate that no single strategy is sufficient for translating national realia. Instead, translators must adopt a flexible approach depending on the text type and audience. Semantic accuracy alone is not enough; pragmatic effectiveness plays a crucial role in ensuring that the message is understood and culturally appropriate.

The study also highlights the importance of translator competence in both languages and cultures. Misinterpretation of realia can lead to misunderstandings or loss of cultural richness.

CONCLUSION

The translation of national realia between English and Uzbek requires careful consideration of both semantic meaning and pragmatic context. Effective translation involves not only linguistic knowledge but also cultural awareness and communicative sensitivity.

This research demonstrates that:

1. Realia pose significant translation challenges due to cultural specificity
2. A combination of strategies is necessary for accurate translation
3. Pragmatic factors are as important as semantic ones

Future research may explore quantitative approaches or focus on specific genres such as audiovisual translation or academic discourse.

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LA INTELIGENCIA ARTIFICIAL EN LA TRADUCCIÓN: ENTRE LOS LÍMITES LINGÜÍSTICOS Y LAS NUEVAS POSIBILIDADES FUNCIONALES

Auteure: Sadinova Mohira Abdirashid qizi¹

Affiliation: Docente en formación del Departamento de, Disciplinas Teóricas de la Lengua Española, UELMUz (UzSWLU)²

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RESUMEN

El artículo analiza el uso de la inteligencia artificial en la traducción desde una perspectiva lingüística. Se examinan problemas como la polisemia, la ambigüedad y los factores culturales, así como las posibilidades funcionales de las tecnologías actuales. Se presta especial atención al papel de la IA en la investigación lingüoculturológica de los conceptos de *vida* y *muerte*, destacando la necesidad de un uso crítico y responsable.

Palabras clave: inteligencia artificial, traducción automática, problemas lingüísticos, análisis lingüoculturológico, vida, muerte, polisemia.

En las últimas décadas, el desarrollo de la inteligencia artificial ha transformado de manera significativa diversos ámbitos del conocimiento humano, incluida la traducción. Los sistemas de traducción automática, especialmente aquellos basados en redes neuronales, han alcanzado un nivel de precisión que hace apenas unos años parecía inalcanzable. Sin embargo, este avance tecnológico no elimina, sino que más bien redefine los problemas lingüísticos fundamentales que subyacen al proceso traductológico.

La traducción no es únicamente una operación técnica de sustitución de unidades lingüísticas, sino un proceso complejo que implica la interpretación del significado, el contexto y los factores culturales. En este sentido, surge una tensión entre la capacidad operativa de la inteligencia artificial y la naturaleza profundamente humana del lenguaje.

El presente trabajo tiene como objetivo analizar los principales problemas lingüísticos que *возникают* en el uso de la inteligencia artificial en la traducción, así como examinar sus posibilidades funcionales en el contexto de la práctica traductológica contemporánea. Para ello, se abordan aspectos como la ambigüedad semántica, la variación pragmática y la traducción de unidades fraseológicas, junto con las ventajas operativas que ofrecen las tecnologías actuales.

El objeto del estudio son las unidades lingüísticas problemáticas en la traducción automática (polisemia, ambigüedad y unidades fraseológicas) en textos relacionados con los conceptos de "vida" y "muerte".

El método de investigación se basa en el análisis cualitativo de ejemplos obtenidos de sistemas de traducción automática (como Google Translate o DeepL), comparando los resultados con traducciones humanas desde una perspectiva lingüoculturológica.

La traducción, como disciplina científica, ha sido tradicionalmente analizada desde diversas perspectivas teóricas que intentan explicar la relación entre el texto original y el texto meta. Entre los conceptos clave destaca la noción de equivalencia, entendida no como una correspondencia absoluta entre unidades lingüísticas, sino como una relación funcional y contextual entre los significados en dos lenguas diferentes. En este sentido, autores como Eugene Nida han subrayado la importancia de la equivalencia dinámica, que prioriza el efecto del mensaje sobre su forma estructural [13].

Por otro lado, la teoría funcionalista de la traducción, especialmente el enfoque del *skopos*, propone que el propósito del texto traducido determina las estrategias traductológicas. Desde esta perspectiva, la traducción deja de ser un simple acto de reproducción para convertirse en una actividad orientada a un objetivo comunicativo específico.

En el contexto contemporáneo, el desarrollo de la inteligencia artificial ha introducido nuevos enfoques en la práctica traductora. La traducción automática neuronal (*Neural Machine Translation*, NMT) se basa en redes neuronales artificiales que procesan grandes volúmenes de datos lingüísticos para generar traducciones más fluidas y coherentes. A diferencia de los modelos anteriores basados en reglas o en estadística, los sistemas neuronales operan mediante la detección de patrones y relaciones probabilísticas en el lenguaje.

Sin embargo, a pesar de sus avances, estos sistemas no “comprenden” el lenguaje en el sentido humano del término. Su funcionamiento se basa en correlaciones estadísticas y no en una interpretación semántica consciente. Esto plantea una cuestión fundamental: ¿hasta qué punto puede la inteligencia artificial abordar los aspectos más complejos del lenguaje, como la ambigüedad, la ironía o los matices culturales?

Desde una perspectiva lingüística, el lenguaje no es un sistema cerrado, sino un fenómeno dinámico y profundamente contextual. Elementos como la polisemia, la variación pragmática y las unidades fraseológicas representan desafíos significativos tanto para la traducción humana como para la automática. Sin embargo, mientras que el traductor humano puede recurrir a su conocimiento enciclopédico y a su intuición comunicativa, la inteligencia artificial depende exclusivamente de los datos con los que ha sido entrenada.

En consecuencia, el uso de la inteligencia artificial en la traducción debe analizarse no solo desde un punto de vista tecnológico, sino también lingüístico y funcional. Esto implica reconocer tanto sus limitaciones inherentes como su potencial como herramienta auxiliar en el proceso traductológico.

La aplicación de la inteligencia artificial en la traducción ha puesto de relieve una serie de problemas lingüísticos que no pueden resolverse únicamente mediante algoritmos estadísticos o neuronales. A pesar de los avances en la traducción automática neuronal, el lenguaje humano sigue presentando niveles de complejidad que desafían la capacidad de los sistemas automatizados.

Uno de los problemas más relevantes es la polisemia, es decir, la capacidad de una palabra de tener múltiples significados dependiendo del contexto [7]. Los sistemas de traducción automática suelen seleccionar equivalentes basados en probabilidades, lo que puede generar errores cuando el contexto no es suficientemente explícito. Por ejemplo, palabras como *vida* o *muerte* pueden

adquirir significados metafóricos o culturales que no se corresponden con su interpretación literal [13]

Por ejemplo, la expresión española “estar muerto de hambre” puede ser traducida automáticamente como “ochlikdan o’lgan” en uzbeko, lo cual refleja una interpretación literal incorrecta. Sin embargo, en el uso real esta expresión significa “tener mucha hambre”.

Asimismo, la palabra “vida” en contextos metafóricos (por ejemplo, “buscarse la vida”) no se refiere a la existencia biológica, sino a la supervivencia o adaptación social. Los sistemas automáticos suelen ofrecer traducciones literales que no reflejan esta dimensión conceptual.

Desde una perspectiva lingüoculturológica, esta unidad no solo transmite un estado físico, sino que también refleja una intensificación expresiva propia del español. La traducción automática, al no reconocer este matiz, pierde tanto el valor pragmático como el cultural de la expresión.

Otro desafío significativo es la ambigüedad sintáctica. En muchos casos, una misma estructura gramatical puede interpretarse de diferentes maneras. Mientras que el traductor humano puede desambiguar el sentido mediante el contexto global del discurso, la inteligencia artificial puede producir traducciones incorrectas o poco naturales [6].

Las unidades fraseológicas y los modismos representan también un obstáculo importante. Expresiones idiomáticas como *estar en las nubes* o *tirar la toalla* no pueden traducirse de manera literal sin perder su significado. Aunque los sistemas modernos han mejorado en este aspecto, todavía presentan dificultades cuando las expresiones son menos frecuentes o culturalmente específicas [1].

Desde el punto de vista pragmático, la traducción automática enfrenta limitaciones en la interpretación del contexto comunicativo. Elementos como la intención del hablante, la ironía o el tono discursivo suelen quedar fuera del alcance de los algoritmos, lo que afecta la calidad del texto traducido [3].

Finalmente, los factores culturales constituyen uno de los mayores retos. La lengua no es un sistema aislado, sino un reflejo de la cultura. La traducción de realidades culturales específicas requiere no solo conocimiento lingüístico, sino también competencia intercultural. En este sentido, la inteligencia artificial carece de la experiencia cultural necesaria para interpretar correctamente ciertos elementos del discurso [9].

A pesar de las limitaciones lingüísticas analizadas, la inteligencia artificial ofrece una serie de posibilidades funcionales que han transformado significativamente la práctica de la traducción. Lejos de sustituir al traductor humano, estas tecnologías actúan como herramientas que optimizan el proceso traductológico.

En primer lugar, uno de los aspectos más destacados es la rapidez del procesamiento. Los sistemas de traducción automática permiten traducir grandes volúmenes de texto en un tiempo reducido, lo que resulta especialmente útil en contextos donde la inmediatez es fundamental, como en la comunicación digital o en la traducción de contenidos informativos [4].

Otra ventaja importante es la consistencia terminológica. A diferencia del traductor humano, que puede variar el uso de términos a lo largo de un texto, los sistemas basados en inteligencia artificial tienden a mantener una coherencia terminológica, especialmente cuando se integran con bases de datos especializadas y memorias de traducción [2].

Asimismo, la inteligencia artificial ha dado lugar al desarrollo de la post-edición, un enfoque híbrido en el que el traductor humano revisa y corrige el texto generado automáticamente. Este modelo combina la eficiencia de la máquina con la competencia lingüística del traductor, lo que permite mejorar tanto la calidad como la productividad [8].

Desde una perspectiva funcional, la inteligencia artificial también facilita el acceso a la traducción en contextos multilingües. Herramientas de traducción automática permiten superar barreras lingüísticas en ámbitos como la educación, el comercio internacional y la comunicación intercultural, ampliando así las posibilidades de interacción global [5].

Sin embargo, estas ventajas deben interpretarse con cautela. La eficacia de los sistemas de inteligencia artificial depende en gran medida de la calidad y cantidad de los datos con los que han sido entrenados. Por ello, su uso requiere una supervisión constante y una evaluación crítica por parte del traductor humano.

En consecuencia, la inteligencia artificial no redefine únicamente los medios de la traducción, sino también el papel del traductor, que pasa de ser un productor de textos a un mediador y evaluador de resultados generados automáticamente.

El análisis realizado demuestra que la inteligencia artificial, a pesar de sus avances significativos, no puede resolver plenamente los problemas lingüísticos inherentes al proceso de traducción. Las dificultades relacionadas con la polisemia, la ambigüedad y los factores culturales evidencian que el lenguaje sigue siendo un fenómeno profundamente humano, cuya interpretación requiere no solo conocimiento lingüístico, sino también competencia cognitiva y cultural.

En el marco de la presente investigación, la atención se centra en el análisis lingüoculturológico de los conceptos de *vida* y *muerte*, lo cual responde directamente a la orientación temática de la investigación doctoral. El uso de la inteligencia artificial se presenta como una herramienta auxiliar en la búsqueda y comprensión de materiales en lengua española. La necesidad de traducir estos textos al uzbeko pone de manifiesto tanto las ventajas como las limitaciones de los sistemas automatizados. En muchos casos, la traducción generada por la inteligencia artificial carece de matices expresivos o presenta una interpretación generalizada del contenido, sin reflejar con precisión los detalles semánticos y culturales del texto original [12].

Asimismo, es importante subrayar que la inteligencia artificial no constituye una fuente autónoma de conocimiento, sino que se basa en datos previamente introducidos por seres humanos. En consecuencia, la presencia de información incorrecta o imprecisa en los datos de entrenamiento puede reflejarse en los resultados ofrecidos por estos sistemas. Si este proceso se reproduce de manera continua sin una verificación crítica, existe el riesgo de que la información poco fiable se difunda ampliamente en el entorno digital, lo cual representa un desafío serio para el desarrollo de la ciencia.

Desde esta perspectiva, el uso de la inteligencia artificial en la traducción debe entenderse como un medio para optimizar el tiempo y facilitar el acceso a la información, pero no como un sustituto del análisis crítico ni del trabajo intelectual del investigador. La responsabilidad de verificar la exactitud de los datos, interpretar los significados y construir conocimiento sigue recayendo en el ser humano. No es casual que incluso las herramientas de inteligencia artificial más avanzadas adviertan sobre la posible presencia de errores en sus respuestas.

En este sentido, proponemos un enfoque híbrido lingüoculturológico, que combine el uso de la inteligencia artificial con el análisis crítico del traductor humano.

Este modelo implica tres etapas:

- 1) traducción automática inicial;
- 2) identificación de unidades problemáticas (polisemia, metáforas, fraseología);
- 3) reinterpretación basada en el contexto cultural y cognitivo.

Este enfoque permite no solo mejorar la calidad de la traducción, sino también preservar los matices semánticos y culturales del texto original.

En conclusión, la integración de la inteligencia artificial en la traducción abre nuevas posibilidades funcionales, pero al mismo tiempo exige un enfoque consciente y crítico por parte del usuario. Solo mediante un uso reflexivo y responsable de estas tecnologías será posible aprovechar sus ventajas sin comprometer la calidad y la fiabilidad del conocimiento científico.

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BADIIY TARJIMADA HISSIY MAZMUN MUAMMOSI VA EMOTSIONAL ELEMENTLARNING TRANSFORMATSIYASI

Mualliflar: Sodiqova Dinora Ilhom qizi¹, Olimjonov Ismoil Bahromjon o'g'li²

Affiliyatsiya: Katta o'qituvchi, Xalqaro Nordik Universiteti¹, Xalqaro Nordik Universiteti
2-bosqich talabasi²

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ANNOTATSIYA

Badiiy matn tarjimasi jarayonida muallif nutqidagi hissiy-emotsional elementlarni saqlab qolish tarjimon oldidagi muhim vazifalardan biri hisoblanadi. Chunki badiiy asar qahramonlarining hissiy holati, ularning ruhiy kechinmalari va voqelikka bo'lgan subyektiv munosabati aynan tilning emotsional-ekspressiv vositalari orqali ifodalanadi. Tarjima jarayonida semantik ma'no ko'pincha nisbatan to'liq saqlanib qolishi mumkin bo'lsa-da, stilistik va emotsional komponentlar qisman o'zgarishi yoki yo'qolishi ehtimoli mavjud. Ushbu maqolada badiiy matnlardagi hissiy-emotsional elementlarning tarjimada qanday transformatsiyalarga uchrashi, ularning yo'qolish sabablari va tarjimada adekvatlikni ta'minlash masalalari tahlil qilinadi. Tadqiqotda qiyosiy-tahliliy metoddan foydalanilib, badiiy dialoglar va qahramon nutqidagi emotsional birliklarning asl va tarjima variantlari solishtiriladi. Natijalar shuni ko'rsatadiki, emotsional birliklar ko'pincha leksik-semantik o'zgarishlar, pragmatik moslashtirish yoki stilistik kompensatsiya orqali tarjima qilinadi. Shu bilan birga, ayrim hollarda emotsional intensivlik darajasi pasayib ketishi yoki butunlay yo'qolishi mumkin. Tadqiqot natijalari badiiy tarjimada emotsional adekvatlikni ta'minlash uchun pragmatik va stilistik strategiyalardan foydalanish muhimligini ko'rsatadi.

Kalit so'zlar: badiiy tarjima, emotsional nutq, stilistik yo'qotish, tarjima strategiyalari, pragmatik moslashtirish, emotsional-ekspressiv qatlam.

KIRISH

Badiiy adabiyot tilida hissiy-emotsional elementlar muhim kommunikativ va estetik funksiyani bajaradi. Ular orqali muallif qahramonlarning ruhiy holatini, voqealarga munosabatini va muayyan ijtimoiy muhitni ifodalaydi. Tilshunoslikda bu elementlar tilning emotsional-ekspressiv qatlami sifatida qaraladi. V.V. Vinogradov ushbu qatlamni so'zlovchining voqelikka bo'lgan subyektiv munosabatini ifodalovchi til vositalari majmui sifatida ta'riflaydi. Badiiy asar qahramonlari nutqida undovlar, baholovchi leksika, intonatsiya, takrorlar, ellipsislar, metaforalar va boshqa stilistik vositalar orqali emotsional mazmun yuzaga keladi.

Tarjima jarayonida bunday elementlarni adekvat tarzda yetkazish muhim hisoblanadi, chunki ular asarning badiiy qiymatini va estetik ta'sirini belgilaydi. Agar emotsional komponentlar to'liq yoki qisman yo'qolsa, matnning pragmatik va stilistik ta'siri ham o'zgarishi mumkin. Shu sababli badiiy tarjimada nafaqat semantik ma'no, balki emotsional mazmunni ham saqlab qolish zarur.

Tarjima nazariyasida bu masala ko'plab olimlar tomonidan o'rganilgan. P. Nyumark badiiy tarjimada ko'pincha semantik ma'no saqlanib qolishini, ammo

stilistik va emotsional komponentlarning qisman yo'qolishi mumkinligini ta'kidlab, buni "stilistik yo'qotish" deb ataydi. Nida, Baker va boshqa tarjima nazariyotchilari esa bunday holatlarda kommunikativ yoki pragmatik ekvivalentlikni ta'minlash zarurligini ta'kidlaydilar.

Mazkur tadqiqotning maqsadi badiiy matnlardagi hissiy-emotsional elementlarning tarjimada qanday o'zgarishini, ularning yo'qolish sabablari va tarjima strategiyalarini aniqlashdan iboratdir.

Tarjima matnidagi hissiy-emotsional jumlar nafaqat tarjimashunoslarning tadqiqotlari markazida balki adabiyotshunoslar hamda lingvistlar e'tiborini ham jalb etayotgan jabhadir. Jumladan, yosh tadqiqotchilar, masalan D. Xalikova, D.Sodiqova, D.Nasriddinov, S. Turgunov

METODOLOGIYA

Mazkur tadqiqotda qiyosiy va tavsifiy tahlil metodlaridan foydalanildi. Tadqiqot materiali sifatida ingliz tilidagi badiiy asarlardan olingan dialoglar hamda ularning o'zbek tiliga tarjima variantlari tanlab olindi. Ushbu dialoglarda qahramon nutqidagi emotsional birliklar, undovlar, baholovchi leksika va stilistik vositalar tahlil qilindi.

Tadqiqot jarayonida dastlab asl matndagi emotsional birliklar aniqlanib, ularning funksiyasi va stilistik roli o'rganildi. Keyingi bosqichda ushbu birliklarning tarjimada qanday ifodalangani qiyosiy tahlil qilindi. Tahlil davomida quyidagi jihatlarga e'tibor qaratildi: emotsional birliklarning semantik mazmuni, stilistik funksiyasi, pragmatik ta'siri va tarjimada yuzaga kelgan transformatsiyalar.

Bundan tashqari, tarjimada qo'llanilgan strategiyalar ham aniqlanib, ular lingvistik va pragmatik nuqtai nazardan baholandi. Bu jarayonda ekvivalentlik nazariyasi, funksional tarjima yondashuvi va pragmatik moslashtirish tamoyillaridan metodologik asos sifatida foydalanildi.

NATIJALAR

Tahlil natijalari shuni ko'rsatadiki, badiiy matnlardagi hissiy-emotsional elementlar tarjima jarayonida bir necha turdagi transformatsiyalarga uchrashi mumkin. Eng keng tarqalgan holat emotsional birliklarning leksik o'zgarishlar orqali tarjima qilinishidir. Masalan, ingliz tilidagi undov yoki baholovchi so'zlar o'zbek tilida boshqa stilistik birliklar yordamida ifodalanadi. Bu holat til tizimlaridagi farqlar bilan izohlanadi.

Ikkinchi holat pragmatik moslashtirish bilan bog'liq. Ayrim hollarda asl matndagi emotsional birliklar tarjimada to'liq ekvivalentga ega bo'lmashligi mumkin. Bunday vaziyatda tarjimon matnning umumiy pragmatik ta'sirini saqlash maqsadida boshqa stilistik vositalardan foydalanadi. Masalan, undov so'zlar yoki baholovchi epiteta orqali emotsional ta'sir kuchaytiriladi.

Uchinchi holat esa emotsional elementlarning qisman yoki to'liq yo'qolishi bilan bog'liq. Bu holat ko'pincha grammatik yoki madaniy farqlar sababli yuzaga keladi. Ayrim hollarda tarjimon matnning semantik mazmunini yetkazishga ko'proq e'tibor qaratib, emotsional komponentni ikkinchi darajali deb hisoblaydi. Natijada matnning stilistik ta'siri pasayib ketishi mumkin.

Tahlil shuni ham ko'rsatdiki, emotsional elementlarni tarjimada saqlab qolish ko'pincha stilistik kompensatsiya orqali amalga oshiriladi. Ya'ni asl matnda mavjud bo'lgan emotsional birlik tarjimada boshqa joyda yoki boshqa stilistik vosita orqali qayta ifodalanadi.

MUHOKAMA

Tadqiqot natijalari badiiy tarjimada emotsional adekvatlikni ta'minlash muhimligini ko'rsatadi. Badiiy asar qahramonlarining nutqidagi hissiy-ekspressiv birliklar nafaqat semantik, balki estetik va pragmatik funksiyani ham bajaradi. Shu sababli ularning yo'qolishi matnning badiiy ta'sirini sezilarli darajada kamaytirishi mumkin.

Tarjima nazariyasida emotsional adekvatlik masalasi ko'pincha funksional ekvivalentlik bilan bog'lanadi. Nida ta'kidlaganidek, tarjimaning asosiy vazifasi matnning qabul qiluvchiga ko'rsatadigan kommunikativ ta'sirini saqlab qolishdan iboratdir. Shu nuqtai nazardan qaraganda, tarjimon ba'zan so'zma-so'z tarjimadan voz kechib, pragmatik yoki stilistik moslashtirishga murojaat qilishi mumkin.

Shuningdek, emotsional elementlarning tarjimada yo'qolishi ko'pincha til va madaniyat farqlari bilan ham bog'liq. Har bir til o'ziga xos emotsional ifoda vositalariga ega bo'lib, ular boshqa tilga to'liq ekvivalent tarzda ko'chirilmaligi mumkin. Shu sababli tarjimon matnning umumiy emotsional tonalligini saqlab qolishga intilishi lozim.

Badiiy tarjimada muvaffaqiyatli natijaga erishish uchun tarjimon lingvistik bilim bilan bir qatorda madaniy va pragmatik kompetensiyaga ham ega bo'lishi kerak. Chunki emotsional birliklar ko'pincha madaniy kontekst bilan chambarchas bog'liq bo'ladi.

XULOSA

Badiiy matn tarjimasida hissiy-emotsional elementlarni saqlab qolish muhim ilmiy va amaliy masala hisoblanadi. Tadqiqot natijalari shuni ko'rsatdiki, bunday elementlar tarjima jarayonida turli transformatsiyalarga uchrashi mumkin. Ayrim hollarda ular leksik yoki stilistik o'zgarishlar orqali ifodalanadi, boshqa holatlarda esa pragmatik moslashtirish yoki kompensatsiya strategiyalari qo'llanadi.

Shu bilan birga, emotsional komponentlarning qisman yoki to'liq yo'qolishi ham kuzatiladi. Bu holat til tizimlari o'rtasidagi farqlar, madaniy omillar va tarjimonning strategik tanlovi bilan bog'liq bo'lishi mumkin.

Badiiy tarjimada emotsional adekvatlikni ta'minlash uchun tarjimon nafaqat semantik mazmunni, balki matnning stilistik va pragmatik xususiyatlarini ham hisobga olishi zarur. Kelajakdagi tadqiqotlar turli tillar o'rtasidagi badiiy tarjimalarda emotsional elementlarning transformatsiyasini yanada kengroq materiallar asosida o'rganishga qaratilishi mumkin.

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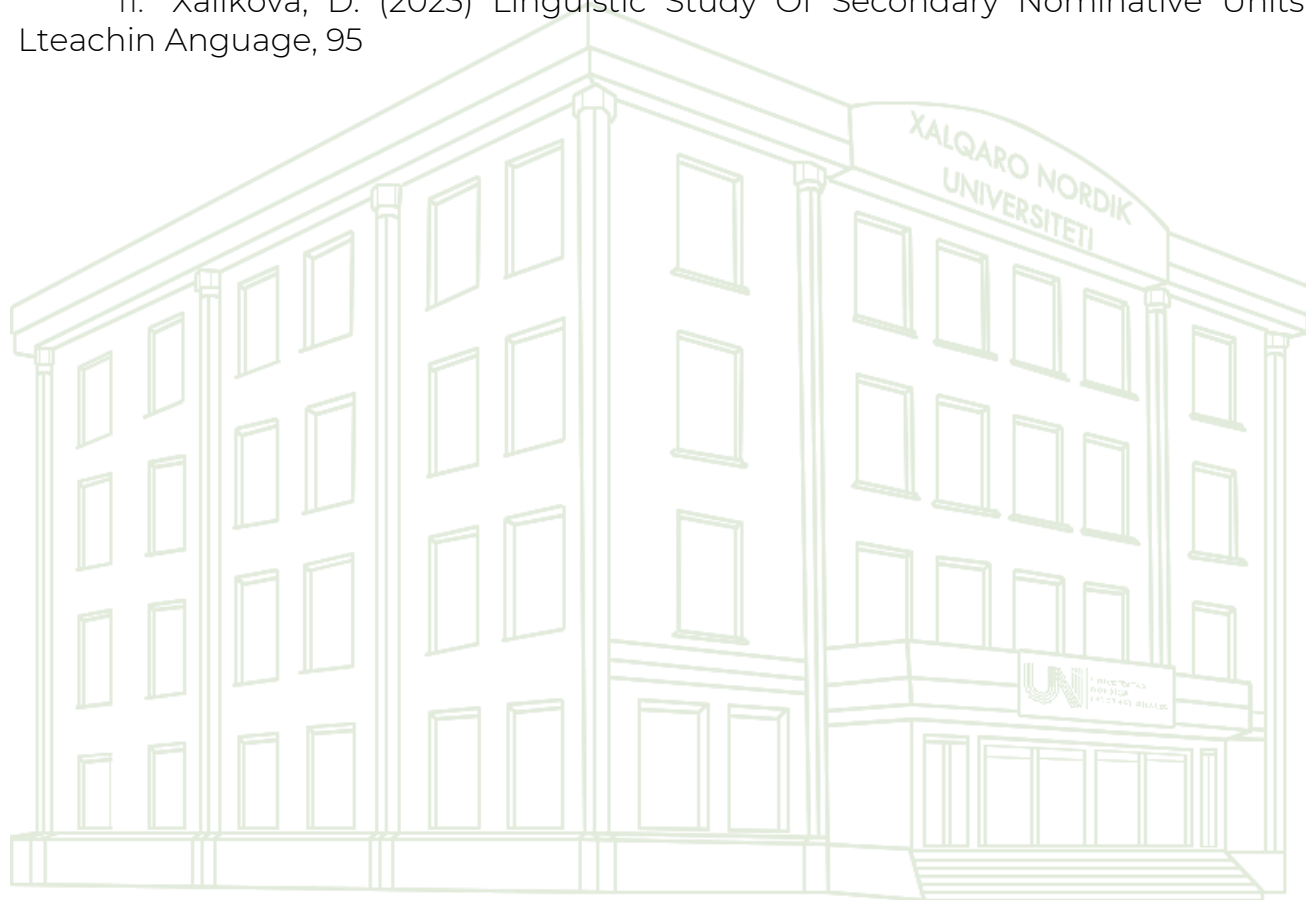
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INTEGRATIVE MODEL OF AI- BASED LANGUAGE TOOLS IN OVERCOMING COMMUNICATIVE BARRIERS IN FOREIGN LANGUAGE TEACHING AND TRANSLATION: A CONTEMPORARY ANALYSIS

Authors: Soliyeva Adiba Qobiljon qizi¹, A.B.Rahimov²

Affiliation: Nordic International University, Master's degree student¹, p.f.f.d (PhD), professor v.v.b²

DOI: <https://doi.org/10.5281/zenodo.19694823>

ABSTRACT

This study explores how AI-based language tools help overcome communicative barriers in foreign language teaching and translation. It proposes an integrative model linking barriers with AI solutions. Results indicate that systematic, pedagogically guided use of AI enhances communicative competence, improving fluency, accuracy, and intercultural understanding more effectively than isolated technological applications.

Keywords: AI-assisted language learning, communicative competence, communicative barriers, neural machine translation (NMT), AI chatbots, second language acquisition (SLA), foreign language anxiety, intercultural communication, technology-enhanced learning (TEL), integrative AI model.

INTRODUCTION

In the context of modern globalization, multilingual communication has become an important component of education, professional development, and international cooperation. The growing interdependence of societies has increased the need for effective communication across language and cultural boundaries, which has made foreign language proficiency a key global competency. Despite the expansion of language learning, learners face serious communicative barriers that hinder effective communication. These barriers are multidimensional. Linguistic limitations, such as limited vocabulary and grammatical ambiguities, reduce the accuracy of communication, psychological factors - especially anxiety and distrust - limit active participation. Cultural differences in communication styles and norms can lead to misunderstandings, and technological difficulties such as limited access to digital tools or low digital literacy make communication more difficult in modern conditions. Recent advances in artificial intelligence (AI) have significantly influenced language education and translation. AI-based tools, such as conversational agents, speech recognition systems, and neural machine translation, provide innovative solutions for overcoming communication barriers by enabling interactive practice, real-time feedback, and instant translation.

However, current research tends to examine these technologies in isolation rather than as elements of an integrated system. There remains a need for a holistic approach that combines multiple AI tools to address communicative barriers more effectively and systematically. Communicative barriers have been extensively

examined within applied linguistics. Krashen's Affective Filter Hypothesis emphasizes the role of emotional variables in language acquisition, suggesting that anxiety significantly inhibits communicative performance.¹ Horwitz et al. further elaborate on the impact of foreign language anxiety on learners' willingness to communicate.²

METHODOLOGY

Technological progress has introduced AI-based tools capable of improving language learning outcomes. Speech recognition technologies provide pronunciation accuracy, and chatbots simulate real conversation contexts. Machine translation systems support intercultural communication. However, the absence of an integrative basis remains a significant gap in current research. This study includes a conceptual and analytical research design aimed at a systematic study of the relationship between communicative barriers and AI-based interventions. The methodology combines a comparative analysis of the selected artificial intelligence tools with a thematic classification of communicative barriers, taken from the available literature. Four main categories of barriers - linguistic, psychological, cultural, and technological - are identified and implemented as analytical variables.

Subsequently, a mapping process is applied to match each barrier category with relevant AI-based solutions, including conversation agents, speech recognition systems, and neural machine translation. This constructed analytical framework allows for the identification of functional correspondences between the types of barriers and technological capabilities. As a result, the study develops an integrative model that synthesizes these relationships into a coherent system, providing a theoretically grounded and practically applicable approach to mitigating communicative barriers in language learning contexts.

RESULTS

The results show that tools based on artificial intelligence (AI) significantly increase communicative competence when implemented in an integrated system. The analysis shows that speech recognition systems help to increase phonological accuracy by providing direct, data-driven feedback on pronunciation. It has been shown that conversation agents (chatbots) reduce psychological barriers, in particular language anxiety, by offering interactive communication environments with a low level of risk. In addition, neural machine translation tools facilitate intercultural understanding, allowing for a more accurate interpretation of meaning across linguistic and cultural contexts. In addition, the results show that there is a clear synergistic effect in the proposed integrative model. When artificial intelligence technologies are combined and applied systematically, their overall impact prevails over their individual use. This integrated application enhances multiple dimensions of communicative competence simultaneously, suggesting that a holistic, system-based approach to AI implementation is more effective than fragmented adoption of individual tools.

DISCUSSION

The results emphasize the importance of pedagogical integration in increasing the effectiveness of artificial intelligence (AI) tools in language education. Artificial intelligence should be understood as an additional system that improves and

supports teacher-led processes instead of replacing human learning. The results show that the pedagogically oriented use of artificial intelligence allows for more systematic, goal-oriented learning, thereby increasing its overall impact on communicative competence. At the same time, artificial intelligence technologies provide important advantages, such as personality-oriented learning pathways, flexible feedback mechanisms, and increased opportunities for autonomous training. However, there are still a number of problems. The risk of technological dependency can reduce students' ability to work independently without digital support, and the unequal use of artificial intelligence tools can exacerbate existing educational inequality. These limitations indicate the need for balanced implementation strategies that combine technological innovations with pedagogical control and the possibility of fair use.

CONCLUSION

This study contributes to the field by proposing an integrative model that systematically links artificial intelligence (AI) technologies with the development of communicative competence. By mapping specific AI tools to distinct categories of communicative barriers, the model provides both a conceptual framework and practical outcomes for more effective language learning. However, the findings remain largely theoretical and require further empirical validation. Future research should focus on testing the proposed model in real educational settings, using both qualitative and quantitative methods to evaluate its effectiveness. Furthermore, long-term studies are necessary to examine the sustained impact of integrated AI use over time on communicative competence and learner autonomy.

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SEMANTIC ADEQUACY IN POPULAR SCIENCE TEXTS FOR YOUNG AUDIENCES: A COMPARATIVE ANALYSIS OF GOOGLE TRANSLATE, DEEPL, CHATGPT AND MANUS AI TRANSLATIONS

Author: Zokirjonova Madina Iqboljon qizi¹

Affiliation: Independent Researcher, Namangan State Institute of Foreign Languages named after Ishoqxon Ibrat¹

DOI: <https://doi.org/10.5281/zenodo.19694871>

ANNOTATION

This study explores semantic adequacy in AI-based translations of popular science texts intended for young audiences. Translations produced by four systems are comparatively analyzed in terms of meaning accuracy, terminology, and completeness. The findings reveal differences in semantic performance and emphasize the importance of human supervision in ensuring reliable and precise translation.

Keywords: AI-based translation, semantic adequacy, popular science texts, young audience, scientific terminology, semantic analysis, translation quality, neural machine translation.

INTRODUCTION

Recent advances in artificial intelligence have significantly transformed the field of translation, particularly in rendering popular science texts intended for young audiences. Such texts require not only linguistic accuracy but also semantic clarity and accessibility, as they aim to explain complex scientific concepts in an understandable way. AI-based translation systems such as Google Translate, DeepL, ChatGPT, and Manus AI are increasingly used for this purpose; however, their ability to preserve semantic adequacy in this specific genre remains a critical issue.

Semantic adequacy refers to the degree to which the meaning of the source text is accurately and completely conveyed in the target language. In scientific discourse, this concept becomes particularly critical, as even minor deviations in meaning or terminology may lead to misunderstanding or misinterpretation of key concepts [1]. This is especially relevant in interdisciplinary fields such as biology, where terms like *fungi*, *arthropods*, or *cuticle* carry specific and well-defined meanings.

Previous studies have shown that machine translation systems often struggle with domain-specific terminology, polysemy, and context-dependent meanings [2]. In particular, errors such as semantic narrowing, omission, or incorrect lexical choice may significantly reduce the quality of translation output. For instance, translating the biological term *fungi* as a narrower equivalent such as "mushrooms" represents a case of semantic narrowing that affects scientific accuracy.

Moreover, AI translation systems may differ in how they handle complex sentence structures, contrastive constructions, and pragmatic elements. While some systems prioritize fluency and readability, others attempt to preserve structural and

terminological fidelity. This variability in translation performance necessitates systematic comparative analysis.

Therefore, the present study aims to conduct a semantic analysis of translations produced by four AI-based systems—Google Translate, DeepL, ChatGPT, and Manus AI—based on selected excerpts from a popular science article published in *Frontiers for Young Minds* [3]. The analysis focuses on key aspects such as terminological accuracy, semantic equivalence, contextual adequacy, and completeness of translation.

The findings of this study are expected to contribute to a better understanding of the strengths and limitations of AI translation tools in handling scientific texts, and to highlight the importance of human oversight in ensuring semantic precision.

RESEARCH METHODOLOGY

This study employs a qualitative comparative approach to analyze the semantic adequacy of AI-generated translations. The research focuses on four widely used machine translation systems: Google Translate, DeepL, ChatGPT, and Manus AI. These systems were selected due to their popularity, accessibility, and differing underlying architectures, which allow for a meaningful comparison of translation performance.

The data for analysis were collected from a popular science article titled “*The fungi that fight bugs: Nature's tiny heroes*”, published in *Frontiers for Young Minds* [3]. This source was chosen because it combines scientific terminology with accessible language intended for a young audience, making it particularly suitable for evaluating both terminological precision and contextual clarity.

A total of five sentences were selected from the source text. These sentences were chosen based on their semantic complexity and the presence of key linguistic features, including domain-specific terminology (e.g., *fungi*, *arthropods*), contrastive structures (e.g., *despite*, *although*), and descriptive explanations of biological processes. Each sentence was translated into Uzbek using the four selected AI systems.

The analysis was conducted based on several semantic criteria adapted from translation studies [1], including:

- semantic equivalence (accuracy of meaning transfer),
- terminological accuracy (correct rendering of scientific terms),
- contextual adequacy (appropriateness within context),
- completeness (absence of omissions),
- and lexical choice (selection of appropriate vocabulary).

Special attention was given to common types of semantic errors, such as semantic narrowing, omission, and incorrect interpretation [2]. For example, the mistranslation of the term *fungi* as a narrower lexical equivalent was categorized as semantic narrowing, while the absence of entire clauses was treated as omission.

The results of the analysis were presented in tabular form and supported by qualitative commentary. This combined approach allows for both systematic comparison and in-depth interpretation of the strengths and weaknesses of each AI translation system.

For analytical purposes, the translation systems were divided into two categories:

1. Classical neural machine translation tools (Google Translate and DeepL)
2. Generative AI-based translation tools (ChatGPT and Manus AI)
- 3.

System	Model	Version	Date	Platform
ChatGPT	GPT-4	free	12.02.2026	https://chatgpt.com/
Google Translate	NMT	free	12.02.2026	https://translate.google.com/
DeepL	NMT	free	12.02.2026	https://www.deepl.com/en/translator
Manus AI	LLM-based	free	12.02.2026	https://manus.im/

All systems were provided with the same English source text under identical conditions. During the translation process, the following standard input prompt was used: “Translate the following scientific text from English into Uzbek. Preserve scientific lexics and provide explanatory glosses in parentheses where necessary for young readers.” The experiments were conducted on February 12, 2026, through the official web interfaces of the systems. No APIs or paid versions were used. This approach ensured equal conditions for the comparative evaluation of the translation systems. The translations produced by these systems were organized into two comparative tables. Each translation was evaluated in relation to the **contextually adequate Uzbek equivalent** in order to determine its lexical accuracy and semantic appropriateness.

The analysis focused on identifying common translation strategies and errors, including **literal translation, transliteration, semantic shifts, and contextual inaccuracies**. In addition, a statistical evaluation was conducted to determine the percentage of adequate translations produced by each system.

This methodological approach allows for a clearer comparison between classical neural machine translation technologies and modern generative AI models, highlighting their respective strengths and limitations in translating popular science vocabulary intended for young audiences.

RESULTS AND DISCUSSION

This section presents a comparative semantic analysis of translations produced by four AI systems—Google Translate, DeepL, ChatGPT, and Manus AI. Each system is evaluated individually based on semantic equivalence, terminological accuracy, contextual adequacy, and completeness.

1. Google Translate

Google Translate demonstrates generally stable performance in terms of preserving the overall meaning of the source text. In most cases, the system successfully conveys the core message and maintains the structure of the original sentences. It also performs relatively well in maintaining completeness, as no major omissions were observed.

However, several issues related to **terminological inconsistency** were identified. For example, the biological term *fungi* was translated inconsistently, alternating between broader and narrower equivalents. This resulted in cases of **semantic narrowing**, which reduced scientific accuracy. Similarly, terms like *arthropods* were sometimes rendered in less precise forms, affecting terminological clarity.

Despite these limitations, Google Translate maintains a good balance between accuracy and readability, making it a reliable, though not fully precise, translation tool.

2. DeepL

DeepL demonstrates the highest level of **semantic adequacy** among the analyzed systems. It consistently preserves both the meaning and structure of the source text, including complex grammatical constructions such as contrastive clauses (*although, despite*).

In terms of **terminological accuracy**, DeepL shows strong performance, particularly in translating domain-specific terms like *fungi* and *entomopathogenic fungi* correctly and consistently. Additionally, it effectively conveys cause-and-effect relationships and maintains logical coherence across sentences.

Minor limitations include occasional generalization of certain scientific terms and slight stylistic rigidity. However, these do not significantly affect the overall semantic quality.

Overall, DeepL provides the most balanced and reliable translations, particularly for scientific texts requiring precision.

3. ChatGPT

ChatGPT stands out for producing **fluent and natural-sounding translations**, often adapting the text to improve readability and accessibility. This makes it particularly suitable for general audiences.

However, this strength is accompanied by several semantic limitations. The system tends to **simplify or reinterpret** certain expressions, which can lead to partial loss of meaning. For instance, some translations showed **semantic shifts**, where the original meaning was slightly altered to produce a more natural output.

More critically, instances of **omission** were observed, including the complete omission of a sentence in one example. This represents a significant reduction in semantic completeness and is considered a major translation error [2].

Thus, while ChatGPT excels in fluency, it is less reliable in preserving full semantic and terminological accuracy in scientific contexts.

4. Manus AI

Manus AI demonstrates relatively strong performance in maintaining the structural integrity of the source text. It often preserves sentence structure, logical relations, and completeness. In some cases, it also shows good handling of specific scientific terms, such as accurate rendering of *arthropods*.

However, a major limitation of this system is **terminological inaccuracy**, particularly in translating key terms like *fungi*. The frequent use of narrower lexical equivalents results in semantic narrowing, which reduces the scientific validity of the translation.

Additionally, minor inconsistencies in lexical choice and occasional omissions of specific details were observed. Despite these issues, Manus AI shows potential, especially in handling sentence structure, but requires improvement in domain-specific terminology.

The system-based analysis reveals that each AI translation tool has distinct strengths and weaknesses. DeepL provides the most semantically accurate and consistent translations, while Google Translate offers stable but less precise outputs. ChatGPT excels in fluency but suffers from omissions and semantic shifts. Manus AI demonstrates structural strength but struggles with terminological accuracy.

The overall findings of the analysis are summarized in the following Table.

Criteria	Google Translate	DeepL	ChatGPT	Manus AI
Semantic equivalence	Medium	High	Low–Medium	Medium
Terminological accuracy	Medium	High	Medium	Low–Medium
Contextual adequacy	High	High	Medium	Medium
Completeness	High	High	Low	Medium
Overall performance	Good	Very good	Variable	Moderate

Overall, the analysis demonstrates that DeepL provides the most balanced performance in terms of semantic adequacy, particularly in preserving both meaning and structure. Google Translate also performs reliably, though with occasional terminological inconsistencies. ChatGPT shows strengths in fluency and readability but tends to simplify or omit important information in some cases. Manus AI demonstrates potential in handling certain scientific terms but suffers from inconsistencies in terminological accuracy.

CONCLUSION

The present study has examined the semantic adequacy of translations produced by four AI-based systems—Google Translate, DeepL, ChatGPT, and Manus AI—based on selected excerpts from a popular science text. The analysis focused on key aspects such as terminological accuracy, semantic equivalence, contextual adequacy, and completeness.

The findings reveal that while all systems are capable of conveying the general meaning of the source text, significant differences exist in their ability to preserve scientific precision. Among the analyzed tools, DeepL demonstrated the highest level of semantic adequacy, consistently maintaining both the meaning and structural relationships of the original text. Google Translate also showed relatively stable performance, although it occasionally exhibited terminological inconsistencies.

ChatGPT, on the other hand, proved effective in producing fluent and natural translations, but at the cost of semantic precision. Instances of simplification, reinterpretation, and omission were observed, which reduced the overall accuracy of the translated content. Manus AI showed strengths in preserving sentence structure and certain domain-specific elements, but frequent terminological inaccuracies—particularly in translating key scientific terms—limited its effectiveness.

A recurring issue across several systems was the improper handling of domain-specific terminology, such as the translation of *fungi*, which in some cases resulted in semantic narrowing. Additionally, complex sentence structures involving contrast and cause-effect relationships posed challenges for some AI systems, leading to partial meaning loss or distortion.

These findings suggest that, despite their growing capabilities, AI translation tools are not yet fully reliable for translating scientific texts without human supervision. Accurate translation in such contexts requires not only linguistic

competence but also domain-specific knowledge and sensitivity to semantic nuances.

Therefore, it is recommended that AI-generated translations be carefully reviewed and post-edited by human experts, particularly when used in academic or scientific settings. Future research may expand the dataset and include a broader range of text types to further investigate the performance of AI translation systems.

In conclusion, while AI tools offer valuable support in translation tasks, their limitations highlight the continued importance of human involvement in ensuring semantic accuracy and terminological precision.

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RAQAMLI TEXNOLOGIYALAR SHAROITIDA MEDIADA AXBOROT ISTE'MOLI TRANSFORMATSIYASI

(BBC NEWS VA KUN.UZ MISOLIDA)

Muallif: Muhammadoli Mamadaliyev¹

Affiliyatsiya: Xalqaro Nordik universiteti 2-bosqich magistranti¹

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ANNOTATSIYA

Mazkur maqolada raqamli texnologiyalar rivoji sharoitida axborot iste'moli jarayonlarining transformatsiyasi IMRAD modeli asosida tahlil qilinadi. Tadqiqotning kirish qismida raqamli medianing nazariy asoslari, uning an'anaviy ommaviy axborot vositalariga ta'siri hamda auditoriya xulq-atvoridagi o'zgarishlar yoritildi. Adabiyotlar sharhi doirasida raqamli media konvergentsiyasi, mediatizatsiya, innovatsiyalar diffuziyasi va tarmoq jamiyati nazariyalari asosida ilmiy qarashlar umumlashtirildi. Tadqiqot metodologiyasi sifatida qiyosiy tahlil, kontent tahlili va kuzatuv usullaridan foydalanildi. Empirik tadqiqot obyektlari sifatida BBC News va Kun.uz internet nashrlari tanlandi. Natijalar shuni ko'rsatdiki, raqamli muhitda auditoriya passiv iste'molchidan faol subyektga aylangan.

Kalit so'zlar: raqamli media, axborot iste'moli, auditoriya xulqi, internet nashrlar, interaktivlik.

KIRISH

Raqamli texnologiyalar rivoji ommaviy axborot vositalari faoliyatiga tub o'zgarishlar olib keldi. Internet, mobil qurilmalar va ijtimoiy tarmoqlar keng tarqalishi natijasida axborotni ishlab chiqarish, tarqatish va iste'mol qilish jarayonlari yangicha bosqichga o'tdi. An'anaviy media tizimida auditoriya asosan passiv iste'molchi sifatida qaralgan bo'lsa, raqamli media sharoitida u faol ishtirokchiga aylandi. Zamonaviy foydalanuvchi nafaqat axborotni qabul qiladi, balki uni tanlaydi, baholaydi va boshqalarga tarqatadi. Bu esa axborot iste'moli modelining tubdan o'zgarishiga olib kelmoqda. Ilmiy adabiyotlarda raqamli media konvergentsiya, mediatizatsiya va tarmoq jamiyati nazariyalari orqali izohlanadi. Ushbu yondashuvlar media va jamiyat o'rtasidagi o'zaro aloqani chuqur tushunishga yordam beradi. Mazkur tadqiqotning asosiy maqsadi – raqamli muhitda axborot iste'moli jarayonlarini tahlil qilish hamda BBC News va Kun.uz misolida uning o'ziga xos jihatlari aniqlashdan iborat.

METODOLOGIYA

Mazkur tadqiqotda raqamli media sharoitida axborot iste'moli jarayonlarini chuqur va tizimli o'rganish maqsadida kompleks ilmiy metodlardan foydalanildi. Tadqiqotning nazariy asosini shakllantirish uchun, avvalo, raqamli media va kommunikatsiya sohasiga oid ilmiy adabiyotlar tahlil qilindi. Ushbu jarayonda konvergentsiya, mediatizatsiya, tarmoq jamiyati hamda innovatsiyalar diffuziyasi kabi asosiy nazariy yondashuvlar o'rganildi. Nazariy tahlil metodining qo'llanilishi

tadqiqotning ilmiy asoslanganligini ta'minlab, raqamli muhitda axborot iste'moli jarayonining mohiyatini tushuntirishga xizmat qildi. Shu bilan birga, mavjud ilmiy qarashlar va konsepsiyalarni umumlashtirish orqali tadqiqot muammosi kengroq kontekstda yoritildi. Mazkur bosqichda ilmiy manbalar, maqolalar va media tadqiqotlariga oid adabiyotlar tahlil qilinib, ularning asosiy g'oyalari tadqiqot konsepsiyasiga integratsiya qilindi. Nazariy tahlil, shuningdek, tadqiqot savollarini aniqlashtirish, gipotezalarni shakllantirish va keyingi empirik bosqich uchun metodologik asos yaratishda muhim rol o'ynadi.

Empirik tadqiqot bosqichida qiyosiy tahlil va kontent tahlili metodlari asosiy vosita sifatida qo'llanildi. Qiyosiy tahlil orqali xalqaro darajadagi BBC News va milliy darajadagi Kun.uz internet nashrlari o'rtasidagi o'xshashlik va farqlar tizimli ravishda o'rganildi. Ushbu metod ikki xil media tizim – global va lokal media muhitining o'ziga xos xususiyatlarini aniqlash imkonini berdi. Tahlil jarayonida platformalarning kontent siyosati, axborotni taqdim etish uslubi, tezkorlik darajasi hamda auditoriya bilan o'zaro aloqasi solishtirildi. Kontent tahlili esa yangiliklarning shakli va mazmunini chuqurroq o'rganishga qaratildi. Bu metod orqali matnli, vizual va audiovizual materiallarning ulushi, multimediyaviy elementlarning qo'llanilishi, sarlavhalarning tuzilishi va axborot berish usullari tahlil qilindi. Shuningdek, kontentning yangilanish chastotasi, real vaqt rejimida axborot yetkazish imkoniyatlari va ijtimoiy tarmoqlar bilan integratsiyasi ham baholandi. Mazkur metodlar yordamida raqamli media mahsulotlarining sifat jihatlari va auditoriyaga ta'siri haqida aniq xulosalar chiqarish imkoniyati yaratildi.

Bundan tashqari, tadqiqotda kuzatuv metodi ham qo'llanilib, u orqali auditoriya xulq-atvori va interaktivlik darajasi o'rganildi. Kuzatuv jarayonida foydalanuvchilarning yangiliklarga munosabati, izoh qoldirish faolligi, materiallarni ulashish darajasi hamda platformalar bilan o'zaro aloqasi tahlil qilindi. Bu metod raqamli muhitda auditoriyaning passiv iste'molchidan faol ishtirokchiga aylanish jarayonini aniqlashda muhim ahamiyat kasb etdi. Tadqiqot obyektlari sifatida BBC News va Kun.uz internet nashrlarining tanlanishi tasodifiy emas, balki ilmiy asoslangan tanlovdir. Ushbu platformalar o'z segmentida yetakchi bo'lib, biri global auditoriyaga, ikkinchisi esa milliy auditoriyaga xizmat qiladi. Bu esa turli media muhitlarida axborot iste'moli xususiyatlarini solishtirish imkonini berdi. Tadqiqot davomida yig'ilgan ma'lumotlar tizimlashtirildi, tahlil qilindi va umumlashtirildi. Natijada qo'llanilgan metodlar majmuasi tadqiqotning ishonchligi va obyektivligini ta'minlab, raqamli media sharoitida axborot iste'moli jarayonlari haqida kompleks ilmiy xulosalar chiqarish imkonini berdi.

NATIJALAR

Mazkur tadqiqot natijalari raqamli texnologiyalar sharoitida axborot iste'moli jarayonlarining tubdan o'zgarib borayotganini yaqqol ko'rsatdi. Eng avvalo, axborot iste'moli jarayonining individuallasuvi asosiy tendensiya sifatida namoyon bo'ldi. An'anaviy media davrida auditoriya uchun kontent markazlashgan holda ishlab chiqilgan va keng ommaga bir xil shaklda taqdim etilgan bo'lsa, raqamli media muhitida foydalanuvchilar o'z qiziqishlari, ehtiyojlari va axborot iste'moli odatlariga mos kontentni mustaqil tanlash imkoniyatiga ega bo'ldi. Algoritmilar, tavsiya tizimlari va shaxsiylashtirilgan platformalar yordamida har bir foydalanuvchi uchun alohida axborot muhiti shakllanmoqda. Bu esa ommaviy auditoriya tushunchasining asta-sekin segmentlashgan auditoriya modeliga o'tishiga olib kelmoqda. Tadqiqot

davomida kuzatilganidek, BBC News platformasida foydalanuvchilarga mavzular bo'yicha tavsiyalar berilishi, Kun.uz saytida esa tezkor yangiliklar va dolzarb mavzularning ustuvorligi individuallashtirilgan axborot iste'molining turli shakllarini namoyon etadi. Natijada foydalanuvchilar endilikda faqat axborotni qabul qiluvchi emas, balki uni faol tanlovchi subyektga aylanmoqda.

Ikkinchi muhim natija sifatida interaktivlik darajasining sezilarli oshgani aniqlandi. Raqamli media platformalari auditoriyaga nafaqat axborotni qabul qilish, balki unga munosabat bildirish, muhokama qilish va uni tarqatishda faol ishtirok etish imkonini bermoqda. Ijtimoiy tarmoqlar bilan integratsiya, izohlar bo'limi, "layk", "share" kabi funksiyalar foydalanuvchilarning faolligini oshirgan. Tadqiqot natijalariga ko'ra, Kun.uz platformasida foydalanuvchilarning izoh qoldirish faolligi yuqori bo'lib, bu milliy auditoriyaning muhokamalarda faol ishtirok etayotganini ko'rsatadi. BBC News esa global auditoriyaga xizmat qilganligi sababli, unda interaktivlik nisbatan tartibga solingan va moderatsiya qilingan shaklda namoyon bo'ladi. Shunga qaramay, har ikkala platformada ham auditoriya axborot jarayonining ajralmas qismiga aylangan. Bu holat media va auditoriya o'rtasidagi an'anaviy bir yo'nalishli kommunikatsiya modelining o'rnini ikki tomonlama va ko'p tomonlama kommunikatsiya modeliga bo'shatib berayotganini ko'rsatadi. Natijada foydalanuvchilar kontentni faqat iste'mol qilmay, balki uning tarqalishiga ham bevosita ta'sir ko'rsatmoqda.

Tadqiqot natijalari, shuningdek, raqamli mediada multimedialik va tezkorlikning ustuvor ahamiyat kasb etayotganini ham ko'rsatdi. Zamonaviy axborot iste'moli jarayonida matnli kontent bilan bir qatorda video, audio, foto va infografik materiallar keng qo'llanilmoqda. Bu esa axborotni yanada tushunarli, jozibador va tez qabul qilinadigan shaklda taqdim etish imkonini bermoqda. BBC News platformasida yuqori sifatli videoreportajlar, interaktiv grafikalar va chuqur tahliliy materiallar ustunlik qilsa, Kun.uz saytida tezkor yangiliklar bilan bir qatorda qisqa videolar va vizual materiallar keng qo'llanilmoqda. Bundan tashqari, tezkorlik raqamli media faoliyatining asosiy mezoniga aylangan. Axborot real vaqt rejimida yangilanib boradi va foydalanuvchilarga tez yetkaziladi. Bu jarayon ayniqsa dolzarb voqealar, siyosiy yangiliklar va favqulodda holatlarda yaqqol namoyon bo'ladi. Tezkorlik omili media tashkilotlari o'rtasida kuchli raqobatni yuzaga keltirib, ularni axborotni iloji boricha tez va samarali yetkazishga undamoqda. Shu bilan birga, tezkorlik ba'zan axborotning aniqligi va ishonchliligi bilan bog'liq muammolarni ham keltirib chiqarishi mumkinligi kuzatildi.

Yana bir muhim natija sifatida tadqiqotda BBC News va Kun.uz platformalari o'rtasidagi farqlar aniqlandi. BBC News global auditoriyaga yo'naltirilgan bo'lib, unda tahliliy, chuqur va yuqori sifatli kontent ustunlik qiladi. Ushbu platforma jurnalistik standartlarga qat'iy amal qilgan holda, keng qamrovli va tekshirilgan axborotni taqdim etadi. Kun.uz esa milliy auditoriyaga moslashgan bo'lib, unda tezkorlik, soddalik va dolzarb mavzular ustuvor hisoblanadi. Bu platforma mahalliy auditoriyaning ehtiyojlariga mos ravishda kontent ishlab chiqadi va uni tezkor yetkazishga e'tibor qaratadi. Har ikki platforma o'z auditoriyasiga mos strategiyalarni qo'llagan holda muvaffaqiyatli faoliyat yuritmoqda. Umuman olganda, tadqiqot natijalari raqamli media axborot iste'moli modelini sezilarli darajada o'zgartirganini ko'rsatadi. Auditoriya faol subyektga aylangan, kontent individuallashtirilgan, interaktivlik kuchaygan hamda multimedialik va tezkorlik asosiy tendensiyalar

sifatida shakllangan. Bu esa zamonaviy media muhitining dinamik, moslashuvchan va auditoriyaga yo'naltirilgan tizimga aylanganini tasdiqlaydi.

MUHOKAMA

Olingan natijalar zamonaviy media nazariyalari bilan uyg'un holda raqamli muhitda kommunikatsiya jarayonining sezilarli darajada o'zgarganini ko'rsatadi. Xususan, auditoriyaning passiv iste'molchidan faol subyektga aylanishi konvergentsiya va tarmoq jamiyati nazariyalari bilan mos keladi. Raqamli platformalar orqali foydalanuvchilar axborotni nafaqat qabul qiladi, balki uni yaratish, baholash va tarqatish jarayonlarida ham ishtirok etadi. Bu esa kommunikatsiyaning bir yo'nalishli modelidan ko'p yo'nalishli va interaktiv modelga o'tganini anglatadi. Natijada media va auditoriya o'rtasidagi chegaralar tobora yo'qolib bormoqda. Shu bilan birga, mediatizatsiya jarayoni jamiyatning boshqa institutlariga ham ta'sir ko'rsatib, axborotning ijtimoiy hayotdagi rolini yanada kuchaytirmoqda. Raqamli media sharoitida axborot oqimining tezligi, kontentning xilma-xilligi va foydalanuvchilarning faolligi kommunikatsiya jarayonining demokratlashuviga olib kelmoqda. Ya'ni, har bir foydalanuvchi o'z fikrini erkin ifoda etish, uni keng auditoriyaga yetkazish va muhokama qilish imkoniyatiga ega bo'lmoqda. Bu holat axborot maydonida ko'p ovozlilikni kuchaytirib, muqobil fikrlar shakllanishiga zamin yaratadi.

Biroq tadqiqot natijalari raqamli media muhitida bir qator muammolar ham mavjudligini ko'rsatdi. Eng dolzarb masalalardan biri – soxta axborot (fake news) va dezinformatsiyaning keng tarqalishidir. Axborot tarqatish tezligining yuqoriligi va nazorat mexanizmlarining nisbatan zaifligi noto'g'ri ma'lumotlarning ham tez ommalashishiga sabab bo'lmoqda. Bu esa jamiyatda noto'g'ri qarorlar qabul qilinishiga va ijtimoiy ishonchning pasayishiga olib kelishi mumkin. Shuningdek, kontent sifati va ishonchlilik muammosi ham muhim ahamiyat kasb etadi. Raqamli muhitda kontent yaratish imkoniyatining kengayishi professional jurnalistika standartlariga har doim ham amal qilinmasligiga olib kelmoqda. Bundan tashqari, auditoriya e'tibori uchun kuchli raqobat mavjud bo'lib, bu media tashkilotlarini tezkorlikni sifatdan ustun qo'yishga majbur qilishi mumkin. Shu bilan birga, raqamli media an'anaviy mediani inkor etmaydi, aksincha uni to'ldiradi va yangi imkoniyatlar yaratadi. An'anaviy media o'zining ishonchlilik va professional standartlari bilan ustun bo'lib qolsa, raqamli media tezkorlik va interaktivlik orqali uni boyitadi. Natijada media tizimi gibril shaklga ega bo'lib, har ikkala modelning ijobiy jihatlarini birlashtirgan holda rivojlanmoqda.

XULOSA

Raqamli texnologiyalar rivoji mediada axborot iste'moli jarayonlarini tubdan o'zgartirib, kommunikatsiya tizimining yangi modelini shakllantirdi. Tadqiqot natijalari shuni ko'rsatadiki, zamonaviy media muhitida auditoriya passiv iste'molchidan faol ishtirokchiga aylangan bo'lib, u axborotni tanlash, baholash va tarqatish jarayonida muhim rol o'ynaydi. Kontentning multimedaviy shaklga o'tishi, ya'ni matn, video, audio va vizual elementlarning uyg'unlashuvi axborotni yanada samarali va jozibador qabul qilish imkonini bermoqda. Shu bilan birga, tezkorlik omilining ustuvor ahamiyat kasb etishi media tashkilotlarini real vaqt rejimida axborot yetkazishga undamoqda. BBC News va Kun.uz internet nashrlari misolida olib borilgan tahlil global va milliy media tizimlari o'rtasidagi o'ziga xos farqlarni

aniqlash imkonini berdi. Xususan, global platformalar tahliliy va chuqur kontentga urg'u bersa, milliy platformalar tezkorlik va auditoriya ehtiyojlariga moslashuvchanlikni ustuvor yo'nalish sifatida tanlaydi. Bu esa raqamli media muhitida turli strategiyalar mavjudligini va ular auditoriya segmentiga bog'liq holda shakllanishini ko'rsatadi.

Kelgusida media tashkilotlari raqamli transformatsiya sharoitida muvaffaqiyatga erishish uchun bir qator muhim yo'nalishlarga e'tibor qaratishi zarur. Awalo, ishonchli va sifatli kontent yaratish ustuvor vazifa bo'lib qoladi, chunki axborotning haddan tashqari ko'pligi sharoitida auditoriya aynan ishonchli manbalarga murojaat qiladi. Shuningdek, auditoriya bilan interaktiv aloqani kuchaytirish, ularning fikr-mulohazalarini inobatga olish va kommunikatsiya jarayoniga jalb etish muhim strategik omil hisoblanadi. Raqamli muhitda shaxsiylashtirilgan axborot tizimlarini rivojlantirish esa foydalanuvchilarning individual ehtiyojlariga mos kontent taklif qilish imkonini beradi. Bundan tashqari, media tashkilotlari texnologik innovatsiyalardan samarali foydalanishi, sun'iy intellekt va ma'lumotlar tahliliga asoslangan yondashuvlarni joriy etishi zarur. Umuman olganda, raqamli media an'anaviy mediani inkor etmay, balki uni boyituvchi va yangi imkoniyatlar yaratadigan tizim sifatida shakllanmoqda. Shu bois media sohasi vakillari zamonaviy tendensiyalarga moslashgan holda innovatsion, moslashuvchan va auditoriyaga yo'naltirilgan strategiyalarni ishlab chiqishi lozim.

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СОВРЕМЕННЫЕ ПОДХОДЫ К РАЗВИТИЮ ЯЗЫКОВОЙ КОМПЕТЕНЦИИ: ЗНАЧЕНИЕ СОЦИАЛЬНЫХ СЕТЕЙ В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

Авторы: Amanullayeva Kamola Muminovna¹, Samatova Dilnoza Niyozovna²

Аффилиация: ISFT instituti Samarqand filiali, PhD., professor v.b.¹, ISFT instituti Samarqand filiali, Xorijiy til va adabiyoti magistranti²

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АННОТАЦИЯ

В статье рассматривается роль социальных сетей и технологий Web 2.0 в развитии языковой компетенции при изучении иностранного языка. Актуальность исследования связана с глобализацией и внедрением цифровых технологий в образовательный процесс. Цель работы - изучить влияние социальных сетей на мотивацию обучающихся, развитие языковых навыков и коммуникативной компетенции в условиях неформального обучения. Методом исследования выступает анализ научной литературы. Полученные результаты показывают, что социальные сети способствуют повышению эффективности изучения языка, однако требуют педагогически обоснованного использования.

Ключевые слова: иностранный язык, языковая компетенция, социальные сети, цифровые технологии, неформальное обучение, коммуникативные навыки, мотивация.

ВВЕДЕНИЕ

Актуальность и значимость исследования

В современном мире, где глобализация играет ключевую роль, знание иностранных языков становится все более важным для успешной карьеры и личностного развития. Студенты, желающие овладеть иностранным языком, имеют доступ к различным методам и технологиям обучения, которые делают процесс изучения более увлекательным, эффективным и доступным. Современные методы обучения иностранным языкам основаны на множестве подходов и реализуются в рамках тщательно разработанных методик, подтверждающих свою эффективность. Теоретические основы и практические алгоритмы обучения были разработаны и представлены как отечественными, так и зарубежными авторами [1, с. 56]. А так же исследование обусловлена прогрессивным развитием области изучения иностранных языков, адаптивностью методов преподавания и развитием интернационального общения. Во многом этому способствует Интернет и социальные сети, которые позволяют пользователям общаться друг с другом не смотря на расстояние и разницу в культурных особенностях. Сейчас, как никогда актуальны современные методы и технологии преподавания иностранных языков, так как спрос на обучение возрастает. Многие молодые специалисты могут построить карьеру за границей, уехать жить или учиться в другую страну. Новые методы

обучения позволяют более глубинно изучить новый язык и познакомиться с другой культурой. «Метод обучения» представляет собой целый комплекс различных приемов и способов по достижению целей обучения и преподавания. Методы обучения можно отнести к дидактическим средствам передачи знаний и умений, завязанные на взаимодействии преподавателя и учеников. Методы обучения направлены на поочередное взаимодействие педагога и учеников во время занятий с целью передать учащимся знания от учителя [4, с.41].

С широким распространением социальных сетей способы изучения языков претерпевают значительные изменения. Традиционное обучение языкам обычно опирается на классно-урочную систему и письменные материалы, тогда как современные учащиеся всё чаще обращаются к социальным сетям для неформального обучения. Социальные сети не только предоставляют разнообразную интерактивную платформу, но и создают среду общения в реальном времени, помогая учащимся постоянно совершенствовать свои языковые навыки через взаимодействие с другими. Особенно в сфере изучения английского языка социальные сети предоставляют учащимся со всего мира пространство для общения, не ограниченное ни географией, ни временем, что значительно способствует распространению изучения английского языка и повышению роли неформального обучения. Таким образом, исследование роли социальных сетей в неформальном изучении английского языка, особенно в языковых сообществах, имеет как теоретическую, так и практическую значимость.

Цели и исследовательские вопросы. Основная цель данного исследования заключается в изучении роли социальных сетей в неформальном освоении английского языка, с особым акцентом на значение языковых сообществ в этом процессе. В рамках работы рассматриваются следующие исследовательские вопросы:

- каким образом социальные платформы влияют на мотивацию изучающих английский язык;
- какую роль играют языковые сообщества в процессе овладения языком;
- как разнообразие социальных сетей способствует развитию инновационных методов обучения и обогащению учебного контента.

Рассмотрение данных вопросов направлено на более глубокое понимание возможностей и потенциала социальных сетей в сфере изучения языков, а также на выработку практических рекомендаций как для преподавателей, так и для обучающихся.

Роль социальных сервисов Web 2.0 в обучении иностранному языку. Если в период зарождения Интернета нового поколения перечисленные выше ресурсы использовались только для общения, то теперь их можно применять для совершенно других действий. Например, Веб 2.0 – незаменимый помощник современного учителя. На сегодняшний день наиболее распространенными компьютерными технологиями, используемыми при обучении иностранному языку, являются: интернет-сайты; электронная почта; сервисы вики; видео-конференц-связь; подкасты, видеохостинг YouTube; блоги для самостоятельного изучения иностранного языка. Традиционный урок иностранного языка обычно характеризуется непосредственным обучением учителем грамматике и лексике, а также запоминанием обучающимися языкового материала. Модели учебного проектирования для традиционных

моделей компьютерного обучения были построены на бихевиористских и объективистских взглядах на знания и выражались через приобретение пассивных инертных знаний без контекста. Например, для введения новых слов учитель иностранного языка использует презентацию, созданную в программе PowerPoint. В презентации даны предложения, иллюстрирующие применение новых слов, и необходимые грамматические аспекты использования слов в тексте, однако студентам сложно их запомнить. По мнению Ш. Ч. Янга, причина в отсутствии значимого контекста, что делает такой подход к обучению иностранному языку неэффективным [2, с.41]. Многие образовательные учреждения уже используют социальные сети как средство обучения. При этом студенты проводят значительную часть времени в социальных сетях, занимаясь различными видами активности: общением, играми и взаимодействием с другими пользователями.

Развитие цифровых технологий, мультимедиа и социальных сетей существенно изменило нашу повседневную жизнь. Эти изменения оказали положительное влияние как на образование в целом, так и на процесс изучения иностранных языков. Информационно-коммуникационные технологии (ИКТ) и Интернет используются повсеместно, оказывая влияние как на повседневную, так и на академическую деятельность. Многие исследователи изучают эффективность интеграции социальных сетей в образовательный процесс. Современные технологии позволяют преподавателям применять разнообразные методы обучения, адаптируя их под потребности студентов. Кроме того, инновационные инструменты повышают мотивацию учащихся, расширяют доступ к языковой среде и увеличивают возможности взаимодействия. Тем не менее, несмотря на очевидные преимущества, не все преподаватели активно используют данные технологии из-за нехватки времени, опыта или мотивации. При этом социальные сети не могут полностью заменить традиционное обучение, а исключительно электронное обучение не всегда способно удовлетворить потребности всех учащихся. Исследования показывают, что социальные сети используются в обучении не в полной мере, особенно в контексте изучения языков. Наиболее часто изучаемыми платформами являются Facebook, YouTube, Twitter, Instagram и WhatsApp. Однако их потенциал остаётся частично нереализованным.

Таким образом, цель данного исследования — определить преимущества и трудности использования социальных сетей в процессе изучения иностранных языков. Социальные сети вызывают значительный интерес у преподавателей, особенно в контексте их популярности среди молодёжи. Эти платформы способствуют персонализации обучения, коммуникации, сотрудничеству и обмену информацией, что соответствует современным образовательным подходам. Исследования показывают, что использование социальных сетей в учебных целях повышает вовлечённость студентов и поддерживает социально-конструктивистские модели обучения. Они создают условия для обмена знаниями, совместной работы и взаимного обучения. Например, Facebook предоставляет:

- неформальную среду общения без излишнего давления;
- возможность наблюдать за речью носителей языка;
- участие в реальных обсуждениях на актуальные темы;
- практику использования языка в естественных условиях.

Такая среда особенно полезна для начинающих и неуверенных студентов, поскольку снижает уровень тревожности и повышает уверенность. В то же время социальные сети активно используются студентами для неформального обучения: совместной работы над проектами, обмена материалами и планирования учебной деятельности. Однако многие обучающиеся по-прежнему воспринимают социальные сети прежде всего как средство развлечения, а не обучения.

Тем не менее, социальные сети обладают значительным потенциалом для интеграции языка в реальные жизненные ситуации и развития коммуникативных навыков.

МЕТОДОЛОГИЯ ИССЛЕДОВАНИЯ

В работе был проведён описательный (нарративный) обзор литературы, направленный на теоретическое осмысление проблемы. Поиск научных источников осуществлялся в базах данных Scopus и Google Scholar по ключевым словам «social media» и «language learning». После отбора и исключения дублирующихся материалов было проанализировано 9 научных статей, соответствующих критериям исследования. Основные исследовательские вопросы:

1. Каковы преимущества использования социальных сетей в изучении языков?
2. Какие трудности возникают при их использовании?

РЕЗУЛЬТАТЫ ИССЛЕДОВАНИЯ

Анализ показал, что большинство исследований подтверждают положительное влияние социальных сетей на:

- развитие словарного запаса, грамматики и произношения;
- навыки чтения и письма;
- мотивацию и креативное мышление;
- коммуникативные способности студентов.

Кроме того, социальные сети делают процесс обучения более интерактивным, интересным и доступным. Вместе с тем были выявлены и определённые трудности, связанные с организацией обучения и эффективным использованием цифровых платформ.

ОБСУЖДЕНИЕ

Результаты показывают, что социальные сети могут эффективно способствовать изучению английского языка. Особенно полезными являются Facebook, YouTube, Instagram и WhatsApp. Однако эффективность их использования зависит от правильной организации учебного процесса. Важно учитывать баланс между формальным и неформальным обучением, а также направлять деятельность студентов на достижение образовательных целей. Социальные сети способствуют развитию навыков XXI века: коммуникации, сотрудничества, критического мышления и креативности.

ЗАКЛЮЧЕНИЕ

Проведённое исследование показало, что социальные сети и технологии Web 2.0 играют важную роль в современном процессе формирования

языковой компетенции при изучении иностранного языка. Их использование значительно расширяет возможности традиционного обучения, дополняя его элементами неформального и интерактивного взаимодействия. Анализ научной литературы подтвердил, что социальные сети способствуют повышению мотивации обучающихся, развитию коммуникативных навыков, а также улучшению таких языковых аспектов, как словарный запас, грамматика, чтение и письмо. Кроме того, они создают благоприятную среду для естественного языкового общения и практического применения знаний в реальных ситуациях. Особую значимость имеет участие обучающихся в языковых онлайн-сообществах, где формируется возможность постоянного взаимодействия, обмена опытом и совместного обучения. Это позволяет рассматривать социальные сети не только как средство коммуникации, но и как эффективный образовательный ресурс. В то же время выявлены определённые трудности, связанные с недостаточной методической подготовкой преподавателей, отвлекающим характером социальных платформ и необходимостью грамотной интеграции цифровых технологий в учебный процесс. Поэтому важно обеспечить педагогически обоснованное использование социальных сетей с учётом образовательных целей. Таким образом, можно сделать вывод, что социальные сети являются значимым инструментом в развитии языковой компетенции в современных условиях. Их правильное и целенаправленное применение способствует повышению качества обучения иностранным языкам, развитию навыков XXI века и формированию более эффективной образовательной среды.

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TEACHING SYMBOLISM IN ESL CLASSROOMS

Authors: Xalikova Dildora Normurodovna¹, Karriev Adham²

Affiliation: Assistant o'qituvchi, Xalqaro Nordik universiteti¹, 3-bosqich talabasi
Xalqaro Nordik universiteti²

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ABSTRACT

Symbolism is a fundamental component of language and literature that enables the representation of abstract ideas through concrete forms such as objects, images, and actions. For learners of English as a Second Language (ESL), interpreting symbolic meaning presents a significant challenge due to limited linguistic proficiency, insufficient cultural knowledge, and a tendency toward literal interpretation. This study investigates effective pedagogical strategies for teaching symbolism in ESL classrooms, with a particular focus on facilitating learners' ability to interpret abstract meaning. Adopting a qualitative descriptive methodology, the study analyzes existing literature on figurative language instruction, metaphor theory, and ESL pedagogy.

Keywords: symbolism, ESL teaching, abstract meaning, figurative language, language pedagogy, interpretation skills, metaphor, reader-response approach, cultural context, scaffolding.

INTRODUCTION

Symbolism plays a vital role in both everyday communication and literary expression by allowing speakers and writers to convey complex, abstract ideas indirectly. Through symbols, concrete elements such as objects, colors, or actions are used to represent deeper meanings, emotions, or concepts. In literary texts, symbolism enriches interpretation and contributes to the development of themes, while in everyday language, it shapes how meaning is constructed and understood. Despite its importance, symbolism remains one of the most challenging aspects of language learning for ESL students. Many learners are accustomed to processing language at a literal level, focusing on dictionary meanings rather than implied or figurative interpretations. As a result, they may struggle to recognize when language is being used symbolically or to infer deeper meanings from context. This difficulty is further intensified by cultural differences, as symbols often carry culturally specific meanings that may not be immediately accessible to learners from diverse backgrounds.

Previous research suggests that interpreting symbolism requires not only linguistic competence but also cognitive flexibility and cultural awareness. Learners must be able to connect textual elements with abstract concepts, draw inferences, and evaluate multiple possible meanings. These skills are closely related to higher-order thinking, which is a key objective in modern language education.

Given these challenges, there is a growing need for effective teaching strategies that can help ESL learners develop the ability to interpret symbolic

meaning. This study aims to explore such strategies by analyzing relevant literature and identifying practical approaches that can be implemented in ESL classrooms. Specifically, it seeks to answer the following question: *What instructional methods are most effective in helping ESL learners understand and interpret symbolism?*

METHODOLOGY

This study employs a qualitative descriptive research design based on the analysis of secondary sources. Rather than conducting empirical classroom experiments, the research synthesizes findings from existing academic literature on symbolism, figurative language instruction, and ESL pedagogy. The data for this study were collected from peer-reviewed journal articles, conference papers, and scholarly publications that address: the teaching of figurative language in ESL/EFL contexts, the cognitive and linguistic processes involved in interpreting symbolism, and pedagogical strategies aimed at improving learners' interpretive abilities. The selected sources were analyzed using thematic analysis, a method that involves identifying recurring patterns, concepts, and instructional approaches across different studies. Through this process, key themes such as scaffolding, cultural integration, and interactive learning emerged as central to effective symbolism instruction. This methodological approach allows for a comprehensive understanding of current practices and theoretical perspectives without being limited to a single educational context. Although the study does not include primary data collection, its strength lies in integrating insights from multiple sources to provide practical and theoretically grounded recommendations for ESL teachers.

RESULTS AND DISCUSSION

One of the primary obstacles in teaching symbolism is learners' reliance on literal interpretation. ESL students often prioritize surface-level meaning and may overlook implicit or figurative dimensions of language. This tendency is partly due to traditional language instruction, which frequently emphasizes vocabulary acquisition and grammatical accuracy over interpretive skills.

Another significant challenge is the ambiguity inherent in symbolism. Unlike literal language, symbolic meaning is rarely fixed or singular; instead, it can vary depending on context, reader perspective, and cultural background. This lack of clear boundaries can create uncertainty for learners, who may feel reluctant to offer interpretations for fear of being incorrect.

Cultural differences also play a crucial role. Symbols such as colors, animals, or natural elements may carry different meanings across cultures. For example, while the color white is often associated with purity in Western cultures, it may symbolize mourning in other cultural contexts. Without explicit instruction, such differences can lead to misunderstanding or misinterpretation. Symbolism is closely connected to metaphor and other forms of figurative language, which are essential for achieving advanced proficiency in a second language. Engaging with symbolic language encourages learners to move beyond basic comprehension and develop deeper interpretive skills.

Research suggests that exposure to figurative language enhances cognitive flexibility by requiring learners to establish connections between seemingly unrelated concepts. This process not only improves reading comprehension but also supports vocabulary development and creative thinking. Furthermore, the ability to

interpret symbolism is crucial for understanding authentic texts, including literature, media, and academic materials. In addition, symbolism contributes to learners' communicative competence by enabling them to express complex ideas in nuanced ways. By learning how symbols function, students can enrich both their receptive and productive language skills. Visual aids such as images, diagrams, and real-life objects play a critical role in helping learners connect concrete and abstract meaning. By associating visual representations with symbolic concepts, students can more easily grasp the underlying ideas. Contextual scaffolding, including background information and situational examples, further supports comprehension.

The reader-response approach emphasizes the active role of the learner in constructing meaning. Instead of focusing on a single "correct" interpretation, this method encourages students to draw on their personal experiences and perspectives. As a result, learners become more engaged and confident in expressing their ideas. Structured questioning is an effective way to develop students' interpretive skills. By breaking down the process into manageable steps, teachers can guide learners from literal understanding to symbolic interpretation. This approach reduces cognitive overload and provides a clear framework for analysis. Since symbolism and metaphor are closely related, teaching them together can be highly beneficial. Activities that involve identifying, analyzing, and creating metaphors help students understand how abstract meaning is constructed and communicated. Incorporating learners' cultural backgrounds into instruction enhances both understanding and motivation. By comparing symbols across cultures, students develop greater awareness of how meaning is shaped by context. This approach also promotes inclusivity and respect for diversity. Group discussions, pair work, and classroom debates provide opportunities for learners to share interpretations and negotiate meaning. Such interaction fosters critical thinking and allows students to learn from different perspectives. The findings of this study suggest that symbolism should be integrated into ESL instruction as part of a broader focus on meaning-making and critical thinking. Teachers should adopt a balanced approach that combines explicit instruction with interactive activities. Additionally, providing continuous feedback and creating a supportive classroom environment can encourage learners to take risks and engage more deeply with symbolic language.

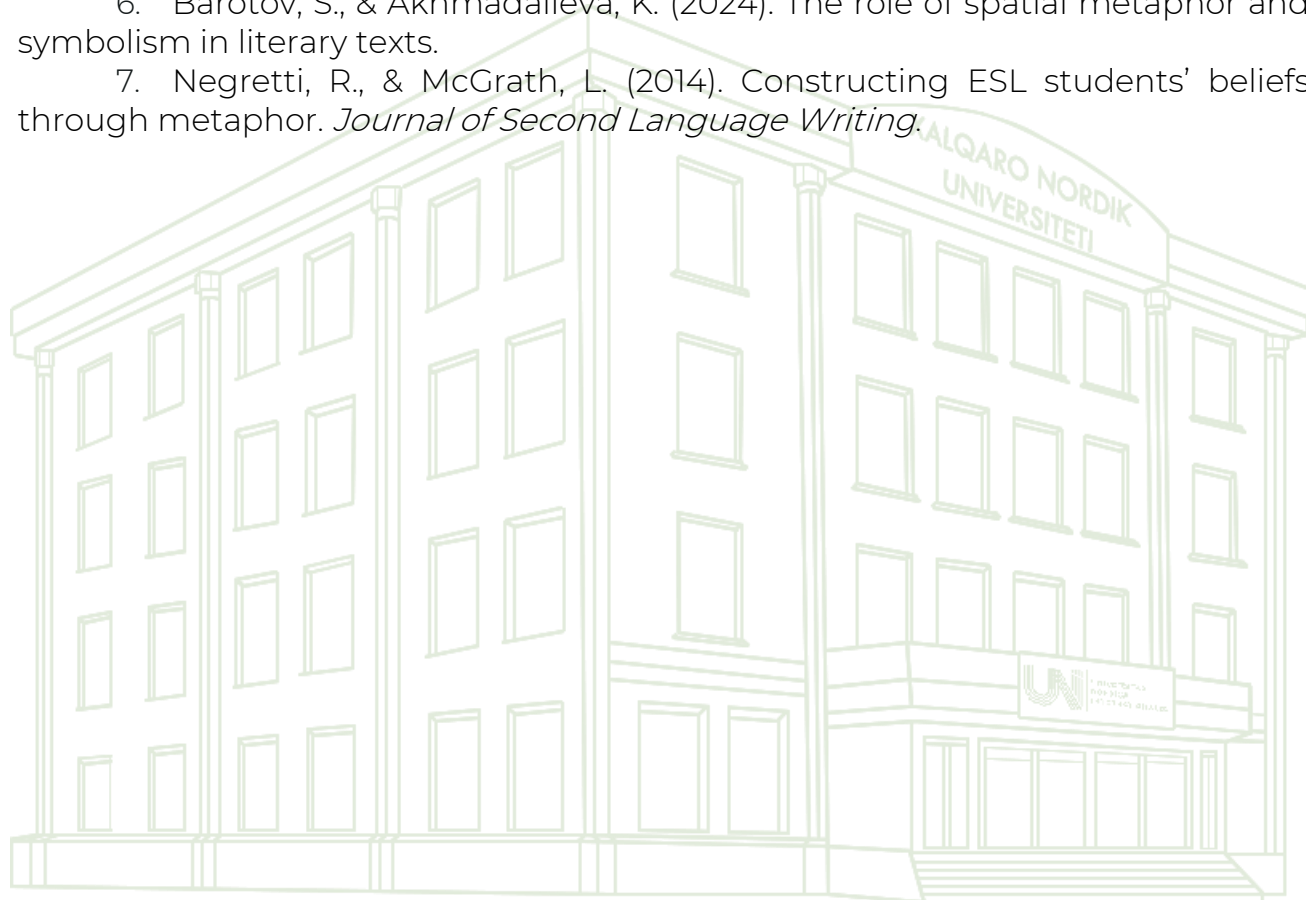
CONCLUSION

Teaching symbolism in ESL classrooms is both a challenge and an opportunity. While learners may initially struggle with abstract interpretation, appropriate instructional strategies can significantly enhance their ability to understand and use symbolic language. This study highlights the importance of scaffolding, cultural awareness, and learner-centered approaches in teaching symbolism. By guiding students from literal to abstract thinking, teachers can help them develop not only linguistic proficiency but also critical and creative skills.

Ultimately, the ability to interpret symbolism empowers learners to engage more fully with language, literature, and communication in a global context. Future research could build on these findings by conducting empirical studies to measure the effectiveness of specific teaching interventions in diverse ESL settings.

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RAHBAR KADRLARNING BOSHQARUV KOMPETENSIYALARINI RIVOJLANTIRISHDA ZAMONAVIY PEDAGOGIK YONDASHUVLAR

(A.Avloniy nomidagi pedagogik mahorat milliy instituti tajribasi asosida)

Mualliflar: Qo'ysinov Odil Almurotovich¹, Zikirillayeva Iroda Baxodir qizi²

Affiliyatsiya: Xalqaro Nordik universiteti Pedagogika fanlari doktori, professor¹,
Xalqaro Nordik universiteti, 1- MPA 24 guruh II- kurs magistranti²

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ANNOTATSIYA

Mazkur maqolada umumiy o'rta ta'lim muassasalari rahbarlarining boshqaruv kompetensiyalarini rivojlantirish muammosi kompleks tarzda tahlil qilinadi. Tadqiqot jarayonida kuzatuv, so'rovnoma va pedagogik tajriba metodlari qo'llanildi. Zamonaviy pedagogik texnologiyalar, interfaol metodlar va kompetensiyaviy yondashuv asosida ishlab chiqilgan modul tizimining samaradorligi amaliy jihatdan asoslab berildi. Tadqiqot natijalari rahbarlarning strategik fikrlash, qaror qabul qilish va jamoani boshqarish ko'nikmalarini rivojlantirishda tizimli yondashuv zarurligini ko'rsatdi.

Kalit so'zlar: boshqaruv kompetensiyasi, strategik boshqaruv, pedagogik texnologiyalar, interfaol metodlar, ta'lim menejmenti.

KIRISH

Zamonaviy ta'lim tizimida boshqaruv samaradorligi ta'lim sifati va natijadorligini belgilovchi asosiy omillardan biri hisoblanadi. Ayniqsa, umumiy o'rta ta'lim muassasalari rahbarlarining boshqaruv kompetensiyalari ta'lim jarayonini samarali tashkil etish, jamoani boshqarish hamda ta'lim sifatini oshirishda muhim ahamiyat kasb etadi.

Bugungi kunda ta'lim tizimida yuz berayotgan islohotlar rahbar kadrlarning nafaqat nazariy bilimlarga, balki amaliy boshqaruv ko'nikmalariga ham ega bo'lishini talab etmoqda. Shu bois rahbarlarning strategik fikrlash, qaror qabul qilish, kommunikativ va innovatsion kompetensiyalarini rivojlantirish dolzarb ilmiy-amaliy muammo sifatida qaralmoqda.

Mazkur tadqiqot doirasida A.Avloniy nomidagi pedagogik mahorat milliy institutida olib borilgan stajirovka jarayoniga asoslanib, rahbar kadrlarning boshqaruv kompetensiyalarini rivojlantirishda zamonaviy pedagogik yondashuvlarning samaradorligini aniqlashga qaratilgan.

ADABIYOTLAR TAHLIL

O'zbekiston Respublikasining 2020-yilda qabul qilingan "Ta'lim to'g'risida"gi Qonuni mamlakatda ta'lim sohasini tartibga soluvchi asosiy hujjat sifatida ta'lim tizimining zamonaviy modelini belgilab beradi. Unda ta'limning uzluksizligi, ochiqligi va sifatini ta'minlash, shuningdek, masofaviy, inklyuziv va dual ta'lim shakllarini joriy

etish orqali ta'lim imkoniyatlarini kengaytirish masalalari muhim o'rin egallaydi. Bu esa ta'limni xalqaro standartlarga yaqinlashtirishga xizmat qiladi.

Shavkat Mirziyoyevning "Tanqidiy tahlil, qat'iy tartib-intizom va shaxsiy javobgarlik har bir rahbar faoliyatining kundalik qoidasi bo'lishi kerak" asarida boshqaruv samaradorligini oshirish, ayniqsa ta'lim tizimida rahbarlarning mas'uliyati va intizomini kuchaytirish zarurligi ta'kidlanadi. Mazkur yondashuv ta'lim menejmentida muhim ahamiyatga ega bo'lib, har bir rahbarning faoliyati ta'lim sifati bilan bevosita bog'liq ekanligini ko'rsatadi.

A.Avloniy nomidagi pedagogik mahorat milliy instituti materiallari esa pedagog kadrlarning kasbiy rivojlanishini ta'minlashga qaratilgan bo'lib, ularda zamonaviy pedagogik texnologiyalar, innovatsion metodlar va malaka oshirish tizimi keng yoritilgan. Ushbu institut faoliyati o'qituvchilarning bilim va ko'nikmalarini muntazam yangilab borish orqali ta'lim sifatini oshirishda muhim rol o'ynaydi.

G.R. Otamurodov va N.X. Umarova tomonidan yozilgan "Ta'limda menejment" asari esa ta'lim tizimini boshqarishning nazariy va amaliy asoslarini yoritadi. Unda ta'lim muassasalarida samarali boshqaruvni tashkil etish, strategik rejalashtirish, nazorat va baholash mexanizmlari haqida batafsil ma'lumot beriladi. Bu esa ta'lim jarayonini tizimli ravishda rivojlantirish uchun muhim ilmiy asos yaratadi.

Andreas Shlyayxerning "Jahon miqyosidagi ta'lim" asari esa global ta'lim tendensiyalarini ochib beradi. Unda XXI asr ko'nikmalarini rivojlantirish, o'quvchilarda tanqidiy fikrlash, muammolarni hal qilish va ijodkorlikni shakllantirish zarurligi alohida ta'kidlanadi. Ushbu qarashlar milliy ta'lim tizimini takomillashtirishda xalqaro tajribani hisobga olish muhimligini ko'rsatadi.

avloniy.uz platformasi pedagoglar uchun zamonaviy axborot va metodik manba sifatida xizmat qiladi. Unda o'qituvchilar uchun metodik qo'llanmalar, onlayn kurslar va ta'limga oid yangiliklar taqdim etilib, ularning kasbiy rivojlanishini qo'llab-quvvatlaydi.

METODOLOGIYA

Tadqiqot jarayonida kompleks metodologik yondashuv qo'llanildi. Xususan, kuzatuv, so'rovnoma, tahlil va pedagogik tajriba metodlaridan foydalanildi. Kuzatuv metodi orqali ta'lim jarayoni, trening mashg'ulotlari va rahbarlarning boshqaruv faoliyati real sharoitda o'rganildi.

So'rovnoma metodi orqali rahbar kadrlarning boshqaruv kompetensiyalariga oid bilimlari, amaliy ko'nikmalari hamda zamonaviy pedagogik yondashuvlarga munosabati aniqlab olindi. So'rovnoma savollari strategik rejalashtirish, qaror qabul qilish, kommunikatsiya va monitoring kabi yo'nalishlarni qamrab oldi.

Tadqiqot davomida interfaol metodlar, trening texnologiyalari, muammoli ta'lim, "case-study" va "brainstorming" usullaridan foydalanildi. Shuningdek, kompetensiyaviy yondashuv asosida modul tizimi ishlab chiqildi. Ushbu tizim maqsadli, mazmuniy, metodik va natijaviy komponentlardan iborat bo'lib, rahbarlarning kasbiy rivojlanishini tizimli tashkil etishga xizmat qildi.

Pedagogik texnologiyalarni qo'llashda bosqichma-bosqichlik, tizimlilik va refleksiya tamoyillariga amal qilindi. Har bir mashg'ulot yakunida ishtirokchilar o'z faoliyatini tahlil qilib, xulosalar chiqardilar.

NATIJARLAR

Tadqiqot natijalari rahbar kadrlarning boshqaruv kompetensiyalari bir xil darajada shakllanmaganligini ko'rsatdi. So'rovnoma natijalariga ko'ra, respondentlarning bir qismi boshqaruv faoliyatining nazariy asoslarini yaxshi bilsa-da, ularni amaliyotda qo'llashda qiyinchiliklarga duch kelmoqda.

Xususan, strategik rejalashtirish kompetensiyasi yetarli darajada rivojlanmaganligi aniqlandi. Ayrim rahbarlar uzoq muddatli reja tuzishda tizimli yondashuvdan foydalanmaydi. Qaror qabul qilish jarayonida esa ko'pchilik rahbarlar tezkor qaror qabul qilsa-da, ularning ayrimlari yetarli tahliliy asosga ega emasligi kuzatildi.

Jamoani boshqarish sohasida ijobiy natijalar qayd etilgan bo'lsa-da, ayrim hollarda kommunikatsiya yetishmovchiligi sababli samaradorlik pasayishi aniqlangan. Monitoring va baholash tizimida esa an'anaviy yondashuvlar ustunligi kuzatildi.

Shu bilan birga, pedagogik texnologiyalarni qo'llash natijasida sezilarli ijobiy o'zgarishlar qayd etildi. Interfaol metodlar orqali rahbarlarning faolligi oshdi, mustaqil fikrlash va muammoli vaziyatlarga yechim topish ko'nikmalari rivojlandi. "Case-study" va trening mashg'ulotlari amaliy ko'nikmalarni shakllantirishda samarali vosita ekanligi bilan ajralib turdi.

MUHOKAMA

Olingan natijalar zamonaviy pedagogik texnologiyalar rahbar kadrlarning boshqaruv kompetensiyalarini rivojlantirishda muhim omil ekanligini ko'rsatadi. Ayniqsa, interfaol metodlar va amaliy mashg'ulotlar rahbarlarning faol ishtirokini ta'minlab, ularning mustaqil fikrlashini rivojlantiradi.

Tadqiqot davomida aniqlangan muammolar, xususan strategik rejalashtirishning yetarli darajada rivojlanmaganligi, qaror qabul qilishdagi tahliliy yondashuvning sustligi hamda kommunikatsiya muammolari rahbarlar bilan tizimli ishlash zarurligini ko'rsatadi.

Shu munosabat bilan quyidagi tavsiyalar ilgari surildi:

- rahbarlar uchun strategik boshqaruv bo'yicha maxsus treninglar tashkil etish;
- raqamli va zamonaviy boshqaruv texnologiyalarini keng joriy etish;
- qaror qabul qilishda tahliliy fikrlashni rivojlantirish;
- kommunikativ kompetensiyalarni shakllantirishga e'tibor qaratish;
- monitoring va baholash tizimini modernizatsiya qilish.

Shuningdek, uzluksiz kasbiy rivojlanish tizimini yo'lga qo'yish va modul asosidagi o'qitish tizimini keng joriy etish zarurligi asoslandi.

Umuman olganda, tadqiqot natijalari shuni ko'rsatdiki, zamonaviy pedagogik yondashuvlarni tizimli qo'llash orqali rahbar kadrlarning boshqaruv kompetensiyalarini samarali rivojlantirish mumkin. Bu esa ta'lim sifatini oshirish va boshqaruv samaradorligini ta'minlashda muhim ahamiyat kasb etadi.

XULOSA

Mazkur maqolada umumiy o'rta ta'lim muassasalari rahbarlarining boshqaruv kompetensiyalarini rivojlantirish masalasi zamonaviy pedagogik yondashuvlar asosida tahlil qilindi. Tadqiqot natijalari shuni ko'rsatdiki, rahbar kadrlarning boshqaruv faoliyatida muayyan bilim va ko'nikmalar mavjud bo'lsa-da, ularni amaliyotda samarali qo'llashda ayrim muammolar saqlanib qolmoqda. Xususan,

strategik rejalashtirish, tahliliy qaror qabul qilish, kommunikatsiya hamda monitoring jarayonlarida rivojlantirish zarur bo'lgan jihatlar aniqlandi.

Shu bilan birga, tadqiqot davomida qo'llanilgan zamonaviy pedagogik texnologiyalar, jumladan interfaol metodlar, trening mashg'ulotlari, "case-study" va "brainstorming" usullari rahbarlarning faolligini oshirish, mustaqil fikrlashini rivojlantirish va amaliy ko'nikmalarini shakllantirishda samarali vosita ekanligi amaliy jihatdan tasdiqlandi. Kompetensiyaviy yondashuv asosida ishlab chiqilgan modul tizimi esa boshqaruv kompetensiyalarini tizimli va izchil rivojlantirish imkonini yaratdi.

Tadqiqot natijalariga asoslanib aytish mumkinki, rahbar kadrlarning kasbiy rivojlanishini ta'minlashda uzluksiz ta'lim, zamonaviy pedagogik texnologiyalarni keng joriy etish hamda amaliy yo'naltirilgan treninglarni tashkil etish muhim ahamiyatga ega. Mazkur yondashuvlar ta'lim muassasalarida boshqaruv samaradorligini oshirish, jamoa faoliyatini muvofiqlashtirish va ta'lim sifatini yaxshilashga xizmat qiladi.

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INGLIZ VA O'ZBEK TILLARIDA SALBIY EKSPRESSIV BIRLIKLARNI O'QITISHNING KOGNITIV-LINGVODIDAKTIK MODEL

Mualliflar: Turg'unov Shuxratjon Nozimjon o'g'li¹, Shavkatova Nozima Farruxovna²

Affiliyatsiya: Xalqaro Nordik universiteti, Xorijiy til va adabiyoti kafedrasida katta o'qituvchisi¹, Xalqaro Nordik universiteti, 3-bosqich talabasi²

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ANNOTATSIYA

Mazkur maqolada ingliz va o'zbek tillarida salbiy ekspressiv birliklarni o'qitish jarayonining zamonaviy yondashuvlari, pedagogik va lingvodidaktik asoslari, shuningdek, gender va madaniyat omillarining roliga bag'ishlangan ilmiy tahlillar keltiriladi. Tadqiqotda salbiy ekspressiv birliklarning pragmatik, emotsional va sotsiolingvistik mohiyati, ularning o'qitish jarayonida talaba tafakkuriga va madaniyatlararo muloqot kompetensiyasiga ko'rsatadigan ta'siri yoritilgan. Shu bilan birga, raqamli texnologiyalar, kognitiv model va madaniyatlararo o'rganish muhitlari orqali bu birliklarni samarali o'rgatish usullari tavsiya etiladi.

Kalit so'zlar: salbiy ekspressivlik, madaniyatlararo kommunikatsiya, gender tilshunosligi, kognitiv yondashuv, raqamli ta'lim, lingvodidaktika, sotsiolingvistika.

KIRISH

Bugungi globallashtirish sharoitida til nafaqat aloqa vositasi, balki ijtimoiy ong va hissiy tafakkurning ko'zgu-siga aylandi. Shu jihatdan salbiy ekspressiv birliklar haqorat, istehzo, tanqid, kinoya, sarkazm, kinoya va norozilik ifodalovchi vositalar tildagi emotsional boylikning muhim qismidir (Wierzbicka, 1999). Bu birliklar nafaqat ma'no jihatidan, balki nutqdagi ijtimoiy maqom, psixologik holat va madaniy tafakkur darajasini ham aks ettiradi.

Salbiy ekspressivlikni o'rganish va o'qitish ayniqsa yosh avlodning nutq madaniyatini shakllantirish, ijtimoiy muomala madaniyatini rivojlantirish, va madaniyatlararo xulq me'yorlarini anglash uchun alohida ahamiyatga ega (Samigova, 2022). Chunki salbiy ekspressiv birliklar orqali nafaqat hissiy holatlar ifodalanadi, balki ma'lum ijtimoiy kodlar, irodaviy munosabat va gender stereotiplari ham ifodalanadi (Turgunov, 2025).

Tilshunoslikdagi so'nggi tendensiyalar, xususan sotsiolingvistika va kognitiv tilshunoslik yo'nalishlari, bu birliklarni "nutq aktining ijtimoiy ko'rinishi" sifatida tahlil qiladi. Zamonaviy global til muhiti esa salbiy ekspressivlikni yanada murakkablashtirdi ijtimoiy tarmoqlarda, onlayn muloqotda va memetik madaniyatda ularning yangi shakllari yuzaga keldi. Bu holat o'qituvchilardan zamonaviy lingvodidaktik yondashuvni, emotsional savodxonlikni va madaniyatlararo sezgirlikni talab qiladi.

TADQIQOT USULLARI VA MATERIALLARI

Tadqiqot kognitiv, sotsiolingvistik, pragmatik va qiyosiy-tahliliy usullarga asoslangan bo'lib, material sifatida ingliz va o'zbek tillaridagi haqoratli, kinoyali va istehzoli birliklar tanlandi. Asosiy manbalar sifatida COCA (Corpus of Contemporary American English), British National Corpus, hamda UzbekCorpus ma'lumotlar bazalari tahlil qilindi.

Shuningdek, talabalar bilan o'tkazilgan kichik tajriba mashg'ulotlarida ularning salbiy ekspressivlikni qabul qilish darajasi, genderga ko'ra reaksiya farqlari va madaniy moslashuv ko'rsatkichlari o'rganildi. Natijalar tahlilida statistik kuzatuv, kontekstual tahlil, hamda lingvomadaniy interpretatsiya usullari qo'llandi.

Nazariy asos sifatida quyidagi manbalarga tayanildi: A. Wierzbicka (2006) "Cultural scripts" konsepsiyasi; J. Holmes (2013) "Politeness and gendered discourse"; X. Samigova (2021) "Genderlingvistika va nutq etiketi"; va S. Turgunov (2025) "Sociolinguistic Effects of Globalization: Change and Spread of Negative Expressiveness".

NATIJALAR VA MUHOKAMALAR

Tadqiqot davomida aniqlanishicha, salbiy ekspressiv birliklarni o'qitishda o'quvchilar ko'pincha ularning denotativ ma'nosini tushunadi, biroq konnotativ (emotsional, ijtimoiy) jihatlarini anglashda qiynaladi. Masalan, ingliz tilidagi "You're impossible!" iborasi grammatik jihatdan neytral bo'lsa-da, kontekstdan kelib chiqib, kinoya, tanbeh yoki yoqimli istehzo sifatida qabul qilinadi. O'zbek tilida esa bu "Senga gap yo'q!" tarzida ifodalanib, so'zlovchi niyatiga qarab maqtov yoki tanqid ma'nosini oladi.

Bu holat pedagogik yondashuv zarurligini ko'rsatadi o'qituvchi talabalarga ekspressiv birlikning semantik, pragmatik va sotsial kontekstini tahlil qilishni o'rgatishi lozim (Crystal, 2020). O'qituvchi so'zning "yuzaki ma'nosi" bilan "nutqdagi haqiqiy niyat" o'rtasidagi farqni kontekstual misollar orqali ochib beradi.

Gender omili ham bu jarayonda katta ahamiyatga ega. O'tkazilgan tahlil natijalariga ko'ra, ayollar ekspressiv birliklarni yumshoq, ko'proq bilvosita shakllarda ifodalaydi, erkaklar esa ochiq va kuchli baholovchi birliklarni ishlatadi (Lakoff, 1975; Samigova, 2021). Ingliz tilida "Oh, great!" iborasi ayollar nutqida kinoya shaklida, erkaklarda esa ko'proq befarqlik yoki sarkazm ma'nosida ishlatilgan. O'zbek tilida esa "Zo'r-da!" shakli o'xshash kommunikativ yuklamani beradi.

Madaniy kontekst esa bu birliklarning qabul qilinishida hal qiluvchi omildir. G'arb tillarida salbiy ekspressivlik ko'proq "nutq erkinligi" tamoyiliga asoslangan bo'lsa, Sharq madaniyatlarida u ijtimoiy hurmat va jamoaviy qadriyatlarga bo'ysunadi (Wierzbicka, 2006). Shu sababli, o'qitish jarayonida madaniyatlararo qiyosiy tahlil asosida ekspressiv birliklarning o'zaro mos yoki nomos jihatlarini yoritilishi zarur.

Masalan, ingliz tilida "Get lost!" kabi ifoda norozilikni bildirsa-da, o'zbek tilida bu ifoda to'g'ridan-to'g'ri ishlatilmaydi, balki "Men hozir tinchlik istayapman" kabi yumshoqroq shakl tanlanadi. Bu lingvomadaniy filtrlash jarayonini ko'rsatadi.

Bundan tashqari, Turgunov (2025) o'z tadqiqotida salbiy ekspressivlikning global tarqalishini "madaniy diffuziya" jarayoni sifatida izohlaydi. Unga ko'ra, internet, ommaviy madaniyat va ijtimoiy tarmoqlar orqali ingliz tilidagi haqorat va istehzo shakllari o'zbek tiliga ham kirib kelmoqda. Masalan, "loser", "stupid", "idiot" kabi birliklarning to'g'ridan-to'g'ri kalkalash yoki fonetik moslashuv holatlari

kuzatilmoqda. Shu sababli, o'qitishda talabalarga bu birliklarning semantik og'irligi va madaniy oqibatlarini tushuntirish zarur.

O'qitishda lingvodidaktik modellar "context-based learning", "role-play simulation", "digital corpus-based analysis" o'zini samarali ko'rsatgan. O'qituvchi real muloqotdan olingan misollar asosida ekspressivlikni muhokama qiladi, talabalar esa muayyan kontekstdan chiqmagan holda o'z ifodalarini ishlab chiqadi (Richards, 2020). Shu tarzda talabalar faqat tilni o'rganmaydi, balki "nutq etikasini", "madaniy moslashuvni" va "emotsional tahlil"ni ham o'zlashtiradi.

Globalashuv sharoitida salbiy ekspressivlikni o'qitish nafaqat lingvistik, balki sotsiolingvistik jarayon hamdir. Turgunov (2025) qayd etganidek, "til orqali hissiy negativlikning tarqalishi" bu ijtimoiy ongda yangi kommunikativ model paydo bo'layotganidan dalolat beradi. Shu sababli, o'qituvchi talabalarga nafaqat so'z ma'nosini, balki nutqning ijtimoiy oqibatlarini anglashni o'rgatishi zarur.

Natijalar shuni ko'rsatadiki, kognitiv-emotsional yondashuv talabalar tomonidan eng samarali deb topilgan. Bu yondashuv hissiy reaksiya va tafakkurni uyg'unlashtiradi, natijada o'quvchilar salbiy ekspressiv birliklarni kontekst, intonatsiya va kommunikativ niyat bilan bog'lay oladilar.

XULOSA

Salbiy ekspressiv birliklarni o'qitish zamonaviy tilshunoslikda ko'p yo'nalishli yondashuvni talab qiladi. Tadqiqot natijalariga ko'ra:

1. Salbiy ekspressivlikni o'qitishda kontekstual tahlil va madaniyatlararo taqqoslash muhim;
2. Gender farqlari o'quvchilarning ekspressiv birliklarga bo'lgan reaksiya va qabul qilish mexanizmini belgilaydi;
3. Globalashuv jarayoni natijasida inglizcha ekspressiv birliklar o'zbek nutqiga kirib kelmoqda, bu esa o'qitishda ehtiyotkor yondashuvni talab qiladi;
4. Raqamli korpuslar va AI yordamida o'qitish vositalari salbiy ekspressivlikni real muloqot asosida tahlil qilish imkonini beradi;
5. O'qitishning kognitiv-emotsional modeli hissiy tafakkur va pragmatik sezgirlikni birlashtirib, eng samarali natija beradi.

Shunday qilib, salbiy ekspressivlikni o'qitish bu lingvistik bilimdan tashqari madaniy, emotsional va sotsial kompetensiyani shakllantiruvchi murakkab jarayon bo'lib, u til ta'limining insonparvarlik va kommunikativ samaradorligini oshiradi.

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A STUDY OF SOCIAL CLASS CHANGES IN CHARLES DICKENS'S OLIVER TWIST AND GREAT EXPECTATIONS

Author: Xayitova Shaxnozaxon Mavlon qizi ¹

Affiliation: Master's Degree student, Nordic International university ¹

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ABSTRACT

This study examines the representation of social class changes in Charles Dickens's Oliver Twist and Great Expectations. It explores how Dickens portrays class mobility, inequality, and identity transformation. The research highlights the impact of Victorian society on individual lives and demonstrates the moral implications of social advancement and class structure.

Keywords: Social class, Victorian society, class mobility, identity, inequality, Dickens, Oliver Twist, Great Expectations, poverty, transformation.

INTRODUCTION

Charles Dickens is one of the most important writers of the Victorian era because he often criticized society and wrote about social inequality and class differences. He lived during a time when industrialization and urban growth were changing England and creating a big gap between rich and poor people. His novels Oliver Twist (1838) and Great Expectations (1861) show how people deal with strict social classes in nineteenth-century England. In these novels, Dickens shows changes in social class and comments on the unfair treatment of poor people and the desire to move up in society. Oliver Twist focuses on the lives of the poorest people, such as orphans, people living in workhouses, and criminals. The story shows how poverty and social neglect cause suffering. Oliver, the main character, is an innocent orphan who faces very difficult conditions.

He lives in a harsh workhouse and later faces the criminal world of London. Dickens uses Oliver's story to show the unfairness of society and to criticize the institutions that fail to protect children. Many critics say that in Oliver Twist, it is very hard to move up in society. Oliver only improves his life because kind people help him, not because of his own actions. This shows that Victorian society had a very rigid class system controlled by wealth and social connections. On the other hand, Great Expectations shows how social mobility is possible but complicated. The story follows Pip, an orphan raised by his sister and her husband, a blacksmith. Pip moves from the working class in rural Kent to the middle and upper classes in London. Through Pip's story, Dickens shows the tension between being born poor and wanting wealth, education, and social respect. Social mobility in this novel happens because industrialization allows people to move up based on money and ambition, not just birth.

However, Dickens also shows that moving up in class can be difficult emotionally and morally. Pip thinks that gaining wealth and status will make him

better, but he struggles with guilt and shame about his origins. He also feels distant from the people who cared for him, like Joe Gargery. Dickens uses characters like Joe and Magwitch to show that true worth comes from kindness, loyalty, and integrity, not social class or wealth. Studies of Dickens's work show that social class in *Oliver Twist* and *Great Expectations* is shaped by both outside conditions, like poverty and unfair institutions, and inner feelings, like identity and moral decisions. Some studies also point out that Dickens wanted to show how society blocks people from moving up and the personal cost of trying to change class. This article **aims** to study how Dickens shows social class changes through the story, characters, and themes in *Oliver Twist* and *Great Expectations*. It will look at how social classes are shown in the novels, how characters deal with or resist their social roles, and what moral or emotional effects come with changing social status. By answering these questions, this study helps us understand Dickens's ideas about social inequality and the difficulties of moving in a society with strict social classes.

METHODOLOGY

This study employs a **qualitative textual analysis** methodology rooted in comparative literary criticism and socio-historical contextualization. The primary texts for analysis are *Oliver Twist* (1838) and *Great Expectations* (1861) by Charles Dickens. These novels were selected due to their central preoccupation with class representations and their canonical status in Victorian literature. Textual analysis focuses on narrative structure, characterization, thematic motifs, and dialogue that reveal underlying attitudes toward social class and mobility. First, the research situates Dickens's works within the broader socio-historical context of the Victorian era, characterized by industrial transformation, urban expansion, and evolving class relations. Such contextualization allows for an understanding of how Dickens's fictional representations interact with real historical tensions between the working classes, middle classes, and elite. Secondary historical sources were consulted to map the general conditions of class dynamics during Dickens's lifetime, including labor conditions, educational access, and institutional policies affecting orphans and the poor.

The primary analytical approach consists of **close textual reading**, identifying passages that reflect class distinctions, mobility attempts, and moral judgments associated with social status. In *Oliver Twist*, special attention is given to scenes depicting the workhouse, apprenticeship, and criminal networks, which together construct a panorama of lower-class vulnerability under oppressive institutional systems. The narrative's portrayal of characters such as Oliver, Mr. Bumble, and Fagin serves to illustrate how Dickens uses personal experience and social critique to interrogate the ethics of class-based marginalization. These readings are cross-referenced with existing scholarship on Dickens's critique of poverty and institutional failure, providing interpretive depth and supporting evidence. In *Great Expectations*, key episodes involving Pip's transformation from blacksmith's apprentice to a gentleman of London are examined to understand how class mobility is conceptualized. Particular focus is placed on Pip's relationship with Estella and Miss Havisham, his emotional estrangement from Joe Gargery, and the reveal of Abel Magwitch as his benefactor. These moments reveal the psychological and moral dimensions of mobility, demonstrating the interplay between external social ascent and internal identity crises.

The analysis is enriched by engaging with scholarly interpretations that highlight volatility in class expectations and moral values. Comparative analysis across both novels reveals patterns and contrasts in Dickens's representation of class. For example, while *Oliver Twist* presents class transition as rare and externally imposed, *Great Expectations* presents mobility as possible yet ethically complex. The comparative structure of the methodology allows the research to draw broader conclusions about Dickens's evolving critique of the social order. Furthermore, the research integrates **theoretical lenses** from socio-cultural literary criticism, including Marxist perspectives on class and identity, and cultural studies approaches to narrative and ideology.

These frameworks assist in interpreting how Dickens constructs social hierarchies and the tensions inherent in crossing class boundaries. By combining close reading with theoretical analysis, the study reveals multiple layers in Dickens's class discourse economic, cultural, and psychological. Secondary sources such as peer-reviewed articles, literary criticism, and historical case studies provide additional evidence and contextual support. Many of these sources argue that Dickens's narrative strategies are intrinsically bound to his critique of Victorian class structures, emphasizing the social and moral implications of class divisions on individual fates. Ultimately, this methodological framework ensures a comprehensive and interpretive analysis that balances textual evidence, theoretical insight, and historical grounding, producing nuanced conclusions about Dickens's literary portrayal of class changes.

RESULTS

The textual analysis of *Oliver Twist* and *Great Expectations* reveals that Dickens constructs two distinct but complementary visions of social class and mobility. In *Oliver Twist*, social class is portrayed as rigid and oppressive. The novel's protagonist, Oliver, is born into poverty and subjected to the harsh realities of the workhouse system, which Dickens vividly describes as dehumanizing and morally corrupt (research.nordicuniversity.org). Oliver's encounters with characters like Mr. Bumble and Fagin demonstrate how institutional power and criminal networks perpetuate inequality. Oliver's social elevation is ultimately facilitated by external benevolence rather than personal initiative, highlighting the scarcity of genuine social mobility in Victorian society. Dickens thus emphasizes structural barriers and societal indifference as defining features of the lower-class experience. In contrast, *Great Expectations* presents a narrative of aspirational mobility. Pip's transformation from a blacksmith's apprentice to a gentleman in London illustrates the potential for upward social movement. However, this mobility is contingent upon the intervention of a benefactor, Abel Magwitch, and is not purely a function of Pip's own merit (litcharts.com). While Pip gains material wealth and social prestige, he experiences psychological dislocation and moral confusion. His increasing estrangement from his working-class origins, particularly his guilt and shame in relation to Joe Gargery, underscores the internal costs of class advancement. The novel suggests that social mobility is morally complex and emotionally fraught.

Both novels utilize **characterization** to explore class change. In *Oliver Twist*, Oliver's purity and moral integrity contrast sharply with the corruption surrounding him, such as Fagin's criminal activities or the exploitative behavior of workhouse officials (research.nordicuniversity.org). These contrasts highlight the ethical

dimension of social class and reinforce the idea that societal position often dictates moral opportunity. Similarly, in *Great Expectations*, characters such as Estella and Miss Havisham embody the consequences of rigid social conditioning and inherited wealth, illustrating how class identity is enforced and internalized ([researchgate.net](https://www.researchgate.net)). A comparative perspective reveals that Dickens's approach to class change evolves between the two novels.

In *Oliver Twist*, the emphasis is on external conditions poverty, institutional neglect, and criminal networks as the primary determinants of social status. Conversely, *Great Expectations* foregrounds **internal experience**, examining how social ascent affects identity, ethical perception, and emotional well-being. This shift demonstrates Dickens's increasing interest in the psychological ramifications of class mobility, alongside his enduring concern with social injustice. The results also indicate that Dickens consistently critiques upper-class hypocrisy. In both novels, characters who occupy higher social strata, whether benevolent (Mr. Brownlow) or morally corrupt (Miss Havisham, the upper-class benefactors), serve as instruments to examine societal inequities. Dickens presents wealth and privilege as morally neutral tools that can either nurture virtue or propagate vice, reinforcing the notion that ethical behavior transcends class boundaries (zenodo.org). Overall, the study finds that Dickens employs both narrative strategies and character development to depict social class change. In *Oliver Twist*, class is largely imposed and external, whereas in *Great Expectations*, it becomes aspirational and psychologically complex. Despite these differences, both novels foreground the moral implications of social mobility and emphasize the role of character, integrity, and compassion in navigating class boundaries. These findings underline Dickens's dual critique of the structural constraints of Victorian society and the internal struggles engendered by social ascent.

DISCUSSION

The findings from the textual analysis of Dickens's *Oliver Twist* and *Great Expectations* indicate that social class change is a central theme across both works, albeit addressed through different narrative strategies and thematic focuses. In *Oliver Twist*, Dickens critiques the inflexibility of social structures and the perils faced by those at society's margins. The novel highlights systemic failures, such as the workhouse system and criminal exploitation, which limit the possibility of genuine upward mobility ([research.nordicuniversity.org](https://www.research.nordicuniversity.org)). Oliver's eventual improvement is mediated by external intervention rather than merit, reflecting the broader Victorian skepticism toward meritocratic social advancement. The narrative portrays social class as a determinant of moral and material opportunities, emphasizing that institutional structures often reinforce inequality and prevent personal development. In *Great Expectations*, Dickens explores the internal dimensions of social mobility. Pip's rise from humble origins to the world of London gentility illustrates that upward mobility is attainable in theory but fraught with moral and psychological complexity ([litcharts.com](https://www.litcharts.com)). Pip's sense of shame toward his roots, and his alienation from Joe Gargery, underscore the emotional and ethical challenges of leaving one's original social class. Dickens's portrayal suggests that social mobility can create internal conflicts where material success is accompanied by spiritual or relational disconnection. This exploration of identity transformation provides a richer, more nuanced critique of class than the structural focus in *Oliver Twist*. A comparative

analysis reveals that Dickens's treatment of class evolves from an emphasis on structural oppression to a focus on individual psychology.

In *Oliver Twist*, external factors: poverty, institutional neglect, and social exclusion define the narrative tension. In *Great Expectations*, however, the narrative probes the psychological ramifications of mobility, illustrating how social ascent can generate ethical dilemmas and emotional alienation ([researchgate.net](https://www.researchgate.net)). Furthermore, Dickens consistently highlights the moral dimension of social class. Characters in both novels demonstrate that ethical conduct is independent of social position. Oliver's innate goodness contrasts with Fagin's corruption, while Pip's moral development diverges from Estella's upbringing, shaped by Miss Havisham's manipulations. Dickens seems to advocate for a vision of society where integrity and compassion transcend class divisions (zenodo.org).

This dual emphasis on structural critique and psychological analysis reflects Dickens's deep engagement with Victorian social realities. His works suggest that the rigid class system limits opportunities for the poor while creating ethical challenges for the upwardly mobile. The tension between external constraint and internal conflict underscores Dickens's belief in the transformative power of character and moral judgment, rather than wealth or status alone. In addition, the novels indicate that social change is neither uniform nor entirely predictable. While some characters, like Oliver or Pip, experience improvement in their circumstances, these transitions are contingent upon chance, mentorship, or benefaction. Dickens thereby critiques the myth of meritocracy in Victorian society, emphasizing the interplay of fortune, ethics, and institutional structures in shaping social mobility (litcharts.com). Ultimately, the discussion reveals that Dickens's novels present a sophisticated and multi-layered understanding of social class changes. Through *Oliver Twist* and *Great Expectations*, he interrogates both external societal barriers and internal moral challenges, offering a holistic critique of Victorian social structures.

CONCLUSION

The comparative analysis of *Oliver Twist* and *Great Expectations* demonstrates that Charles Dickens presents social class change as a central concern, explored through both structural and psychological lenses. In *Oliver Twist*, class is predominantly external and imposed, and upward mobility is rare, reliant on the intervention of benevolent characters. This reflects Dickens's critique of Victorian institutions such as workhouses and the criminal justice system, highlighting the systemic oppression of the poor and socially marginalized ([research.nordicuniversity.org](https://www.research.nordicuniversity.org)).

In *Great Expectations*, Dickens shifts focus to the psychological ramifications of social mobility. Pip's journey illustrates the internal challenges associated with leaving one's original social class, including moral conflict, alienation from family, and identity crises. While economic ascent is achievable, it is morally and emotionally complex, indicating that social change is not solely material but profoundly personal (litcharts.com).

The study shows that Dickens consistently critiques the upper class for moral failings while emphasizing the intrinsic worth of characters independent of social standing. The novels collectively suggest that true gentility is measured by integrity, compassion, and moral courage rather than wealth or title. Both works reveal

Dickens's evolving perspective on class: from a structural critique in *Oliver Twist* to a nuanced psychological exploration in *Great Expectations* ([researchgate.net](https://www.researchgate.net)). Furthermore, Dickens's representation of social mobility underscores the contingency of human fortune and the limitations of meritocracy in Victorian society. Characters' experiences suggest that opportunity is mediated by chance, social connections, and moral behavior, highlighting the complex interplay between social structure and individual agency (zenodo.org). In conclusion, Dickens's exploration of social class change in *Oliver Twist* and *Great Expectations* remains relevant for understanding the moral, psychological, and societal dimensions of mobility. By combining vivid characterizations with socio-historical critique, Dickens offers a timeless commentary on the ethical implications of social hierarchy and the human desire for upward movement. This study contributes to the ongoing scholarship on Dickens by clarifying how his narratives reflect, interrogate, and morally assess the dynamics of social class in Victorian England.

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AESTHETIC AND POETIC ROLE OF EXPRESSIVE DEVICES IN ENGLISH AND UZBEK POETRY

Author: Yadgarova Surayyo Fatxullaevna¹

Affiliation: Master's Degree student, Nordic International university¹

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ANNOTATION

This article examines the aesthetic and poetic role of expressive devices in English and Uzbek poetry. The study focuses on figurative and stylistic means such as metaphor, imagery, symbolism, personification, repetition, and sound devices, which enhance the artistic and emotional impact of poetic texts. Descriptive, stylistic, and comparative methods were used to analyze selected poems from both literary traditions. The findings show that expressive devices play a significant role in shaping poetic imagery, musicality, and meaning, while cultural and historical factors influence their usage. The study confirms that expressive devices are essential for enriching poetic language and strengthening its aesthetic value.

Keywords: expressive devices, poetic language, aesthetics, English poetry, Uzbek poetry, metaphor, imagery, symbolism, stylistics, figurative language, comparative analysis.

INTRODUCTION

Poetry has long been regarded as one of the most refined and expressive forms of human communication. Unlike ordinary language, poetic language is characterized by its heightened aesthetic function, emotional intensity, and artistic imagery. One of the main factors that contribute to the aesthetic power of poetry is the use of expressive devices. These devices, which include metaphor, simile, symbolism, alliteration, personification, repetition, and imagery, allow poets to convey complex ideas, emotions, and cultural meanings in a condensed and powerful form. The study of the aesthetic and poetic role of expressive devices is therefore essential for understanding how poetry functions as both an artistic and linguistic phenomenon. In both English and Uzbek literary traditions, poetry occupies a central place in cultural and artistic life. Despite differences in historical development, cultural context, and linguistic structure, poets in both traditions rely on expressive devices to create imagery, evoke emotional responses, and enhance the musicality of their works. The comparative study of expressive devices in English and Uzbek poetry provides valuable insights into universal principles of poetic expression as well as culturally specific features of artistic language. The aesthetic function of language in poetry differs significantly from its communicative function in everyday speech. In ordinary communication, language primarily serves to convey information clearly and efficiently. In poetry, however, language is used not only to communicate meaning but also to create beauty, rhythm, and emotional resonance. Words are carefully selected for their sound, connotation, and symbolic value. Expressive devices play a crucial role in this process, enabling poets to transform

ordinary words into powerful artistic images. One of the most important expressive devices in poetry is metaphor. Metaphor allows poets to describe one object or idea in terms of another, thereby creating new associations and meanings. In English poetry, metaphors are often used to explore themes such as time, nature, love, and human identity. For example, time may be depicted as a river, a shadow, or a journey, each metaphor offering a different perspective on the concept. Similarly, in Uzbek poetry, metaphors frequently draw on images from nature, traditional culture, and everyday life. Natural elements such as the sun, wind, desert, and flowers are commonly used to symbolize human emotions and philosophical ideas. The widespread use of metaphor in both traditions demonstrates its importance as a universal tool of poetic expression. Another significant expressive device is imagery, which appeals to the reader's senses and creates vivid mental pictures. Imagery allows poets to make abstract ideas more concrete and accessible. Visual imagery is particularly common in both English and Uzbek poetry, where poets describe landscapes, seasons, and natural phenomena in rich detail. Auditory imagery, such as descriptions of sounds, and tactile imagery, which evokes sensations of touch, also contribute to the aesthetic experience of reading poetry. Through imagery, poetry becomes not only a linguistic experience but also a sensory one.

Symbolism is closely related to imagery but operates on a deeper level of meaning. A symbol is an object, image, or idea that represents something beyond its literal meaning. In English poetry, symbols such as the rose, the night, or the sea often carry emotional or philosophical significance. In Uzbek poetry, symbols are frequently connected with cultural traditions, historical memory, and national identity. For example, images of the homeland, gardens, and stars often carry symbolic meanings related to belonging, hope, and continuity. The use of symbolism allows poetry to convey complex ideas in a subtle and indirect manner, encouraging readers to interpret and reflect. Sound devices also play an essential role in the aesthetic structure of poetry. Alliteration, assonance, consonance, and rhyme contribute to the musical quality of poetic language. These devices not only enhance the beauty of the poem but also reinforce meaning by emphasizing key words and creating patterns of sound. English poetry has a long tradition of using rhyme and meter, while Uzbek poetry, influenced by both classical Eastern poetic forms and modern free verse, often combines rhythmic patterns with rich sound imagery. The musicality created by sound devices strengthens the emotional impact of poetry and makes it more memorable. Personification is another expressive device widely used in both English and Uzbek poetry. By attributing human qualities to animals, objects, or natural phenomena, poets bring the world of their poems to life. The wind may whisper, the moon may smile, and the earth may breathe. Such expressions not only enrich the imagery of the poem but also create a sense of unity between human beings and nature. This device is particularly significant in Uzbek poetry, where the relationship between humans and nature is often portrayed as harmonious and spiritually meaningful. Repetition, including anaphora and parallelism, serves both structural and emotional purposes in poetry. Repeated words or phrases create rhythm, emphasize important ideas, and enhance the expressive power of the poem. In English poetry, repetition is often used to build intensity or to reinforce thematic elements. In Uzbek poetry, repetition may also reflect the influence of oral traditions, where rhythmic and repetitive patterns play an important role in storytelling and lyrical expression. The aesthetic role of expressive devices is closely connected with

the emotional impact of poetry. Poetry is not only meant to be understood intellectually but also to be felt emotionally. Expressive devices help poets convey subtle shades of emotion that might be difficult to express in direct language. Love, sorrow, nostalgia, hope, and longing are often communicated through images and symbols rather than explicit statements. This indirect mode of expression allows readers to engage with the poem on a deeper, more personal level. Another important aspect of expressive devices in poetry is their role in shaping cultural identity. Poetry often reflects the values, beliefs, and historical experiences of a society. In Uzbek poetry, references to traditional customs, historical figures, and national landscapes contribute to a sense of cultural continuity. In English poetry, themes of individuality, nature, and philosophical reflection are often expressed through symbolic and metaphorical language. By studying expressive devices, researchers can gain a better understanding of how poetry reflects and shapes cultural consciousness. Modern poetry in both English and Uzbek literature has undergone significant changes, particularly with the emergence of free verse and experimental forms. Contemporary poets often move away from strict rhyme schemes and traditional meters, focusing instead on imagery, symbolism, and innovative uses of language. Despite these changes, expressive devices remain central to the aesthetic function of poetry. Even in free verse, rhythm, sound patterns, and figurative language continue to play a crucial role in creating artistic effects.

The comparative analysis of expressive devices in English and Uzbek poetry is important for several reasons. First, it highlights the universal nature of poetic expression. Regardless of language or culture, poets use similar techniques to create imagery, evoke emotions, and convey meaning. Second, comparative study reveals the influence of cultural and linguistic factors on the use of expressive devices. Differences in imagery, symbolism, and stylistic preferences reflect the unique historical and cultural contexts of each literary tradition. From a linguistic perspective, the study of expressive devices contributes to the broader field of stylistics, which examines how language is used creatively in different contexts. Stylistic analysis of poetry involves examining lexical choice, syntactic structure, phonetic patterns, and semantic associations. Such analysis helps to explain how aesthetic effects are achieved and how readers interpret poetic language. In addition, the cognitive approach to metaphor and imagery has provided new insights into the role of expressive devices. According to cognitive linguistics, metaphor is not merely a decorative feature of language but a fundamental mechanism of human thought. People understand abstract concepts by relating them to concrete experiences, and poetry makes this process particularly visible. This perspective helps to explain why metaphor and imagery are so central to poetic expression in all languages.

ANALYSIS OF THE RELEVANT LITERATURE

The study of expressive devices and their aesthetic role in poetry has been an important area of research in linguistics, stylistics, and literary criticism. Scholars have long recognized that poetic language differs from ordinary language because of its heightened expressiveness, imagery, and emotional intensity. The analysis of metaphor, symbolism, imagery, sound patterns, and other stylistic devices has therefore become a central topic in the study of poetry, as these elements contribute to both the meaning and the aesthetic value of literary texts. One of the major theoretical foundations for the study of poetic language was established in stylistics.

Researchers in this field emphasize that poetry makes use of the full potential of language, including phonetic, lexical, and syntactic resources, to create artistic effects. Studies in English stylistics have shown that expressive devices are not merely decorative elements but functional tools that shape interpretation and emotional response. Scholars have examined how metaphor and imagery influence readers' perception, how rhythm and sound patterns contribute to musicality, and how symbolism adds depth and ambiguity to poetic meaning. In English literary studies, considerable attention has been devoted to the analysis of figurative language. Many researchers have explored how metaphors structure poetic thought and how imagery helps create vivid and memorable representations of reality. Symbolism has also been widely discussed, particularly in relation to Romantic and Modernist poetry, where symbols often carry philosophical or psychological meanings. Studies of English poetry have demonstrated that expressive devices are closely connected with themes such as nature, time, love, and human identity. Research on sound devices, including rhyme, alliteration, and assonance, has also contributed to understanding the aesthetic dimension of poetry. Scholars have noted that sound patterns not only enhance the musical quality of a poem but also reinforce meaning and emotional tone. The relationship between sound and meaning has been examined in both classical and contemporary poetry, showing that phonetic organization plays a crucial role in shaping the reader's experience. In Uzbek literary studies, the analysis of expressive devices is closely linked with the rich tradition of classical Eastern poetry. Researchers have emphasized that Uzbek poetry has been strongly influenced by classical poetic forms, in which metaphor, symbolism, and imagery occupy a central place. The works of classical poets have provided a model of artistic language characterized by figurative richness, emotional depth, and philosophical reflection. As a result, modern Uzbek poetry continues to make extensive use of expressive devices, often drawing on traditional imagery related to nature, homeland, and spiritual values. Studies of modern Uzbek poetry have shown that expressive devices serve not only aesthetic purposes but also cultural and ideological functions. Poets frequently use symbolic images to express national identity, social concerns, and philosophical ideas. Researchers have also noted the importance of repetition, parallelism, and rhythmic patterns, which reflect the influence of oral poetic traditions and folk literature. Comparative studies of English and Uzbek poetry are relatively limited but increasingly significant. Such research highlights both universal and culture-specific aspects of poetic expression. On the one hand, metaphor, imagery, and symbolism appear to be common features of poetry in different languages. On the other hand, the choice of images and symbols often reflects cultural environment, historical experience, and literary traditions. Comparative analyses have shown that while English poetry often emphasizes individual perception and psychological experience, Uzbek poetry frequently focuses on collective memory, moral values, and the relationship between humans and nature. In recent years, cognitive and interdisciplinary approaches have further expanded the study of poetic language. Cognitive linguistics has demonstrated that metaphor and imagery are not only artistic devices but also fundamental mechanisms of human thinking. From this perspective, poetry reflects the ways people conceptualize the world and express abstract ideas through concrete images. This approach has provided new insights into the universality of certain expressive devices across different languages and cultures. Overall, the analysis of relevant

literature shows that expressive devices play a central role in shaping the aesthetic and poetic qualities of literary texts. Previous research provides a strong theoretical foundation for examining the aesthetic and poetic role of expressive devices in English and Uzbek poetry, while also indicating the need for further comparative studies that explore the interaction between language, culture, and artistic creativity.

RESEARCH METHODOLOGY

The present research is devoted to investigating the aesthetic and poetic role of expressive devices in English and Uzbek poetry. The methodology of this study is based on a combination of linguistic, stylistic, and comparative approaches, which allow a comprehensive analysis of poetic language. The use of several complementary methods ensures the reliability, validity, and depth of the research results. The study follows a qualitative research design, as the main objective is to analyze linguistic and stylistic features in poetic texts and interpret their aesthetic and semantic functions. Poetry is a highly artistic and context-dependent form of language; therefore, qualitative analysis is more suitable than purely quantitative approaches. However, elements of quantitative observation were also used to identify the frequency of certain expressive devices in selected texts. The research materials consist of selected poems by modern English and Uzbek poets. The criteria for selecting texts included the presence of figurative language, diversity of expressive devices, and thematic relevance to emotional or philosophical topics. Poems representing different stylistic tendencies were included in order to ensure the representativeness of the data. The data were collected through textual analysis of poetic works. Poems were carefully read and examined in order to identify expressive devices such as metaphor, simile, personification, imagery, symbolism, repetition, alliteration, and parallelism. Each instance of an expressive device was recorded and classified according to its type and function. For example, in English poetry, metaphoric expressions such as “Hope is a fragile bird” illustrate how abstract concepts are represented through concrete images. Such examples were noted and analyzed to determine how metaphor contributes to emotional expression and imagery. Similarly, in Uzbek poetry, expressions like “Yuragim sahrodek keng, ammo yolgʻiz” (“My heart is wide like a desert, yet lonely”) demonstrate the use of simile and symbolic imagery to convey emotional states. These examples were collected as evidence of how poetic language functions in Uzbek literary tradition.

The descriptive method was used to identify and classify expressive devices in the selected texts. This method involves observing linguistic phenomena and describing their structural and semantic features. Each poetic device was analyzed in terms of its form, meaning, and stylistic function. For instance, alliteration in English poetry, such as “Silver silence softly spread,” was analyzed to show how repetition of consonant sounds creates musicality and enhances aesthetic perception. In Uzbek poetry, sound repetition may appear in phrases such as “Sokin sahar sukunatida”, where repeated consonant sounds contribute to rhythm and harmony. The descriptive method made it possible to systematize the data and identify common patterns in the use of expressive devices.

Stylistic analysis played a central role in the research, as it allowed for examining how expressive devices function within the overall structure of the poem. This method focuses on the interaction between language form and artistic meaning. For example, personification in English poetry, such as “The wind

whispered secrets to the trees,” was analyzed to determine how it creates atmosphere and emotional tone. In Uzbek poetry, a similar effect can be observed in expressions like “Shamol yaproqlarga ertak aytdi”, where natural elements are given human qualities to enhance imagery and emotional resonance. Stylistic analysis also included examining lexical choice, sentence structure, and figurative meaning in order to understand how aesthetic effects are achieved.

The comparative method was used to identify similarities and differences in the use of expressive devices in English and Uzbek poetry. This method is essential for understanding both universal features of poetic language and culturally specific characteristics. For example, imagery related to nature is common in both traditions, but the symbolic meanings may differ. In English poetry, the image of autumn often symbolizes decline or the passage of time, while in Uzbek poetry, autumn may symbolize maturity, reflection, or philosophical calmness, depending on context. Another example can be found in the use of symbolism. In English poetry, the sea may symbolize infinity or the subconscious, whereas in Uzbek poetry, water or rivers often symbolize life, purity, or continuity. These differences were analyzed to show how cultural background influences poetic expression.

Contextual analysis was applied to interpret expressive devices within their thematic, cultural, and historical contexts. A poetic image cannot be fully understood without considering the context in which it appears. For instance, references to the moon in English romantic poetry often evoke solitude or contemplation, while in Uzbek poetry the moon may symbolize beauty, longing, or spiritual purity. Contextual analysis helps explain these meanings by examining the cultural and literary background of each poem.

The interpretative method was used to explain how expressive devices influence readers' perception and emotional response. Poetry often contains multiple layers of meaning, and interpretation is necessary to reveal symbolic and metaphorical significance. For example, a line such as “The fading light of evening carried memories” can be interpreted as a metaphor for nostalgia and the passage of time. Similarly, in Uzbek poetry, a phrase like “So'nayotgan quyosh orzularimni olib ketdi” may symbolize the loss of hope or the end of a significant period in life. Interpretative analysis allowed for deeper understanding of aesthetic and emotional effects produced by poetic language.

To ensure reliability, examples were selected from recognized literary sources and analyzed systematically. The classification of expressive devices was based on established principles of stylistics and literary analysis. Validity was strengthened by comparing findings with theoretical frameworks discussed in previous research on poetic language and stylistics.

Despite the advantages of the methods used, certain limitations should be acknowledged. The study focuses on a limited number of poetic texts, which may not represent all stylistic variations in English and Uzbek poetry. In addition, interpretation of poetic language may involve a degree of subjectivity, as different readers may perceive imagery and symbolism differently. Future research could expand the corpus of texts and incorporate quantitative methods, corpus linguistics tools, or reader-response analysis to obtain more comprehensive results.

CONCLUSION

The present study examined the aesthetic and poetic role of expressive devices in English and Uzbek poetry. The analysis focused on figurative and stylistic means such as metaphor, simile, imagery, symbolism, personification, repetition, and sound devices, which play a central role in shaping poetic language. The results of the research confirm that expressive devices are not merely decorative elements but essential tools that help poets convey meaning, create imagery, and evoke emotional responses in readers. One of the main conclusions of the study is that both English and Uzbek poetic traditions actively employ expressive devices to enhance the artistic quality of poetry. Metaphor and imagery were found to be among the most frequently used devices in both literatures. These elements allow poets to express abstract ideas through concrete images, making poetry more vivid and meaningful. Symbolism also plays an important role, as it enables poets to communicate complex philosophical and emotional ideas indirectly, encouraging readers to interpret the deeper layers of meaning. At the same time, the comparative analysis revealed certain differences in the use of expressive devices. English poetry often emphasizes individual perception, psychological depth, and symbolic representation of inner experiences. Uzbek poetry, on the other hand, frequently reflects national traditions, cultural values, and the close relationship between humans and nature. Natural imagery, references to homeland, and traditional symbols are especially characteristic of Uzbek poetic language. These differences demonstrate that while expressive devices may be universal in form, their meanings and functions are influenced by cultural and historical contexts. Another important conclusion is that expressive devices contribute significantly to the aesthetic impact of poetry. Sound patterns such as alliteration, assonance, and rhythm enhance the musical quality of poems and strengthen their emotional tone. Repetition and parallelism help emphasize key ideas and create structural harmony within the text. These features make poetry more memorable and increase its expressive power. The study also shows that the analysis of poetic language requires an interdisciplinary approach. Linguistic, stylistic, and literary methods are all necessary for understanding how expressive devices function in poetic texts. The use of descriptive, comparative, and contextual analysis in this research made it possible to identify patterns in the use of expressive devices and to interpret their artistic significance. Despite the findings obtained, certain limitations should be acknowledged. The study was based on a limited selection of poems, which may not fully represent the diversity of modern English and Uzbek poetry. In addition, interpretation of poetic language may vary depending on the reader's cultural background and personal perception. Future research could expand the range of texts analyzed and apply additional methods, including corpus analysis or reader-response studies, to obtain more comprehensive results.

In conclusion, expressive devices play a vital role in shaping the aesthetic and poetic qualities of English and Uzbek poetry. They enrich poetic language, deepen emotional expression, and strengthen the artistic impact of literary works. Comparative analysis of the two poetic traditions highlights both universal principles of poetic expression and culturally specific features. The results of this research contribute to a better understanding of the relationship between language, culture, and artistic creativity, and they may serve as a basis for further studies in stylistics, comparative linguistics, and literary analysis.

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ТЕОРЕТИЧЕСКИЕ ОСНОВЫ РАЗВИТИЯ КОМПЕТЕНЦИЙ «4К» КАК КЛЮЧЕВОГО КОМПОНЕНТА СОВРЕМЕННОГО ОБРАЗОВАНИЯ

Авторы: Amanullayeva Kamola Muminovna¹, Muradova Shaxnoza Muradullayevna²

Аффилиация: ISFT instituti Samarqand filiali, PhD., professor v.b. ¹, ISFT instituti Samarqand filiali, Xorijiy til va adabiyoti magistranti ²

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АННОТАЦИЯ

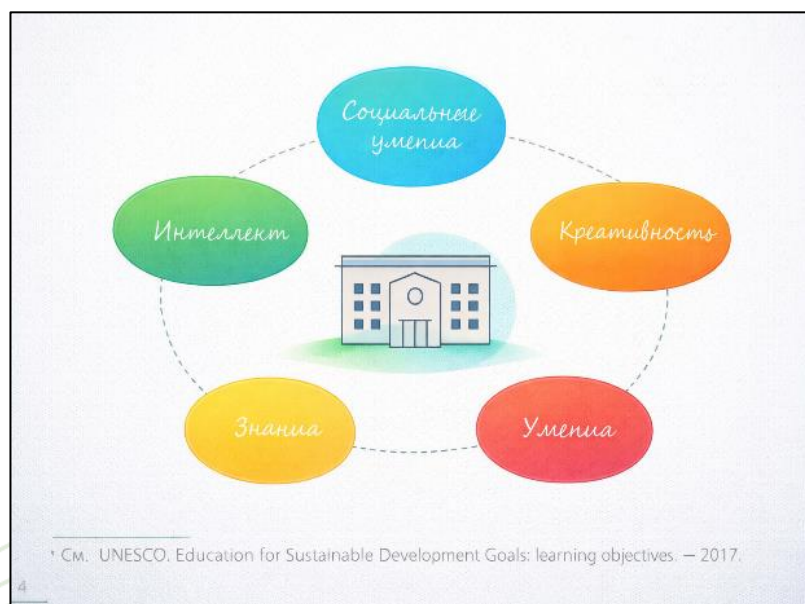
В статье рассматриваются ключевые компетенции XXI века в контексте современного школьного образования, особое внимание уделяется модели «4К», включающей креативность, критическое мышление, коммуникацию и сотрудничество. Анализируются изменения в образовательных целях, обусловленные глобализацией, развитием технологий и трансформацией общества. Показано, что традиционная ориентация на предметные знания становится недостаточной для успешной адаптации учащихся к современным условиям. Обоснована необходимость интеграции когнитивного и социально-эмоционального развития обучающихся. Раскрываются особенности организации учебного процесса, направленного на формирование компетенций «4К», включая групповую работу, проектную деятельность и задания с множественными решениями. Подчеркивается, что коммуникация и сотрудничество выступают основными факторами успешного формирования универсальных учебных навыков и подготовки, учащихся к жизни в быстро меняющемся мире.

Ключевые слова: компетенции XXI века, модель «4К», креативность, критическое мышление, коммуникация, сотрудничество, компетентностный подход, образовательные технологии, социальные навыки, школьное образование, учебный процесс.

ВВЕДЕНИЕ

Основные ценности XXI века включают интеллект, креативность и социальные навыки, которые формируются и развиваются на протяжении всей жизни человека. Знаний и умений, которые давала школа в прошлом столетии, уже недостаточно для достижения успеха в современном мире. Быстрое развитие технологий, процессы глобализации и демографические изменения существенно трансформируют общество. В этих условиях особую значимость приобретают социальные компетенции, критическое мышление, способность к сотрудничеству и навыки решения проблем. Система образования также пересматривает свои цели, постепенно расширяя перечень формируемых умений в учебных программах. Современная школа несет ответственность как за когнитивное, так и за социально-эмоциональное развитие учащихся, рассматривая их как взаимосвязанные аспекты. Важный международный документ в области образования, разработанный ЮНЕСКО, определил «цели

устойчивого развития» и выделил когнитивные, социально-эмоциональные и поведенческие результаты обучения.



МЕТОДОЛОГИЯ

В последние годы системы школьного образования во всем мире постепенно отходят от традиционного акцента на усвоение предметных знаний и умений и стремятся создать условия для формирования ключевых компетенций XXI века. Несмотря на различия в моделях и подходах к описанию этих навыков, их базовый набор остается достаточно стабильным. Помимо предметной грамотности, в рамках концепции Partnership for 21st Century Learning выделяются так называемые «инновационные умения», к которым относятся критическое мышление и решение проблем, креативность и инновационность, а также коммуникация и сотрудничество. Наряду с ними важное место занимают жизненные и карьерные навыки. На Всемирном экономическом форуме в докладе «Новый взгляд на образование» предложена модель образовательных результатов, включающая три уровня: базовую грамотность, компетенции и личностные качества. Центральное место в этой модели занимают компетенции «4К»: креативность, критическое мышление, коммуникация и кооперация (сотрудничество). Выделение именно этих навыков объясняется результатами многочисленных исследований образовательных систем разных стран, направленных на определение приоритетов профессионального сообщества и национальных образовательных стратегий. Одно из таких исследований было проведено в странах Азиатско-Тихоокеанского региона, включая такие лидеры образования, как Гонконг, Южная Корея, Сингапур, Япония и стремительно развивающийся Вьетнам. Анализ образовательной политики и стандартов этих стран показал, что наиболее часто в них подчеркиваются такие компетенции, как критическое и креативное мышление, а также умение управлять собой и эффективно взаимодействовать с другими людьми.

Модель урока, направленного на формирование компетенций «4К» (креативное мышление, критическое мышление, коммуникация, кооперация), относится к современным подходам организации обучения, ориентированным

на развитие ключевых навыков XXI века. В рамках данной модели особое значение приобретают социальные умения и навыки решения комплексных проблем, поэтому когнитивное и социально-эмоциональное развитие рассматриваются как взаимосвязанные и неразделимые процессы. При формировании компетенций «4К» также развиваются личностные качества учащихся, такие как инициативность, настойчивость, лидерские качества и адаптивность [1], которые являются необходимыми для успешной деятельности.

На уроках, ориентированных на развитие компетенций «4К», рекомендуется использовать задания, предполагающие групповую работу с возможным распределением подзадач между участниками. Учебные задачи должны допускать наличие нескольких вариантов решения или даже множества подходов, а также требовать от учащихся самостоятельного поиска и отбора необходимой информации в открытых источниках. Основные характеристики учебной ситуации и учебных заданий, которые создают условия для развития у учащихся креативного и критического мышления, а также других компетенций «4К», включают следующие аспекты:

- учебная задача предполагает наличие нескольких вариантов решения или различных способов достижения одного результата;
- обучающиеся выполняют мини-проект или создают продукт с использованием стандартных, но неочевидных для традиционного учебного процесса средств;
- сюжет решаемой проблемы может развиваться в рамках конкретного предметного содержания, одновременно расширяя и углубляя предметные знания учащихся;
- предусмотрена организация работы в группах;
- требуется самостоятельный поиск, отбор и применение необходимой информации;
- реализуется использование знаний из разных разделов курса или различных учебных предметов для решения одной задачи;
- учитываются индивидуальные возможности учащихся с разным уровнем подготовки. [2, с.24].

ЗАКЛЮЧЕНИЕ

Проведённый анализ современных подходов к организации образовательного процесса позволяет сделать вывод о том, что в условиях XXI века ключевыми факторами успешного обучения становятся коммуникация и сотрудничество. Именно эти компетенции обеспечивают эффективное взаимодействие учащихся, способствуют развитию критического и креативного мышления, а также формируют способность к совместному решению сложных задач. Модель формирования компетенций «4К» демонстрирует, что образовательный процесс постепенно смещается от простого усвоения знаний к развитию универсальных навыков, необходимых для жизни в современном обществе. В этой системе коммуникация выступает как основа обмена идеями, аргументации и понимания, а сотрудничество - как механизм достижения общих целей через взаимодействие и распределение ответственности между участниками учебной деятельности. Практическая реализация данной модели на уроках показывает, что групповые формы работы, проектная деятельность и задачи с множественными решениями

создают благоприятные условия для формирования социальных и когнитивных компетенций одновременно. При этом учащиеся не только усваивают предметное содержание, но и учатся самостоятельно искать информацию, анализировать её и применять в новых ситуациях. Таким образом, можно заключить, что коммуникация и сотрудничество являются основополагающими компонентами современного образования. Их целенаправленное развитие в рамках компетентного подхода способствует подготовке учащихся к успешной адаптации в быстро меняющемся мире, а также формированию у них устойчивых навыков взаимодействия и совместной деятельности.

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ПРОБЛЕМАТИКА ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В ОБРАЗОВАНИИ: КАФЕДРЫ ЮНЕСКО КАК МЕХАНИЗМ РЕШЕНИЯ

Авторы: Ганчерёнок И.И.¹, Горбачёв Н.Н.², Кодиров Н.Н.³, Жабборов И.И.⁴

Аффилиация: доктор физико-математических наук, профессор, Минский городской институт развития образования, декан, г. Минск, Республика Беларусь¹, независимый эксперт, г. Минск, Республика Беларусь², заведующий кафедрой, Международный университет «Нордик», г. Ташкент, Республика Узбекистан³, доктор физико-математических наук, профессор, Ташкентский государственный экономический университет, профессор, г. Ташкент, Республика Узбекистан⁴

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Процессы развитие информационного общества и цифровизация экономики ориентируются на современные информационные технологии, включая технологии искусственного интеллекта (ИИ). Вместе с тем, информационных технологов-практиков явно недостаточно, а высшие учебные заведения их не выпускают и не ведут их переподготовку. Более того, технологической документации в этой сфере явно недостаточно и единая система технологической документации на этот сектор не ориентирована. Отметим также, что несмотря на присутствие значительного количества как системных, так и прикладных программных средств (модулей) интеграция их в рамках типовых и групповых технологических процессов, особенно «сквозных» технологий вызывает существенные трудности. Интеграционные вопросы тесно связаны с несогласованностью, отсутствием совместимости и интероперабельности технологических переходов.

Это напрямую касается внешних (надсистемных) и внутренних (эксплуатационных) технологий ИИ, что является одной из важных проблем в рамках интеллектуальной проблематики. Следует учесть также то, что технологическая проблематика связана с другими аспектами системного характера (рисунок 1). К ним относятся:

- персонал (важен контроль его квалификации, обучения, нормирования труда), оборудование (сам по себе ИИ не существует, здесь и компьютеры и коммуникации и другое), инструменты, материалы, комплектующие (всё необходимое для эффективной эксплуатации ИИ);
- управление (целеполагание, критерии, стратегические карты, управляющие воздействия), контроллинг (состав контролируемых данных, их сбор и аналитика), обеспечение качества (стандарты, нормативы, входной и выходной контроль).

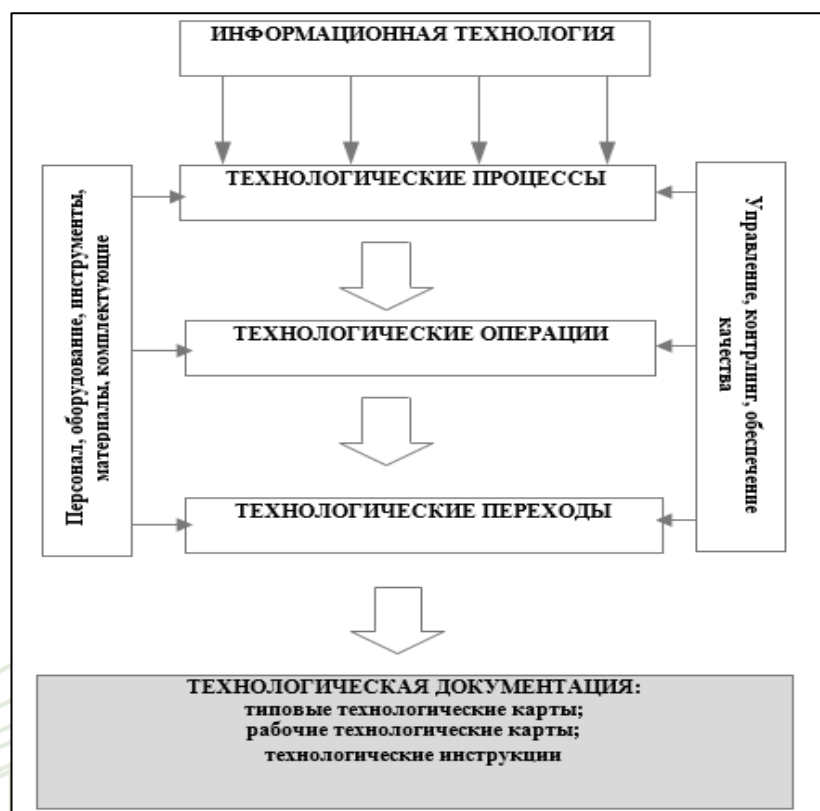


Рисунок 1 – Структура информационных технологий

По экспертным оценкам рассматриваемая проблема ИИ дополняется следующими: предвзятость данных (дискриминация), отсутствие прозрачности («черный ящик»), угрозы конфиденциальности, нарушение авторских прав и высокие энергозатраты. ИИ часто не обладает «здоровым смыслом», генерирует недостоверную информацию («галлюцинации») и создает этические риски использования.

Рассмотрим указанные проблемы ИИ с более широких позиций:

- предвзятость и этика: ИИ-модели обучаются на исторических данных, перенимая человеческие стереотипы, что ведет к дискриминации (например, при найме или распознавании лиц);
- проблема «черного ящика»: сложные нейросети (deep learning) не могут объяснить генерируемые структуры и логику обучения и принятия решений, что критично особенно в медицине или финансах;
- качество и доступность информационных ресурсов: для тестирования ИИ, обучения и эксплуатации требуются массивы «больших данных», информации и знаний, которые интегрируются в единое информационное пространство качественных ресурсов (при этом, учитывая, что до фильтрации данные могут быть неполными, неточными или защищенными);
- линейное, нелинейное и ассоциативное мышление: программно-алгоритмическая реализация многомерных мыслительных процессов ИИ, системное и визуальное мышление, решение изобретательских задач, нетрадиционные и ассоциативные логики, тралектика;

- безопасность и «галлюцинации»: должна быть обеспечена безопасность результатов работы и технологий ИИ, который может генерировать параинформацию и дезинформацию, ложные фактические материалы и фейковую аналитику, использоваться для проведения фишинга;
- авторские права: использование произведений людей для обучения моделей без согласия авторов, а также авторизация материалов ИИ; некачественные информационные ресурсы ИИ и для ИИ создает правовые конфликты и прецеденты;
- информационно-экологический след: влияние ИИ на данные и метаданные, информацию и знания в инфосфере и ноосфере, оценка и чистка «информационного мусора»;
- ресурсная проблематика: обучение масштабных ИИ-моделей требует огромных затрат энергии и других ресурсов, что наносит вред экологии и экономике (это требует систематизации ИИ-технологий с ориентацией на энергоограниченные и экономически эффективные);
- социально-экономические риски: углубление информационного неравенства, возможность концептуальной предвзятости и стереотипов, снижение умственного и физического уровня населения и специалистов, опасения массовой безработицы.

Эта проблематика требует с одной стороны эволюционного развития уже существующих и реализованных концептов (экспертные системы, активные и интеллектуальные информационные системы, «интеллектуальный конвейер», ситуационно-аналитические центры), а с другой – разработки ответственного ИИ, улучшения прозрачности алгоритмов и внедрения правового регулирования.

Широкое распространение технологий генеративного ИИ в высших учебных заведениях (ВУЗ) устанавливает цепочку неоднозначных соответствующих проблем в образовательной сфере:

- как применять, регулировать использование и интегрировать ИИ в учебный процесс таким образом, чтобы инновационные технологии привнесли качественную трансформацию результатов обучения;
- какие последствия и риски характерны в рамках стабильного использования технологий ИИ в образовательном процессе;
- как тестировать и оценивать самостоятельную работу обучающихся, практикумы, курсовые и дипломные работы, обеспечивая их необходимый уровень системного и визуального мышления при контактах с ИИ;
- как использовать возможности ИИ при генерировании обучающими практических заданий обучаемым, включая возможности виртуальной и дополнительной реальности;
- какое воздействие оказывают и какие перспективы предоставляют технологии ИИ для управленцев, обучающихся, исследователей и обучающихся в ВУЗов.

До появления в открытом доступе технологий генеративного ИИ применение традиционных информационных технологий в образовании не расценивалось как угроза учебному процессу и самостоятельной работе обучающихся, поскольку не создавало риски замещения непосредственной учебной деятельности. Появление современных чат-ботов и их реальное практическое использование обучающимися в корне поменяло проблемную ситуацию и поставило вопрос о необходимости принципиальной модификации традиционного образования. Существует обширный диапазон взглядов по этой проблематике и в целях их систематизации выделим несколько группировок:

1. экспертов, настаивающих на запрете использования современных чат-ботов (основной аргумент – нечистоплотность в подготовке отчётов со стороны обучающихся);
2. обучающихся, которые предлагают сформировать барьеры и разработать технологии по распознаванию текстов, сгенерированных ИИ (например, использование нейросетей и другого инструментария для распознавания сгенерированного контента);
3. экспертов, рассматривающих возможности и риски широкого употребления генеративного ИИ в рамках противоречивости ситуации (с одной стороны как возможность избавиться от рутинной деятельности, а с другой – риски подмены самостоятельной аналитики и реальных компетенций, вплоть до потери предназначения образовательной деятельности как таковой);
4. эта группа мнений сосредоточена только на позитивных эффектах применения генеративного ИИ в сфере высшего образования (поскольку ИИ позволяет развивать у обучающихся навыки мышления более высокого уровня);
5. сотрудники, базирующиеся на принципах технорационализма (подход требующий трансформаций не только в оценке письменных заданий и отчётов (именно при их представлении отмечены злоупотребления), но и в организации внедрения новых технологий обучающимися и обучаемыми);
6. группа, ориентирующаяся на изменения в рамках коммуникаций обучающихся и обучаемых в образовательном процессе с использованием технологий ИИ.

В ВУЗах регламенты использования генеративного ИИ должны быть направлены на достижение эффективного взаимодействия между инновациями и академической этикой. В университетах следует разрешить и обучающимися, и обучаемыми осознанное использование генеративного ИИ (даже в рамках образовательных и профессиональных стандартов). Подобный подход предполагает чёткое свидетельство об использовании ИИ-инструментов. Обучающим рекомендуется отслеживать степень использования генеративного ИИ, разрабатывая задания на уровне проектных задач, требующих развитой аналитики, а также системного и визуального мышления.

На современном этапе цифровизации образования и применения ИИ информационные ресурсы (в частности, данные) носят системообразующий

характер в рамках формирования единого информационного пространства открытых данных [1, 2]. Формирование качественного образовательного контента в значительной степени поддерживает обучение, совершенствование и повышение когнитивной насыщенности систем ИИ в учебном процессе, в том числе, и через развитие институциональной инфраструктуры в форме сети кафедр ЮНЕСКО по ИИ в образовании (хаб по ИИ в образовании).

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